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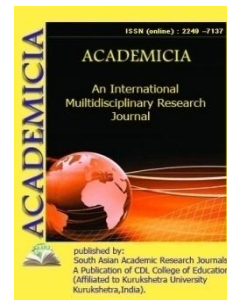
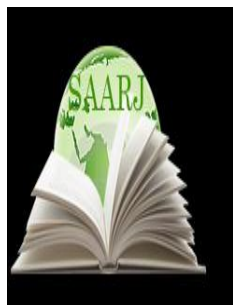
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VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

84.	ON SOME TYPICAL PROBLEMS TO BE SOLVED IN PRIMARY SCHOOLS Muhamadovna Mavlyuda Qosimova, Abdulloyevich Asror Kasimov	502-517	10.5958/2249-7137.2021.00081.1
85.	THE BASICS OF COMMUNICATIVE COMPETENCE ARE THE GUARANTEE OF THE DEVELOPMENT OF SPEECH IN PRIMARY SCHOOLCHILDREN IN THE LESSONS OF THEIR NATIVE LANGUAGE Baymuradovna Shoirra Babaeva, Rustamovna Sitara Mirova, Uzakova Alina Bakhtiyorovna, Rohatova Zarinabegim Ikhtiyorovna	518-529	10.5958/2249-7137.2021.00082.3
86.	THE SPIRITUAL DESCRIPTION OF ADULTS IN UZBEK CHILDREN'S PROSE-THE PLACE OF LITERARY PSYCHOLOGISM Jamilova Bashorat Sattorovna, Nuriddinova Shaxnoza Sadriddinovna	530-540	10.5958/2249-7137.2021.00083.5
87.	THEORETICAL AND DIDACTIC PRINCIPLES OF DISTANCE LEARNING Shavkatovna Dilora Sidikova	541-548	10.5958/2249-7137.2021.00084.7
88.	QUALITY AND EFFECTIVENESS FOR DESIGN OF LEARNING OUTCOMES IN THE LANGUAGE TEACHING A.Khamroev	549-558	10.5958/2249-7137.2021.00085.9
89.	SCIENTIFIC-THEORETICAL BASES OF USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING METHODS OF MOTHER TONGUE Shavki kizi Umida Togayeva	559-568	10.5958/2249-7137.2021.00086.0
90.	PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR CREATIVE ACTIVITY Davronovna Gulbahor Niyazova, Davronovna Sitara Niyazova	569-579	10.5958/2249-7137.2021.00087.2
91.	INTENSIVE EDUCATION AND LINGUISTIC COMPETENCE IN MOTHER TONGUE Mamanazarovna Ogiljon Olloqova	580-587	10.5958/2249-7137.2021.00088.4
92.	METHODOLOGY FOR CONDUCTING TECHNOLOGY LESSONS ON WORKING WITH PAPER AND CARDBOARD Kurbanova Shoirra Narzullaevna, Toymurodova Nilufar	588-596	10.5958/2249-7137.2021.00089.6
93.	EVALUATE AND ANALYZE THE RESULTS OF GIRLS INTERNATIONAL EVALUATION MONITORING Rajabova Kimyokhon Farmonovna	597-601	10.5958/2249-7137.2021.00090.2
94.	"NATIONAL CULTURE IN THE FABLES OF GULHANIY" Gaybulloevna Makhfuza Sadulloeva	602-608	10.5958/2249-7137.2021.00091.4
95.	TO THE METHODOLOGY OF APPLIED ORIENTATION OF TEACHING MATHEMATICS Saipnazarov Shaylozbek Aktamovich, Khodjabaeva Dilbar Kazaxbayevna	609-614	10.5958/2249-7137.2021.00092.6
96.	ECOLOGICAL EDUCATION OF CHILDREN IN PRIMARY SCHOOL Mamatqulovna Feruza Xalilova, Davronovna Sitara Niyazova	615-622	10.5958/2249-7137.2021.00093.8
97.	PSYCHOLOGICAL ASPECTS OF LEFT-HANDEDNESS: CONCEPT, CAUSES, AND PECULIARITIES Qoldoshev Rustambek Avezmurodovich	623-631	10.5958/2249-7137.2021.00094.X
98.	HUMAN CAPITAL FORMATION THROUGH MICROFINANCE: AN IMPACT ASSESSMENT Dr. Rupali Satsangi, Dr. Namrata Anand	632-642	10.5958/2249-7137.2021.00258.5



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INTENSIVE EDUCATION AND LINGUISTIC COMPETENCE IN MOTHER TONGUE

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ABSTRACT

In secondary public education, the curriculum of competency is aimed at forming pupils' science and core competencies. Especially teaching mother tongue develops pupils' speaking and linguistic competencies. This article discusses the formation of linguistic competencies in pupils by using intensive learning technologies mother tongue classes of primary schools.

