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The Importance of Educational Technologies in Forming Linguistic Competence in Primary Class Students

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Abstract: The article describes the meaning of the concept of "competence", as well as its analysis in the methodology of language teaching, and the approaches presented in research regarding the structures of linguistic competence. Based on the analysis, the definition of linguistic competence and the main stages of formation of linguistic competence in the process of teaching the mother tongue are discussed. The essence of using information and communication technologies for the more effective organization of the process of formation of linguistic competence and technologicalization of the process is also highlighted.

Keywords: linguistic competence, pedagogical technologies, language competence, communicative competence, language use skills, effective organization, information communication, vocabulary. pronunciation, stages, definitions, UNESCO.

THE RELEVANCE OF THE PROBLEM

Determining the perspectives of continuous education requires the need to review existing pedagogical technologies and define new development strategies. The methodological basis of reformist relations is undoubtedly the idea of a competence-based approach to the educational process, which has been confirmed by many didactic scientists. Competency-based education paradigm, which replaces knowledge, guarantees the improvement of the quality of teaching and its results. Therefore, a modern elementary school student should have all the competencies that ensure a harmonious relationship between the theoretical and practical content of education. It is the competence-based approach that can solve the student's ability to effectively develop and demonstrate his personal qualities, form his individuality, and realize his potential ethically and creatively. The center of primary education should be the development and education of a civilized person who is able to influence the development of his personality . The technological approach makes it possible to solve the conflict between the goals of traditional pedagogy aimed at imparting knowledge and the goals set by modern society.

A person- oriented approach, its goal is to create the most favorable conditions for the student's development and self-development, to identify and actively use his individual characteristics in the educational process .

In didactics, they associate the ability to achieve educational goals with a competency- based approach. Formation of linguistic competence plays an important role in primary philological education of students. Language competence students'ability to use words, their forms, syntactic

structures in accordance with literary language standards, to be able to use its synonyms, and finally, to have language wealth, is a condition for successful speech.

In the 90s of the last century, the idea of forming linguistic and communicative competence began to develop widely, and it was emphasized that it is a component of communicative competence, a basis for mastering. Based on the analysis of the views of scientists who have conducted research in this direction, we can understand that linguistic competence ensures the formation of a student's cognitive culture, the development of thinking, the acquisition of introspection skills, as well as the process of informing about speech activity. A good teacher does not present truth, but teaches to find it. Therefore, the educational process is the education of students, and the main task of the teacher in this process is to successfully solve the tasks of students independently. At the current stage of the development of linguodidactics, new approaches aimed at determining the main goals of education are being formed in the methodology of primary mother tongue teaching. One of the most important goals of teaching the mother tongue in primary grades is the formation of language, communicative and linguistic competence of students. Linguistic competence in mother tongue learning includes formal knowledge and related skills, as well as vocabulary, grammar, and phonetics of the language being studied. Based on the main goals, we can conclude that the main focus of teaching is from language as a system to speech. Taking into account the goals of each type of speech activity, the main ones are the ability to correctly convey information through oral speech; ability to correct statements in writing-written speech; in reading - the ability to read texts clearly, fluently, consciously, expressively; listening-speech comprehension skills can be demonstrated. Today, the effectiveness of teaching the mother tongue, among other factors, directly depends on information and communication technologies. The use of educational technologies is of particular importance in improving students' vocabulary. Multimedia tools such as computers and projectors are widely used in the process of teaching mother tongue in primary classes. All this allows students to remember new words faster and more consciously, to perceive its articulation. Multimedia allows to synchronize the impact on the student's auditory and visual abilities, and at the same time increases the volume and level of assimilation of information. In order to effectively organize the educational process in modern schools, almost every classroom is equipped with a television or a projector. Multimedia presentations are used in classes. The use of multimedia includes three stages: demonstration, reinforcement and control. At the first stage of the process, familiarization with the subject of the lesson and work on a new topic is carried out. At this stage, the teacher provides students with various audiovisual exercises, which allow students to perceive the graphic image of the word simultaneously with its sound and motor image. In the second stage, work on the topic and generalization of the learned material is carried out. For example, by using words and phrases learned from audio or video, students develop the ability to express their thoughts. The last, third, stage involves control. At this stage of the training, students are offered tasks that help them check their level of learning new material. Organizing the lesson in this way allows the teacher to present the new material for effective learning. In addition, information and communication technologies allow the development of lexical material in specific situations. It follows that in the future students will be able to use the material learned in the communication process and subsequent classes perfectly in life. In addition, conditions are being created for the individualization of the educational process. Simply put, modern educational technologies allow students to fully master the skills of speaking, reading, and understanding in their native language at the level of the curriculum requirements, following the standards of the literary language. It should be noted that in the process of formation of linguistic competence, along with the effectiveness of information and communication technologies, traditional teaching methods and technologies should not be forgotten. Integration of traditional and modern approaches allows to achieve high results, to develop creative thinking, to use various domestic and foreign resources.

