

SCIENTIFIC-THEORETICAL BASIS OF IMPROVING LINGUISTIC COMPETENCE IN PRIMARY TEACHERS

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ABSTRACT

This in the article future start drinking class in the past linguistic competence improvement theoretical aspects and to competence based approach , linguistic competencies development pedagogical principles , education process effective organization to grow about information given .

Keywords: Linguistic competence, competency-based approach , a set of knowledge, skills, competencies, communicative skills, pedagogical principles, educational process.

INTRODUCTION

of the system of continuing education in our country in terms of content and essence is being economically supported by the state. In particular, a legal framework has been created aimed at protecting the legal interests of educational entities, a comprehensive mechanism for training globally competitive personnel has been created, the content of education has been improved, the system of training and certification of highly qualified scientific and scientific pedagogical personnel has been brought into line with world standards, and a high form of retraining and advanced training of pedagogical personnel has been established in the world education system. Much work is being done to implement all reforms in the system of continuing education on the basis of the Law "On Education" and the "National Curriculum" . highly educated and intellectually developed generation, creating a reserve of competent scientific and pedagogical personnel in higher educational institutions have been set , and today it is important to activate linguistic competence and increase sociolinguistic training in future primary school teachers. One of the important criteria for the high pedagogical skills of a teacher is linguistic competence. That is, it is a factor that positively affects the effectiveness of pedagogical communication between a teacher and a student in the educational process. Although scientific research has been conducted by scientists in various fields on the problem of improving the competencies of future primary school teachers , based on the requirements of globalization, international The issue of improving the system for improving the linguistic competencies of future primary school teachers in accordance with educational standards has not been specifically studied.

Along with improving the linguistic competencies of a future primary school teacher, special attention is paid to the development of communicative abilities and their manifestation in the process of activity. In particular, the content of speech; purity of speech; clarity and fluency of speech; seriousness of speech; attractiveness, sonority of speech; compliance of speech with the grammatical rules of the Uzbek language; intelligibility of speech; simplicity and popular nature of speech are important linguistic factors in the manifestation of communicative

abilities. In this regard, we have determined in the process of research that it is important to improve the linguistic competencies of future primary school teachers.

ANALYSIS OF RELATED LITERATURE

Pedagogical problems of training future teachers were studied by RX ., Jurayev, ZhGYuldoshev, NJIsakulova, ZKIsmoilova, RGIIsyanov, Sh.S.Sharipov, NAMuslimov.

necessary for improving sociolinguistic competence . In our opinion, they are: having in-depth knowledge of the specialty; sufficient knowledge of pedagogy, psychology, physiology, national studies, and special methodological disciplines; socio-political literacy; tolerance, formed thinking and broad outlook; excellent knowledge of innovative and information communication technologies; creativity, self-demandingness, constant independent work on oneself and inquisitiveness; striving for innovations, critical attitude to one's own activities; communicativeness, creativity; responsibility; scientific and theoretical inquisitiveness; having a culture of interpersonal communication; awareness of republican and international experience in the field of education, sociolinguistic innovations, and the content, forms, methods and means of modern education and upbringing; spiritual perfection; justice; mastering the content and essence of democratic values; innovative management of the educational and upbringing process; Ability to think independently and freely, to have one's own opinions and views; competence, the ability to speak correctly, the ability to think freely, knowledge, diligence, organization, willpower, not being afraid of difficulties towards the goal, adherence to speech culture, the ability to foresee the results of activities, determination, intelligence, curiosity, a sense of responsibility, the ability to create a language environment, and others.

Future primary school teachers are required to adhere to a number of pedagogical principles when improving their linguistic competencies:

- scientificity ;
- the relevance of theoretical information to practice;
- the presence of a language environment;
- the viability, reliability, and periodicity of educational information;
- following linguistic rules;
- relying on the principles of tolerance in the educational process;
- freedom of information exchange;
- consists of clarity , reliability, simplicity, etc.

The main foundation for improving the linguistic abilities of future primary school teachers depends on their methodological, socio-political, scientific-theoretical, social activity, professional-pedagogical, methodological, technical-technological, creative, communicative, and intellectual-creative preparation.

In improving linguistic abilities, it is important to set the right goal, clearly design the effective organization of the educational process, hear and understand the thoughts being expressed, communicate correctly, clearly and fluently in the language of the interlocutor; have a culture of communication in the exchange of ideas; constantly monitor the result, diagnose, have a deep knowledge of language learning and teaching techniques, have the skills to properly

organize and manage the pedagogical process, and know the techniques of creating a linguistic environment for students.

