



The System of Developing Linguistic Competence in Primary Education

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Abstract: This article examines the issues of developing linguistic competence in primary school students. In addition, the importance of linguistic competence in the educational process, methods of its development are analyzed, and educational and didactic support is developed, which serves to improve the methodology for developing linguistic competences of future primary school teachers. The article covers modern approaches and effective methods of language learning in education.

Keywords: Competence, linguistics, linguistic competence, philology, educational and didactic support, regulations, curriculum, standard, didactic complex, methodological manual, integrated approach, systemic approach.

Introduction: In accordance with the development of modern science, a number of contemporary requirements are being set not only for linguistics but also for the new generation of textbooks and educational materials related to the subject "Mother Tongue," which is characteristic of all stages of the education system, and for their improvement in line with the political era of New Uzbekistan. First and foremost, the current era demands the introduction of new content into the field of philology. Organizing the educational processes in higher educational institutions with a renewed content and essence aims to achieve more effective results. Most importantly, it prioritizes the full use of new pedagogical and information technologies to train modern national specialists in accordance with state orders.

Moreover, today's education system, with its newly developed standards, regulations, curricula,

educational materials, and new generation textbooks, does not allow for the continuation of the educational process in higher institutions using outdated and traditional methods. This pressing need requires the preparation of future specialists—namely, prospective primary school teachers—to be ready to work under entirely new conditions. Most importantly, it demands the development and implementation of innovative technological approaches in education, which provide positive pedagogical outcomes based on their previously acquired knowledge, skills, and competencies.

It should be emphasized that a number of scholars have dedicated their research to the theoretical, pedagogical, and methodological foundations of primary education, particularly to the "Mother Tongue" and speech culture lessons within this field. These include works by X.A. Turakulov [3, p. 334], U.A. Jumanazarov [4, p. 162], M.A. Toshpolatova [5, p. 45], G.R. Akhromova [6, p. 24], D.R. Polatova [7, p. 39], M.A. Jumayeva [8, p. 52], M.B. Sheranova [9, p. 53], H.B. Tursunov [10, p. 51], Sh.U. Nurullayeva [11, p. 24], F.Kh. Kholikulova [12, p. 48], and others.

By studying the research of the above-mentioned scholars, we developed an educational-didactic framework that serves to improve the methodology for developing the linguistic competencies of prospective primary school teachers and applied it in practice using an authorial approach. For this, we based our work on and generalized the following

specialty subjects from the 60110500 – Primary Education undergraduate curriculum: "Mother Tongue," "Methods of Teaching the Mother Tongue," "Speech Culture of the Teacher," "Methods of Teaching Literacy and Spelling," and "Practical Uzbek Language and Office Work in the State Language." We decided to name the educational-didactic framework encompassing these subjects as "Linguistic Sciences" (see Figure 1).

The data provided and our scientific observations in this regard clearly show that the level of professional proficiency of prospective primary school teachers (PSTs)—i.e., their linguistic competence—is determined by several factors. Based on our authorial approach, we systematized some of these factors as follows:

- Possession of deep knowledge grounded in the scientific theory of linguistic subjects included in the PST undergraduate curriculum;
- Ability to demonstrate methodical and practical activity based on the educational-didactic support related to linguistic subjects;
- Mastery of optimal and modern methods for independently solving problems encountered in the field of linguistics during professional activity;
- The tasks of writing essays, written papers, course works, and graduation theses related to improving linguistic competencies during the period of professional development of PSTs, being part of their continuous independent research work.