METHODOLOGY

The problem of technologicalization of the process of formation of students' linguistic competence is currently considered as an important resource for improving the educational process of continuous education. The technological efficiency of the educational process is manifested in the use of innovative pedagogical technologies, new information technologies, digital technologies, and integration technology. Technology in any field is an activity that maximally reflects the objective laws of a certain field of science and ensures the compliance of the activity result with predetermined goals for these conditions. Pedagogical science naturally refers to the idea of production when it is necessary to fundamentally improve human activity, increase its efficiency and instrumentality [7]. Currently, one can find more than three hundred definitions of pedagogical, including educational technology, in domestic and foreign pedagogical literature. In modern pedagogical and didactic sources, there are the following common interpretations of the concept of technology:

development of a systematic method of creating, applying and determining the entire process of teaching and acquiring knowledge, taking into account technical and human resources and their interaction, whose task is to optimize educational forms (UNESCO);

- a set of methods, techniques, exercises of the interaction of the subjects of activity aimed at the development of their individuality, providing a certain result;
- a set of psychological and pedagogical relations that determine a special set and order of forms, methods, styles, teaching, educational tools; these are organizational and methodological tools of pedagogical tools. (B. T. Likhachev, 10);
- -systematic totality and working order of all personal, instrumental and methodological tools used to achieve pedagogical goals (M. V. Klarin,8);
- the field of practical interaction of teachers and students in any activity organized on the basis of precise definition, systematization, algorithmization of educational methods);
- effects of all personal, instrumental and methodological tools used to achieve pedagogical goals in order to maximize the development of the individual as a subject of the surrounding reality in the process of interaction with children organized by a scientifically based teacher (I. Shamova, 16);
- organized and purposeful interaction of the subjects of the educational process aimed at achieving the planned educational results: improving the quality of students' knowledge; development of procedural (intellectual, intellectual, communicative, etc.) qualities of a person; activation of creative independence (A. A. Valeev,4);
- a pedagogical process project developed on a scientific basis, its procedures are an effective tool for obtaining a clearly predicted result in forming and solving any problems. (T.I. Shamova, 16).

As can be seen from the individual definitions given above, technology in relation to the educational process is a strictly ordered sequence of mental operations and procedures that make up a whole system, the implementation of which leads to the achievement of specific goals and tasks of the educational process, the professional and personal development of learners, and the teacher ensures that communication is done by students. Thus, the concept of "pedagogical technology" can be presented in scientific, descriptive and procedural terms. This means that pedagogical technology is manifested both as a science that studies the most reasonable ways of education, as methods, principles and regulatory system used in teaching, and as a real educational process. An urgent problem in the formation of students' linguistic competence is the orientation of modern educational technologies to the creation of an educational environment designed to ensure the personal interaction of all participants of the educational process. Undoubtedly, the use of any educational technology, no matter how perfect, does not create the

most effective conditions for revealing and developing the abilities of students and creative search of the teacher. It follows from this that it is necessary to combine various technological methods, techniques, tools that provide the desired result and allow the teacher to use the selected technology in a certain group of students in accordance with the content, goals and tasks of teaching. Thus, educational technology implements the ideal learning process in the specific conditions of pedagogical practice and reflects the real activity of the teacher and the student. Depending on the purpose, content, and other parameters of the educational process, technology concretizes the ways, means, and methods of interaction between the teacher and students and offers their optimal combination.

