

Methodology of Formation of Speech and Linguistic Competences in Primary Mother Tongue Education

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Abstract. The article is devoted to the study of the methodology for the formation of speech and language competencies in the conditions of the initial native language. In this work, competency-based and communicative approaches are substantiated as the leading conceptual framework for the implementation of language training of students in the primary education system at the present stage.

Key words: *speech competence, communicative approach, primary schoolchildren, native language, primary education system.*

Introduction

In the modern education system, education of a free person through the formation of competence knowledge, the formation of independent thinking skills in children, the acquisition and application of knowledge, quick and thorough thinking of decisions and clear planning of actions, effective cooperation in different groups, and openness to new contacts are more important. attention is paid. This requires a wide introduction of alternative forms and methods of acquiring competence skills along with learning activities into the educational process. In this case, the wide use of methods of developing children's talents, the use of new pedagogical tools such as interactive methods, multimedia in the course of mother tongue lessons will give effective results.

The teacher plays a big role in developing children's talents and raising them to become well-rounded people. Focusing on children's mental creative activities has a stimulating effect on increasing the efficiency of the educational process and developing individual talent. Gifted children gain intellectual leadership experience by participating in mock contests and Olympiads in the subject of their mother tongue and achieving positive results. Organization of activities outside the classroom is also of great importance in the development of children's talents. Elements of competence in science are developed using methods such as distance education, virtual laboratory, video conferences, and webinars in extracurricular activities.

In the process of learning the mother tongue, the material that serves as the basis for teaching the mother tongue at school has a special value in solving the issue of forming the foundations of a scientific worldview in students. The real side of the material, its ideological orientation and artistic expressiveness affect the students' thinking and emotions, expand their knowledge about the environment, cultivate interest in the language and the people who created it, and the general development of the students. increases their level and affects the formation of their personal qualities and outlook. In recent years, the demands placed on the content of the material of mother tongue school textbooks and published guides for teachers have increased significantly.

The main criterion of the material is the knowledge-enriching value of the text and individual sentences, lexical and stylistic accuracy, thematic diversity, connection with different aspects of life, ideological and thematic orientation of the texts, suitability for young students. Thus, the communicative approach to teaching the native language as a complex multifaceted process involves the study of the language system as a means of communication between people, as a totality, the unity of language and speech, as the speech embodiment of the language system, which only through speech fulfills its communicative purpose, as a means of cognition and reflection reality, which is inextricably linked with the communicative purpose of language.

The communicative approach is focused on learning language through communication. In practical data terms, the approach is implemented subject to the following conditions:

- communicative orientation of all types of training;
- the main thing in the learning process is not the teacher, but the student;
- students' interest in the learning process in accordance with their interests, abilities and needs;
- educational and methodological materials are presented according to a situational, thematic or functional principle;
- the main types of work for students are: pair work (dialogue), group work (polylogue), independent work (written work on speech development).
- the focus of a child's education is not on acquiring language knowledge, but on developing skills (grammatical, lexical, phonetic, speech skills) that provide the opportunity to carry out speech activity during communication, the implementation of language in acts of communication;
- taking into account the principle of communicative organization, which provides for the communicative nature of exercises used in the educational process to develop skills and speech abilities;
- formation of an incentive-motivational phase of activity in students - creation of the need for verbal communication.

The implementation of such requirements, in addition to the development of the main types of speech activity in elementary school students, provides for solving the following important issues. First of all, the content of the knowledge given in the mother tongue in the elementary grades is about the sound structure of the Uzbek language and the ways of expressing sounds in written speech, about the change of words and the connection of words in a sentence, the morphemic composition of words and words formation, the lexical-semantic group of words, the correct writing rules of the Uzbek language and the use of punctuation marks. The given knowledge serves to develop students' speech. The content and methods of teaching the mother tongue should help students to acquire thorough knowledge, skills and competences in the amount required by the program. The main task of teaching the science of the mother tongue is the development of speech competence aimed at thinking of the student's personality, understanding the opinion of others, being able to express one's opinion in oral and written form, students' knowledge of grammar: phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts and others, formation and development and using the wide possibilities of the native language to speak what they have read, seen and heard consists of forming linguistic competences aimed at developing the skills of correct and fluent expression. The curriculum of the subject of the mother tongue is based on the requirements of the State Education Standard aimed at the formation of competencies in students. The educational program envisages the formation of speech and linguistic competences and elements of basic competences in students. In primary education, it is to ensure students' literacy, to form compliance with the standards of literary speech in their oral and written speech.

Speaking competence (listening, speaking, reading, writing):

can listen and understand the teacher's speech, video and audio, multimedia applications, texts and assignments

