

Formation Of Students' Pragmatic Competence in Mother Language Classes on The Basis of the "4k" Model

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Annotation: The article talks about the new generation textbooks created on the basis of the "4K" model, their importance in the comprehensive development of students. The formation of pragmatic competence in students through teaching based on the communicative principle of the "4K" model is described. Some exercises aimed at the formation of pragmatic competence in students in the primary-grade native language textbook have been analyzed.

Key words: "4K" model, principle, critical (critical) thinking, creativity (creative approach), communication (communication), cooperation (teamwork), pragmatic competence.

Today's intense globalization has imposed new tasks on all spheres of education worldwide, including primary education. The issue of raising creative, broad-minded and thoughtful young people has become more important than ever. In order to achieve this goal, new innovative approaches that have passed international experience and are highly effective are being introduced to the education system. The experiences of countries with developed educational systems such as Singapore, China, England, Finland, and Estonia have changed in the organization of primary education based on innovative approaches. As a result of the studies, it was found that in these countries, the main attention is paid to the development of 21st century skills, including the principle of "4K". As a result, these countries took high places in international rankings such as PISA and PIRLS. In the educational process of these countries, special emphasis is placed on communication, research, and creativity skills of students, including "4K". "4K", which includes critical thinking, creativity (creative approach), communication (communication), cooperation (teamwork), etc. " is being taught on the basis of new generation textbooks developed on the basis of the principle. In the development of the textbooks, the model tasks used in the assessment of student success by international programs were studied and taken as a basis (PISA, PIRLS, TIMSS, EGMA, EGRA).

An important aspect of the 4K principle is that it is not limited to rote memorization or simply teaching reading/writing. Students' logical thinking, creativity, and communication skills are also worked on. Students learn not only subjects, but also life skills needed in the 21st century.

From the 2023-2024 academic year, the "Mother language" and "Reading literacy" lessons will be taught separately. A number of skills are formed in students as a result of teaching each subject. Reading literacy classes develop students' speaking skills. They are as follows:

1. Be able to speak fluently, following the rules of literary pronunciation.
2. Observance of communication etiquette.
3. Being able to express one's opinion.
4. Being able to ask questions during the conversation.
5. Retelling the content of the work, making sentences correctly.

The formation of such skills in students serves the development of communication.

In the innovative approach based on the "4K" model, special attention is paid to the formation of students' communication skills. The following abilities of students are developed by forming communication:

- the ability to not be afraid of communication and to organize communication, to ask questions and to be ready to answer them.
- the ability to adapt to the purpose and content of communication, as well as to the interlocutor;
- the ability to use verbal and non-verbal means to achieve communicative goals;
- understanding the meaning of the rules of communication and increasing the level of confidence;
- learning to listen to other people's opinions;
- ensuring the formation of a positive self-image;
- the practice of expressing one's thoughts and feelings;
- the practice of presenting, receiving and reflecting feedback;
- the practice of clearly proving one's thoughts and opinions;
- practice working with others in large and small teams.

As a result, students learn to clearly express their thoughts, listen and understand the interlocutor, and effectively use language tools to convey information. At the same time, pragmatic competence is formed in students.

Pragmatic competence means that the student has the ability to use speech conditions, speech situations, and speech styles (colloquial, scientific, artistic, journalistic) rationally and effectively.

The subject of the mother tongue taught in primary grades is a multifaceted and complex subject. In native language lessons, students' vocabulary is increased, attention is paid to mastering the rules of speech, the ability to consciously express one's thoughts is developed, the ability to give an appropriate answer to the interlocutor, react to what they hear, the level of knowledge of oral communication forms, reading speed, written speech is increased. skills are developed, cognitive interests are formed, and their worldview is expanded.

In order to fulfill these requirements, it is necessary to develop a system of educational tasks, which allows to express an opinion in different speech situations based on a pragmatic approach in mother tongue education, and serves for the effectiveness of mutual communication.