In the science and practice of pedagogy, modular (T. I. Shamova, 16), contextual (A. A. Verbitsky, 5), problematic (T. V. Kudryavtsev, 9 ; M. I. Mahmutov, 11), interactive (A. P. Panfilova, 12), has extensive experience in designing technologies. It is also emphasized that educational technologies are distinguished by their specific goals, direction, characteristics of teaching forms, methods and tools, and their evaluation and control system. From this point of view, there should be a system of actions of the subjects of a holistic pedagogical process aimed at developing linguistic competence. The analysis of scientific literature showed that educational technologies are characterized by the following characteristics: appropriateness, integrity, consistency, management, feedback, efficiency, focus on results, reproducibility, conceptuality, relevance. Modern educational and pedagogical technologies are classified according to many parameters, different research positions, and different bases.

Technologies on the object of influence can be directed to: education of students; professional development and retraining. According to the subject environment, technologies are allocated for: specialist in technical sciences; specialist in natural sciences; humanities specialist; specialist, specialist in artistic subjects, etc. According to the tools used, technologies can be: information media; video technicians; and problematic activities; reflective etc. It is customary to distinguish technologies in the organization of educational material: individual; collective; mixed. According to the methodological task, there are technologies: from one subject; from one tool; different parameters are adopted when classifying pedagogical technologies from one method. Let's focus on the classification presented in the research of researchers [8]. According to the level of application, technologies are divided into: general pedagogical; private-methodical (subject); local (modular). Technologies are distinguished on a philosophical basis: materialistic and idealistic; dialectical and metaphysical; scientific (scientific) and religious; humanistic and inhuman; anthroposophical and theosophical; pragmatic and existentialist; free upbringing and coercion. There may be other species. According to the leading factor of mental development: biogenic, sociogenic, psychogenic and idealistic technologies. Today, it is generally accepted that personality is the result of the combined effect of biogenic, sociogenic and psychogenic factors, but a certain pedagogical technology may focus on only one of them, considering it as the main one. According to the scientific concept of mastering the experience, the following are distinguished: associative reflex, behavior, Gestalt technologies, interiorization, development. This group also includes neurolinguistic programming technologies and suggestive technologies[5].

In terms of orientation to personal structures: information technologies (formation of knowledge, skills, abilities, operational (formation of methods of mental actions), emotional-artistic and emotional-ethical (formation of the field of aesthetic and moral relations), self-development technologies (individual self- formation of management mechanisms); heuristic (development of creative abilities) and practical (formation of an efficient and practical field). According to the content and its nature, there are the following types of technologies: education and training, secular and religious, general education and career-oriented, humanitarian and technocratic, industrial, private science, as well as monotechnology, complex (polytechnic) technologies. The original classification of pedagogical technologies according to the type of organization and management of cognitive activity was proposed by V. P. Bespalko [9] In the classification of the

author's technologies, the interaction of the subjects of the educational process is open (uncontrolled and uncorrected activity), cyclic (control, self-control and mutual control), distributed (frontal) or directed (individual), oral or automated (using educational tools).

The use of critical thinking technology in the formation of linguistic competence of elementary school students is also important.

Critical Thinking Development Technology was developed by the University of Northern Iowa's International Learning Association and program authors at Hobard and William Smith Colleges: Charles Temple, Jimi Steele, Kurt Meredith. This technology is a system of strategies and teaching methods intended for use in various subject areas, activity types and forms. This technology makes it possible to achieve educational results through the ability to work with a growing and constantly updated stream of information; forms students' ability to clearly, reliably and correctly express their thoughts (oral and written) in relation to others; improves the ability to develop their own thoughts based on the understanding of different experiences and ideas; to engage in independent study to solve problems, (academic mobility), to cooperate and work in groups, and to build constructive relationships with others.