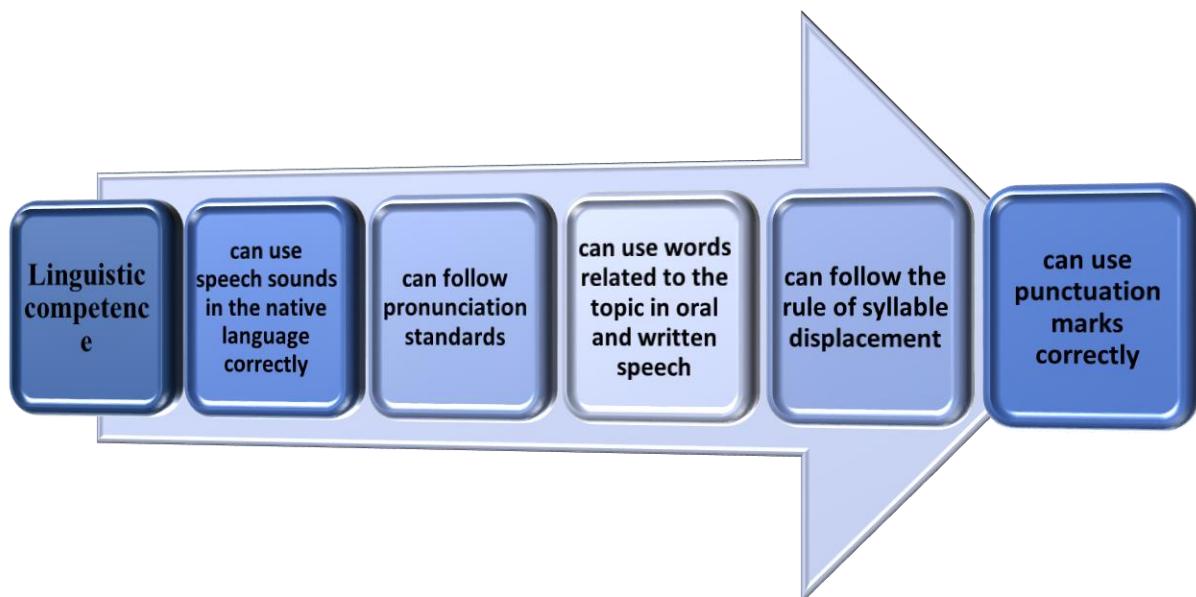
can enter into a conversation based on the pictures and the text read aloud

is able to use the new words learned in the speech process

can read fluently and expressively, adding words from the exercise text, observing the tone of speech

can write a short text based on pictures, follow the rules of paragraphing, spelling and grammar

Fig 1-2. Elements of competence related to the methodology of formation of speech and linguistic competences in primary mother tongue education



The goal is to develop students' oral speech, enrich their vocabulary with new words, and teach them to use words correctly and appropriately in their speech. It is necessary for every teacher to use methodical manuals with multimedia applications created for the subject of the mother tongue of the 1st-4th grade appropriately and purposefully in order to improve the quality of education. Special attention should be paid to working on texts and enriching their existing knowledge about their features in mother tongue classes. Therefore, it is necessary to put into practice the content of these methods, the didactic materials provided in it, and a scientific and critical approach to the questions.

The competency-based approach to learning languages in the scientific literature is considered as a means of organizing educational and cognitive activities, which ensures that students master the content of learning and achieve educational goals when solving certain problem problems. The result of the learning process, from the perspective of a competency-based approach, is the formation at a certain level (depending on the educational level) of a set of competencies and competencies. Thus, language education of junior schoolchildren in a broad sense is aimed at the formation of

communicative competence and its components. One of the components that ensures the formation of communicative competence is the speech competence of younger schoolchildren.

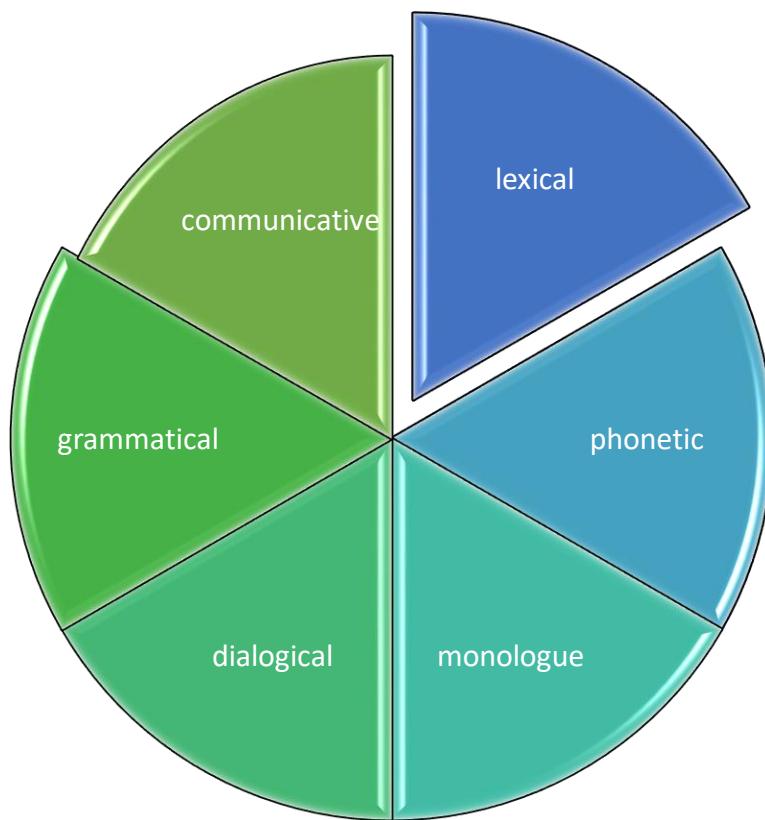


Fig. 3. In the structure of the methodology for the formation of speech and language competencies in the conditions of the initial native language, the following components are distinguished

Every modern teacher understands well that speech development is a task not only for native language lessons, but also for other academic subjects too. However, for lessons in the subject native language, this task is the main one. At each lesson of this subject, the teacher takes care of the children correct and accurate use of words, teaches how to construct sentences, retell, and express their thoughts.”

In conclusion, formation of native language competences in elementary school students is a requirement of the time. Along with improving the literacy of the students in the science of their mother tongue, they will develop their knowledge of the science and help the youth who are the future of our country to have high potential.

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