Various incentives given to students are important for their interest in the lesson and their desire to learn. Because incentive acts as motivation for students. Students are usually rewarded for answering questions correctly during class. If he answers incorrectly, he will face some kind of criticism or restriction. This situation becomes an obstacle for students to communicate. It is very important to encourage the student to ask the teacher questions during the lesson. Because the more questions the student asks, the bolder he becomes, he is not afraid to communicate. In the process of communication, the answer depends on how the question is asked. Thinking ability is defined not only by the ability to answer questions, but also by the ability to ask them. It is necessary to develop the ability of students to ask correct and logical questions. It is very important to train thinking people who will make the right decisions in the future. Asking questions to the teacher by students is not encouraged in most cases. In mother tongue classes and other subjects too, students are mostly responsive. This is a big obstacle in the formation of pragmatic competence in students.

Discussions. In the pragmatic teaching of the mother tongue, knowledge of the language is given in direct connection with the concrete life situations that the student encounters in his daily life. Tasks given especially in elementary grades are related to events that students have seen in life and related to their daily activities. It helps students to correctly and objectively assess the speech situation.

In the new textbooks, many practical exercises and assignments aimed at forming students' pragmatic competence are given. For example, it is possible to form students' pragmatic competence through exercises on pages 10, 11, and 15, given on page 13 of the 2nd grade mother tongue textbook.

According to the condition of exercise 10, students should find words that differ by one sound and make three sentences with them. The exercise can be done as follows:

Field - chala, child - tulip; flower - ash.

Because the weather was bad and it was raining, the work in the field was left unfinished. The children picked tulips from the hill one by one.

Exercise 11. Read the text. Underline the words that differ by one sound.

Uzbekistan is a free and prosperous country. Nature is beautiful. Especially spring tulips bloom in the mountains and hills. And the children hang on the branches of the plum tree to eat the porridge.

The text is read and analyzed. Words that differ by one sound are defined.

free - prosperous; tulips - children; opens - hangs.

According to the task of the exercise, the sounds that differentiate the words from each other are underlined.

free - prosperous; tulips - children.

In addition, words such as dayar, bahar, fasl, qir, adir, open, eat, apricot, horn in the text also differ by one sound: dayar - didor, bahar - nahar, fasl - nasl, qir - one, adir - adib, open. - scattered, eat - eat, apricot - harvest, branch - king.

Exercise 14. Change the content of the sentences by replacing one sound in the given sentences.

On page 15 of the textbook, there are three sentences and corresponding pictures for each sentence. The letter in the sentences that needs to be replaced is highlighted in blue.

Delicious bread.

A large garden was seen in the distance.

A hammer is the most necessary tool for a carpenter.

Students change the content of the sentences and write as follows:

Delicious pear.

A big mountain was seen in the distance.

An ax is the most necessary tool for a carpenter.

Pragmatic competence is formed in the student by completing the task of interpreting the meaning of words that differ by the same sound, explaining the difference and making sentences with them.

Also, in the speech, "Come here!", "Come here!", "Come here and leave!" "Will you come!", "Come on!", "Come on!", "Hey, here!", "Hey, here!", "Look at me!", "Wait a minute!" "Is it possible?" "So-and-so (son/hon/brother/sister)!" There are hundreds of expressions, all kinds of gestures. But they differ sharply in what kind of speech situation, to whom they are used, and how effective they are.

The development of pragmatic competence in the education of the mother tongue involves the student's correct assessment of the speech situation and the determination of the personal qualities of speaking in accordance with it. With the help of exercises and tasks, students' activity is organized and their positive motives are encouraged (assignments, demands, various tasks for individual and group activities in the form of competitions, showing examples and examples, creating successful situations).

Summary. It is one of the main tasks of the teacher to work on the development of students' communicative abilities in primary-grade mother tongue classes. The content of the tasks in the textbooks is aimed at expressing the opinion of the students, evaluating various situations, conveying information, encouraging action, influencing the interlocutor. Completing exercises and in-depth analysis of texts will develop students' not only communicative but also pragmatic competence.

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