The formation of critical thinking of elementary school students is a rather complex and long-lasting process. It is formed in the process of cooperation between the teacher and the student. The teacher performs all the tasks related to the activity: sets the learning problem, gives examples of how to complete it and perform each individual operation, monitors the process of each action and operation, and finally monitors and analyzes the implementation of critical thinking of each student. The technology of critical thinking is largely focused on the development of analytical skills, that is, on the development of high-level intellectual abilities. But the main goal is to develop students' cognitive abilities and skills, such as self-awareness, self-management, and the ability to plan their own activities, leading to self-education.

The rapidly developing society sets the educational system the task of teaching students not only to perceive information, but also to analyze it from different points of view and draw conclusions. Thinking, critical thinking technology is an important tool in the formation of discussion and communication skills in the process of teaching students to think actively.

Studying critical thinking as the basis of 21st century educational technologies can be recognized as one of the priority directions emerging in the fields of pedagogy, psychology, and philosophy. There are different views, interpretations, opinions and opinions about the concept of "critical thinking". In a number of studies, this concept is equated with a negative state because it requires evaluation, in other studies, this concept is interpreted as "critical thinking", "analytical thinking", "creative thinking".

Critical thinking is essential as a research tool. Therefore, it is a source of education and a powerful resource in the life of every person and in public life. According to the interpretation of the Delphi group, a critical thinker is a person who is curious, knowledgeable, persuasive, broad-minded, flexible, fair-judging, fair-minded and fair-minded, diligent in finding the necessary information, eager to research, and persistent in achieving results. Therefore, the goal of teaching critical thinking is to approach perfection and ideality.

The use of critical thinking technology in the educational process creates an opportunity to perform a number of educational, developmental and educational tasks. Among such tasks, the following can be included: critical thinking, solving complex problems based on information analysis, analyzing alternative opinions, determining cause-and-effect relationships, comparing and drawing conclusions, communicating with others.

Critical thinking is the ability to logically analyze information, make informed judgments and decisions, and apply the obtained results to standard and non-standard situations and problems.

Critical thinking forms in students new types of thinking aimed at a more complete and deeper mastery of topics in native language classes, as a result of their use, it is possible to clarify situations with a high level of uncertainty, and the basis for new types of personal activity is created.

The use of critical thinking technology in the development of linguistic competence in students in primary-grade mother tongue classrooms provides a number of conveniences for students and teachers.

For students: increase the effectiveness of information perception; arouse interest in the studied material, as well as in the educational process; ensure criticality of thinking; formation of the ability to approach education with responsibility; formation of cooperation skills; improving the quality of education; forming the desire and ability to study throughout life.

For teachers: create an atmosphere of transparency and responsible cooperation in the classroom; the possibility of using a teaching model and effective methods aimed at developing critical thinking and independence in the educational process; analyze their activities, draw conclusions and make appropriate changes; becoming an important professional information tool for other teachers.

The problem of learning to form linguistic competence in native language classes in elementary school students is urgent, because the uniformity and stereotype of traditional classes reduce interest in learning and make the learning process boring. In this regard, it is not surprising that modern researchers actively study the problem of the effect of didactic games on the development of linguistic competence in schoolchildren as a way of providing entertaining educational activities.

The game is rightfully considered an activity in which the child learns the entire system of human relations - first at the emotional level, and then at the intellectual level.

A game is a special form of mastering reality, which involves active repetition and modeling of situations of social interaction. It appears at certain stages of social development, when the child is not yet able to directly participate in the social work system, but he already needs active access to social life with various social relations that accompany him.

One point can be observed in all these statements of scientists about the game: the game is a necessary tool for the development of the child, and at the same time, it is a developing environment for the preschool child. Children's games are not biological, but historical and social in nature. The environment acts as a source of its development in connection with the game. The game, in one way or another, but always in a convenient and interesting way, models life itself. Naturally, in each period, in each period of social development, children reflect life in games in their own way.

Today, the scientific and technical process, humanization of upbringing and education has prioritized the task of developing the personal and social potential of each child, regardless of their abilities and opportunities, and here it is necessary to turn the game into one of the means of development. The formation of the personality, because it is always connected with the socio-economic development of the society, cultural traditions of the people, including linguistic traditions, develops together with them.