KEYWORDS: *Intensive, Intensive Education, Competence, Linguistic Competence, Game Technology.*

INTRODUCTION

It has become a reality that all spheres are developing in Uzbekistan today. Of course it demands new approaches to the organization of education. The implementing of various technologies and scientific media in education has made it possible to provide large amounts of information in a short period of time. This allows the pupil to increase the amount of required learning material in a short time from the first session. The use of intensive learning technologies is an effective way to increase the amount of learning material.

The term "intensive" first appeared in the Russian pedagogical literature in the first half of the XIX century. The word comes from the French "hot", "intensified", from the Latin – "energetic", "lively", "fast", "stormy", from the Spanish – "stretch", "enlarge", "expansion".

Intensive education is described in the pedagogical encyclopedia as follows: (French "intensive", Latin "intension" – "enthusiasm", "intensification" "acceleration") a rapid learning process. [1, 105]

3. Teacher's personal orientation. The teacher should welcome the new technology with enthusiasm and interest, be ready for innovation and change, and mainly should, not be afraid to apply the innovation in her or his activity.

The main condition of achieving the goals of intensive training is the usage of various organizational forms of training, in which pupils perform independent work with freedom of choice, demonstrating their individual and psychological capabilities. As a result, they are more creative, communicative, and able to put their personal skills into practice.

One of the most important issues of today's education is the participation of pupils as the subject of the educational process, and the development of their outlook students' thinking. The task is to bring up a potential generation through the development of basic competencies of pupils during educational process. For example, in general secondary and secondary special, vocational education institutions, the formation of linguistic competencies aimed at developing the ability to express accurately and fluently using the wide range of opportunities of the native language. [2, 15]

So, first of all, let's pay attention to the meaning of "competence" and "linguistic competence".

The word "competition" is derived from the word "to compete", which means "to compete", "to contend", "to compete". If literally translated, it means "competitiveness".

According to scientific pedagogical and psychological sources, competence is a very complex, multi-part, common concept for many subjects. As a result, its interpretations vary in size, content, meaning, and logic. The essence of the term is also classified on the basis of such concepts as "efficiency", "flexibility", "achievement", "success", "comprehensibility", "efficiency", "readability", "quality". [.....]

Linguistic competence is the knowledge of pupils about sections of phonetics, lexics, phraseology, morphology, syntax, pronunciation, punctuation, stylistics, of their mother tongue and the usage skills and abilities of them.

Linguistic competence - implies knowledge of phonetics, graphics, pronunciation, lexics, grammar and methodology. To be able to distinguish the sounds of speech in the native language, to follow the rules of syllables, to use new words on the topic in oral and written speech, to use punctuation correctly in written speech, to be able to form the sound structure of words orthoepically correctly, to distinguish types of sentences according to the purpose of expression, and to be able to use them appropriately in written speech.

Mother tongue curriculum of primary school, linguistic competence implies to follow the rules of pronunciation in the pronunciation of speech sounds in the Uzbek language, to be able to follow the rules of syllables, to be able to use words correctly in oral and written speech and usage punctuation.

YECHIM

In order to achieve the goal of mother tongue education, it is necessary to use new educational technologies, to use appropriate methods to the form of the lesson, to choose the right teaching aids. Intensive learning technology-based on learning aims to develop pupils' high level of linguistic competence in a limited amount of time. Intensive training helps the child to be less

stressed, to receive information consciously, and to communicate freely in the group and in the community.

The process of teaching literacy is a complex psychological period for pupils. This is because their cognitive processes, such as intuition, memory, perception, and thinking, are not yet well developed. Each pupil in the class has different physical and psychological development indicators.

The process of teaching literacy is an important stage in the formation of linguistic competencies in pupils. During this period, pupils become intensively acquainted with each of the phonetic, lexical, graphic, spelling, syntactic, morphological, and punctuation concepts. During the alphabet learning period, pupils get reading and writing skills, as well as spelling, punctuation, and creative thinking skills. They learn how to divide vowels and letters into syllables, how to divide words into syllables, how to put punctuation marks at the end of sentences, how to capitalize nicknames for people, cities and animals, the meaning of words, how to form sentences with given words, and how to express themselves. As a result, they develop linguistic competence.