Independent work on oneself, awareness of creative techniques, continuous professional development, timely knowledge of scientific and theoretical innovations in the theory of the Uzbek language and a deep understanding of its essence are also important. It is required to master the technique of using interactive and innovative forms and methods of education and have the ability to use them effectively .

RESEARCH METHODOLOGY

teaching and methodological manuals, Internet resources, media materials, multimedia products, teleconferences, video conferences, and visual materials are highly effective in improving the linguistic competencies of future primary school teachers .

In addition to improving their linguistic abilities, future primary school teachers must also master skills such as listening, reading, writing, and speaking. In this regard, acquiring phonetic, lexical, grammatical, linguistic, and pragmatic theoretical knowledge and having the skills and abilities to demonstrate them in practice are important pedagogical requirements.

Phonetic knowledge requires the ability to distinguish sounds, correctly use intonation and sound rhythm and tone , pronounce letters based on phonetic rules, and follow speech techniques when expressing words. It is also necessary to develop the skills and abilities of rational use of rhythm, tone, and intonation in accordance with the phonetic requirements of the types of speech (declarative, interrogative, imperative) , knowledge of listening techniques, and oral practice to ensure the balance of letters and sounds in words during speech.

Lexical knowledge is basically the knowledge of the rules of word formation, the correct spelling , pronunciation and use of words in oral and written texts , the importance of international words, etc. It also includes the ability to use words and phrases related to the topic being studied in the text and pronounce them correctly , and the ability to form new words based on the root with various suffixes (affixation or word combination).

The core of grammatical knowledge includes word classes, possessive and participial forms, past, present, and future tense forms of verbs, their grammatical properties, definite and indefinite forms, and the The main goal of linguistic knowledge is to acquire knowledge and skills about the relations of the unknown and the basic rules of syntax. Linguistic knowledge implies the study of vital, simple forms of communication in the classroom environment, in the student's free time outside of class, knowledge, skills and abilities about the culture of the language, forms of intercultural communication, national and universal values (customs, traditions, paintings, art, literature, national values, history, geographical and demographic situation, etc.), and a tolerant mindset.

In primary grades, communication is based on the acquisition of speaking techniques and culture . Speaking is monological and dialogical in nature, and speaking-monological competence is one-sided in form and content, and its requirements are that future teachers should regularly ask primary school students to speak briefly, clearly and competently on simple topics of interest to them, about their family, place of birth, interests, daily life, friends, seasons of the year, and other simple topics of interest , and to read literary and media texts expressively.

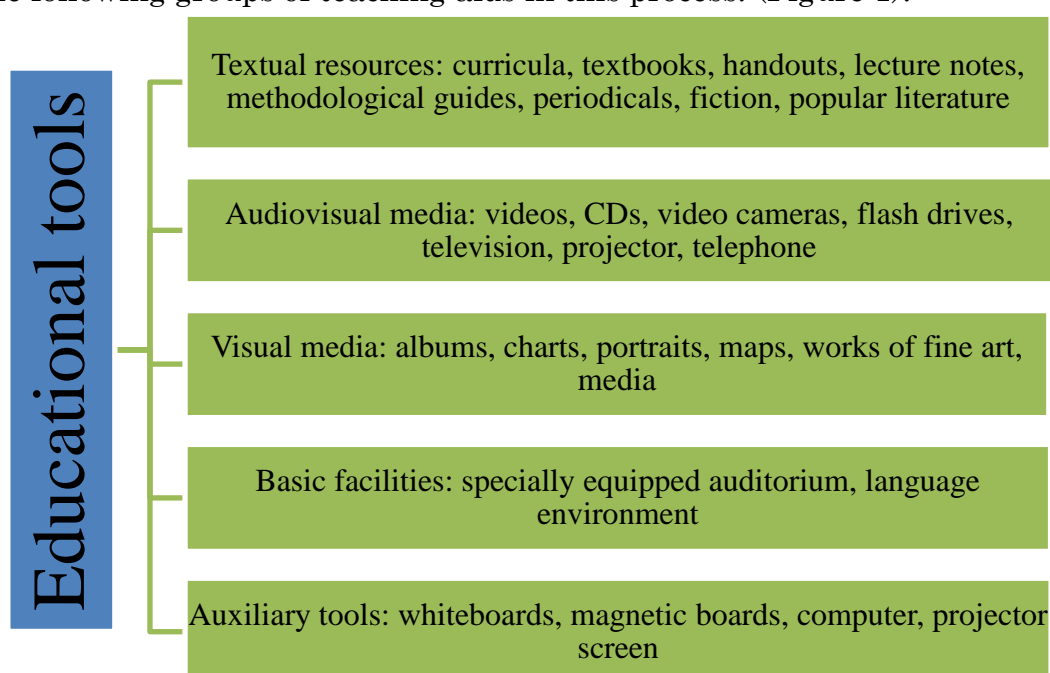
Speaking competence consists of requirements that are manifested in a subject-subject manner, which consist of questions and answers, information provision, discussion, and exchange of ideas between two subjects. Speaking competence includes a culture of communication with the subject, listening, drawing conclusions, respecting the opinions of others, and mutual respect, expressing one's own thoughts and views in a reasonable manner, approving or denying, and obeying the rules of the work , creating a micro and macro environment for dialogue, strictly adhering to linguistic rules, and not creating conflict situations. In this regard, it is appropriate to adhere to principles such as justice, scientificity, fairness, consistency, vitality, mutual respect, linguistic culture, and free thinking. Speaking skills include clarity of the topic, fluent language, correct intonation and pronunciation, and adherence to linguistic rules. Reliability and truthfulness of facts are of paramount importance. When developing speech skills, it is advisable to focus on topics for greetings, getting to know each other, giving and receiving information about news in everyday life , congratulating, and exchanging opinions about events.