In this regard, new trends in the development of pedagogical thought about the game are of particular importance. One of these trends is that many modern scientists say that the game should be considered as a method and means of teaching and upbringing with high potential efficiency, not only in preschool childhood, but also at any age where the game is the leading activity.

A vivid example of the use of entertainment in modern pedagogical practice is the method of educational games, which has been actively developed by Russian practicing teachers in recent years.

The special importance of didactic games in teaching children their mother tongue at school is in their name: these are educational games. They were created by adults in order to educate and educate children, but the educational and educational value of didactic games for children to play is not obvious, but is implemented through game tasks, game actions, game rules.

Summarizing all of the above, we can conclude that the game is an excellent tool for children's development in terms of its potential productivity, because in the context of the game, children's activities can have personal meaning and thus become a more effective tool for the individual. forming; It is game situations that create great opportunities for teaching children various types of educational activities, because they form independent knowledge of the surrounding reality by the child based on interest and desire.

ACHIEVED RESULTS

It was found in the course of the research that modeling technology is effective in developing linguistic competence in primary school students. In this regard, the didactic model of formation of linguistic competence was improved. In this process, the main attention was paid to the following cases.

First of all, the goal of the process was formulated as follows: to form a set of knowledge about the language in elementary school students, to ensure that they can use them in everyday communication based on teaching the rules of analysis and synthesis through the perception of grammatical concepts in a broad sense

Improvement of the didactic model was based on systematic, cognitive-communicative, person-oriented, creative-communicative scientific approaches.

The principles, components, factors, and implementation methods of the model improvement model were also determined.

Principles:

1) taking into account the young physiological and psychological characteristics of students;
2) didactic orientation of teaching content;
3) interdisciplinary integration; methodological compatibility of the presented assignments to the formation of linguistic competence;
4) communicative-cognitive orientation; Comprehensive development of all types of thinking, speech activity, coherent and reasonable statement of opinion on the studied topic.

Components: motivational, cognitive.

Didactic factors of formation: didactic content of textbooks and other manuals, technical support of the classroom, stock of knowledge in students, personality of the teacher and his readiness for such activities.

Methods of implementation: analysis, synthesis, interesting linguistic games, interactive methods, innovative technologies, comparison, generalization, problem solving, independent conclusion, coherent statement of opinion.

As a result, in the course of forming a set of knowledge about the language in elementary school students, based on learning the rules of analysis and synthesis through the perception of grammatical concepts in a broad sense, the skill of using them in the process of daily communication is developed.

DISCUSSION POINTS.

Taking into account the role of the native language in the formation of the student's personality and general culture, it seems more appropriate to consider the formation of linguistic competence as a means of language development, expanding the students' linguistic worldview, and increasing their knowledge of the language. as a unique semiotic system and social phenomenon. At the same time, the formation of linguistic and communicative competence are two important tasks of teaching the national language.

The formation of linguistic competence is carried out with the help of three types of educational activities: receptive, which consists in perceiving the material offered in a ready form; Reproductive, related to the memorization of acquired knowledge or the development of skills and is expressed in the repetition of knowledge or learning activities; effective or creative aimed at independent learning.

The content of the school's mother tongue course, which provides students' linguistic competence, includes knowledge and skills. Knowledge of the mother tongue includes two components: a) knowledge of language and speech; b) knowledge of methods of educational activities with language / speech / material. Knowledge of language and speech includes concepts of various branches of linguistics, classification of concepts, norms and rules, list of language facts. Knowledge of the methods of educational actions includes analysis schemes, samples of recipes that determine the sequence of operations in the performance of certain educational actions, notes.

In practice, the linguistic competence of schoolchildren is manifested in the following language skills and competences: the ability to recognize and recognize sounds, letters, parts of words, morphemes, parts of sentences, to divide language phenomena into groups, and transfer. all types of analysis.

It is clear that the achievement of such results requires the use of teaching methods and tools that are most suitable for the young development characteristics of young students and at the same time have the greatest development potential.

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