Accordingly, the content of the tasks assigned to them should be different. In addition to differential training, individual training is also needed during literacy training. Children perceive the same concept differently. Individual education, on the other hand, helps children to have the same level of competence that they need to develop.

Individual education is a form of learning in which the teacher exerts a pedagogical influence on the pupil. It is the teacher's individual activity with the pupil. In individual education, education is based on the abilities of each pupil.

It is not possible to work individually with all pupils during the lesson. Therefore, it is possible to teach a child individually outside of school hours. During the lesson, it is possible to work individually with a group of pupils.

A first grader is still mentally and physically weak. They have rapid fatigue and boredom. At this point, pupils need to be chosen easy ways to complete their assignments and use visual aids that interest them. Particularly, game technologies are based on diversity and are fully adapted to the age and worldview of the child.

The laws governing the formation of children's mental activity based on school learning materials are incorporated into game technologies. Game is an independent form of development for children of all ages. Game technology is the freest form of creative thinking and self-awareness. During the didactic task, pupils are able to express and defend their ideas. These activities give pupils the opportunity to put their theoretical knowledge into practice.

Didactic games play an important role in teaching, educating and developing children in the classroom. Strengthens the child's positive performance during play, improves voluntary attention and memory. During the game, pupils do a lot of actions, exercises, solve various problems without realizing it. In didactic games, the basic thinking processes - analysis, comparison, inference, etc. - are improved.

In primary school, pupils are taught sounds and letters, words and their meanings, bases and affixes, word groups, sentences, types of meanings, writing and spelling, punctuation, etc. in the

native language classes and the use of intensive learning technologies in improving related speech increases the effectiveness of native language lessons, activates the learner, and encourages logical thinking.

The use of the games as: “Word in word”, “Fill in the mysterious gaps”, “Cheerful alphabet”, “Find the word I think of”, “Controller letter”, “Domino”, “Words in the mirror”, “Keep up the pair words”, “Make no mistake”, “Fill in the mystery boxes”, “Yes-no”, “Magic word”, “Find your place”, “Chain” educational games such as “Wheel of mind”, “Wrong sentence” and “Impossible” make it easier for students to master the topic, make it interesting, and also encourages them being smart and picky.

For example, in the “Don’t make mistakes” educational game, the teacher shows something or a picture of it. Pupils say its name and show a card with the number of syllables in the word. For example, wheat is -3 and grass is -2. Frequent use of this playful technology in the literacy process makes it easier for pupils to learn the syllables. For playing this game, pupils must at first be able to distinguish sounds and letters and pronounce them correctly.

Native language education serves pupils to expand, to develop skills and abilities of their thinking, freely, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society.

“Chamomile” game. In this game, a picture of a chamomile is drawn or a model is made. In the middle of the chamomile is a question or an assignment. The pupil writes responds on the petals. This game can be played in small groups or individually.

When using the interactive “everyone - teaches everyone” method, the teacher provides 3-4 basic information on the topic, for example: For Grade 3, “Words in a sentence are interconnected in content. The connection of words in a sentence is determined by questioning” and so on. The pupil studies the information given to him and tells his classmate that he heard it from the teacher. This is how the teacher communicates with the students. This activity will cover the whole class at the same time. It will be possible to fill and strengthen the gaps once again.

In Grade 2, pupils learn to distinguish and pronounce the letters in a word by studying topics such as “Words that fall out of pronunciation” and “Pronunciation of X and H sounds”. Assignments are designed to help students understand that the pronunciation and spelling of words are not always the same. The teacher should reinforce the children's memory during the lesson and choose a didactic game that is relevant to the topic so that they can think freely. The game “applause” teaches the pupil to think and act quickly. In “Applause”, the teacher says a few words that contain the sounds x and h. The task is to find words that contain the sound x. Pupils “say” their answers by applause, not by words. They clap when they hear a word with the letter x, and they don’t clap when they hear a word with the letter h. Such games improve pupils’ spelling and orthoepic literacy (knowledge).

XULOSA

In short, the content of general secondary school textbooks is aimed at increasing the social activity of pupils, taking into consideration their individual psychological and age characteristics. For example, in the textbooks of grades 3-4, 2-3 tasks are given for each topic. This allows for in-depth analysis of learning tasks and conscious mastering of their content. Pupils learn the content of the exercise in a short time.

The use of modern technologies and digital technologies in the classroom helps to spend time efficiently. Working with additional tasks for the rest of the time has a number of advantages. In particular, pupils develop creativity by completing a variety of tasks, gaining a broader understanding of the subject, broadening their imagination, and improving their speaking and linguistic competencies.

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