Writing competence requires good handwriting and spelling, punctuation and spelling, adherence to grammatical rules, text structure, and adherence to writing requirements. Pragmatic competence consists of creating a situation where ambiguous, new, and difficult-to-understand words, sentences, and phrases are repeated in oral and written speech.

The spiritual and educational aspect of linguistic competencies reflects moral maturity, broad outlook, communicative culture, freethinking, strong willpower, socio-political maturity, strong faith, tolerant thinking, creativity, initiative, hard work, humanity, linguistic competence, and other qualities in a teacher.

ANALYSIS AND RESULTS

an important role in improving the linguistic competencies of future primary school teachers . We used the following groups of teaching aids in this process. (Figure 1).



Future primary school teachers using these educational tools, the content of the sociolinguistic materials provided to them, their relevance to the current problem, their professional abilities, interests, capabilities, and psychological characteristics are taken into account. In this context, motivation is an important pedagogical factor. The educational tools we use are important in improving linguistic competencies.

According to the methodologist YV Kiseleva, the primary task of a teacher is not to motivate the student - it is to be able to give the student what he needs for proper learning and development.

educators and psychologists, there are two types of motivation: "intrinsic" motivation, which is motivation that already exists within an individual or is present in an individual's response to a given task, and "extrinsic" motivation, which is motivation that is acquired from outside or created by an external stimulus.

They also identify 4 main categories of motivation:

1. Intrinsic motivation is a state that arises from interest in the activity itself.
2. other people happy is a social motivation.
3. Achievement motivation - in which you perform tasks well in order to compete with others.
4. Incentive motivation - in which motivation is elicited through incentives or punishment.

A scientific and methodological system for the effective use of motivation in improving linguistic competencies in future primary school teachers

exists, and its structural aspects can be expressed as follows. At the heart of this system is the process of improving linguistic competencies in future primary school teachers:

- the ability to work creatively on oneself develops;
- takes a purposeful approach to improving linguistic knowledge;
- the need for comparative study of international and domestic social life experience develops;
- mobilizes all his abilities to master his chosen profession in depth;
- a passion for the effective use of information and communication technology is formed;
- develop knowledge, skills, and abilities in self - reflection and self-motivation;
- stages of knowledge acquisition: perception, understanding, thinking, generalization, consolidation, conclusion, implementation;
- have the opportunity to develop linguistic abilities through psychological exercises;
- interest and need for the chosen profession and specialized disciplines increases;
- they learn to give a fair assessment of events in the classroom;
- a high regard for national traditions, customs, customs, and values is formed.

CONCLUSION AND OFFERS

Thus, improving the linguistic competence of future primary school teachers is a prerequisite for them to become mature and competent representatives of their profession. For this, they are required to have general professional knowledge, linguistic abilities, passion for their profession, interest, constant self-study, hard work, sociolinguistic competence and skills. To improve this ability:

- the teacher must effectively use advanced pedagogical technologies (case study method, live newspaper, oral teleconference, press magazine, dialogue, collaborative learning, discussion in small groups, "practical game" conference, etc.) and information and communication

technologies, electronic educational resources, multimedia presentations, media technologies, modern teaching materials, and audiovisual tools in the educational process;

- it is advisable for the teacher to have a modern mindset and constantly improve his linguistic preparation;

- The teacher must effectively use the achievements and advanced experience of world civilization in the educational process.

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