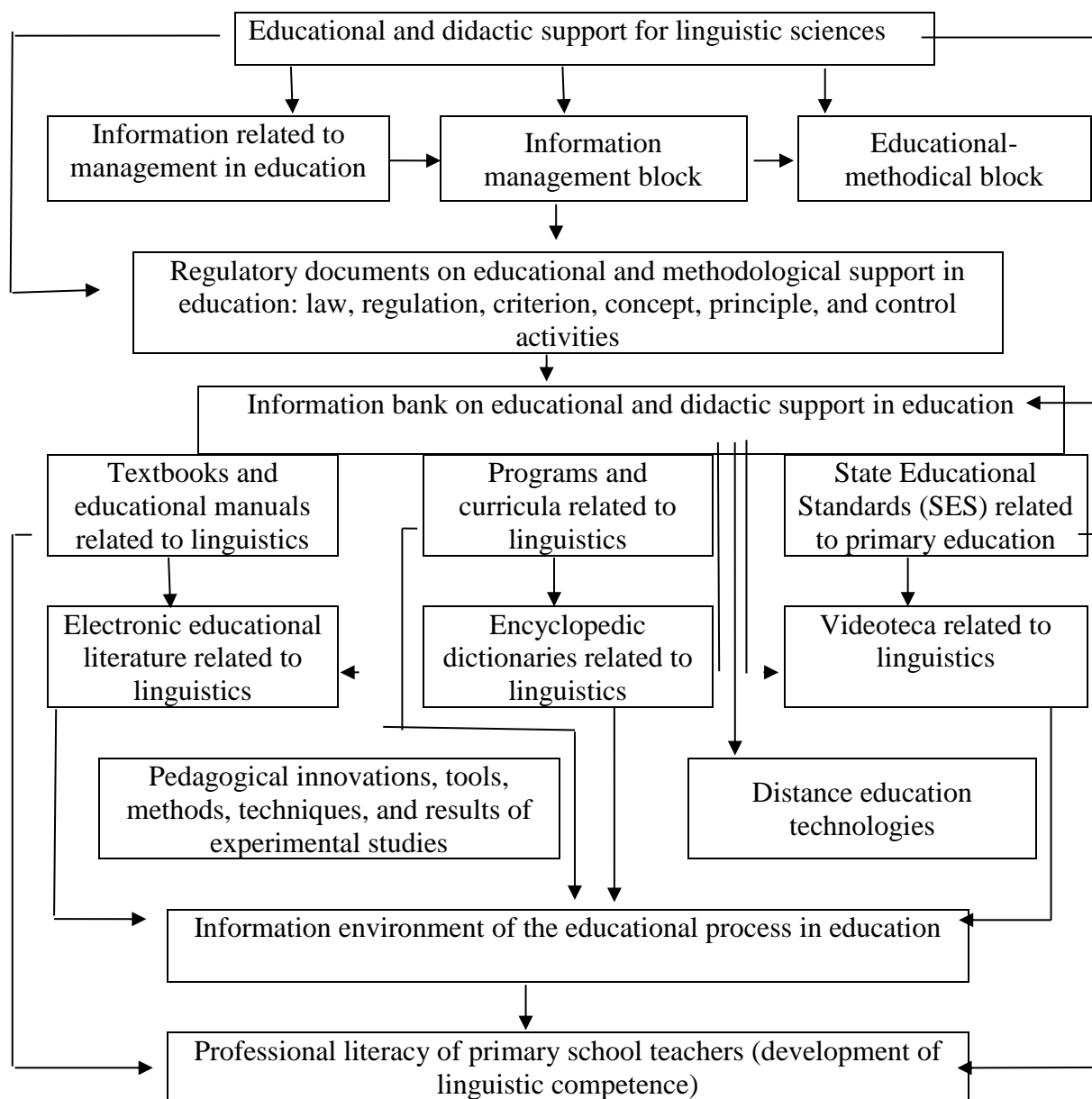


Figure 1. Complex of educational and didactic support.

– The ability to regularly contribute materials based on the results of one's linguistic research to methodological, scientific-methodological, and popular scientific journals and collections at the faculty and higher education institution levels, and most importantly, possessing specific pedagogical and psychological competencies in this field;

– Having deep theoretical philological and methodological knowledge about new-generation textbooks, educational and instructional manuals, didactic complexes in the field of linguistics, as well as articles and information published in periodicals;

– The ability to provide analytical and critical feedback on scientific papers, theses, abstracts, analytical reports, protocols, methodological manuals, and

recommendations presented at scientific-practical conferences related to linguistic disciplines.

Only by considering such factors can the methodology for developing linguistic competencies among future primary school teachers be improved. Naturally, it is possible to propose various perspectives and develop methodological recommendations for the implementation of these necessary factors. However, there are still a number of pressing problems and priority tasks in this area awaiting resolution, and we found it necessary to present some of them through an authorial approach:

– In the process of informatizing the primary education system in higher education institutions, it is necessary to create and implement optimal models for teaching

and learning the subject “Mother Tongue” alongside other disciplines included in the curriculum;

- To develop the scientific and pedagogical foundations for modern computerization of the educational process in the “Mother Tongue” subject using modern information and pedagogical technologies;

- To develop methodological recommendation systems for the subject “Mother Tongue” that align the innovative qualities formed in future primary school teachers with the practical activities of modern specialists and ensure their effective use;

- To establish and implement in practice the methodology of using research approaches such as the “Complex Approach” and “Systemic Approach” in the field of primary education.

As rightfully noted by Sh. U. Nurullaev, the application of problem-based learning methods, independent study methods, and the use of didactic games in mother tongue education, especially in primary grades, contributes to the effectiveness of teaching [1, p. 24]. X. B. Tursunov, in his research, recommends the use of didactic games in the development of communicative competencies of primary school students [2, p. 51]. These include games that support the assimilation of language material and the development of communicative competence—based on visual aids, objects, or verbal and communicative situations.

CONCLUSION

In conclusion, the development of educational-didactic support for improving the methodology of enhancing linguistic competencies in future primary school teachers is a comprehensive, complex, and creative task. With its help, opportunities are created to train modern specialists based on innovative approaches. During mother tongue lessons in primary education, future teachers engage their students in focusing on the essential aspects of the linguistic phenomena being studied. As a result, they help establish strong connections between previously studied, currently studied, and future linguistic phenomena, thereby increasing the effectiveness of the lessons.

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