# EDUCATIONAL SIGNIFICANCE OF COMPETENT APPROACH TO MOTHER LANGUAGE TEACHING

Gulomova X.

Associate Professor of Chirchik State Pedagogical University

**Abstract**

This article talks about achieving efficiency through the use of non-standard exercises and tasks, innovative methods and technologies in the development of students' linguistic competence.

**Keywords**: competence, competency, linguistic and speech competence, phonological, lexical, grammatical competence, non-standard tasks, innovative methods and technologies.

## ONA TILINI O`QITISHGA KOMPETENSIYAVIY YONDASHUVNING TA`LIMIY AHAMIYATI

G`ulomova X.

Chirchiq davlat pedagogika universiteti dotsenti

**Annotatsiya:**

Mazkur maqolada o`quvchilarning lingvistik kompetentligini rivojlantirishda nostandart mashq va topshiriqlar, innovatsion metodlar va texnologiyalardan foydalanish orqali samaradorlikka erishish haqida so`z yuritiladi.

**Kalit so`zlar:** kompetensiya, kompetentlik, lingvistik va nutqiy kompetensiya, fonologik, leksik, grammatik kompetensiya, nostandart topshiriqlar, innovatsion metodlar va texnologiyalar.

**Аннотация:**

В данной статье говорится о достижении эффективности за счет использования нестандартных упражнений и заданий, инновационных методов и технологий в развитии языковой компетентност учеников.

**Ключевые слова:** компетентность, компетентность, лингворечевая компетентность, фонологическая, лексическая, грамматическая компетентность, нестандартные задания, инновационные методы и технологии.

## Introduction

In the conditions of the current globalization, the development of students' linguistic and speech competence in the mother tongue classes is the most important task facing the mother tongue

teachers and pedagogues. Competences to be formed in students in the subject of mother tongue of MOD program are defined. In particular, the development of students' linguistic competence and the use of special non-standard exercises and assignments, innovative methods and technologies - this process makes it possible to achieve effective results. Effectiveness of native language lessons is increased based on the organization of linguistic competence development work based on didactic principles.

The method of teaching the mother tongue is based on the text analysis of the formation of the students' linguistic competence, the enrichment of their vocabulary, the acquisition of meaningful, clear, fluent, comprehensible, evidential expression of oral and written speech. chooses suitable teaching methods, methods and tools, determines their effectiveness in the educational process and recommends them for practice. From the second half of the 20th century, major changes were made in the approach to Uzbek education. In particular, a competent approach to education has been implemented. The concepts of "Competence" and "Competence" and their differences, normative bases were determined. The meanings of the term "competence" have been explained by several foreign linguists. Being one of the first, N. Chomsky refers to the concept of competence as a person's ability to use language units without limits. American sociolinguist D. Haims noted that "competence" is a narrow concept and proposed the concept of "communicative competence" in linguistics and linguodidactics. D. Khaimz's view that "for the implementation of oral communication, it is not enough to know only linguistic signs and the rules of their connection, it is also necessary to know culturally and socially important situations" represents In the 1980s, in the scientific research of M. N. Vyatyutnev, I. L. Bim, A. R. Arutyunov, "communicative competence" was used in a general sense, that is, as a term meaning the ability of a person to carry out oral communication. Communicative competence was also used under the terms "language competence, linguistic competence", as well as phonetic competence, lexical competence, morphemic competence, and syntactic competence. Based on the above views, it can be said that the student will have linguistic competence if he understands the studied language system and can use this system in practice.

I. Ya. Zimnya explains that the concept of competence includes "cognitive-knowledge", motivational, "attitude" and regulatory competences, and competence is formed on the basis of several competences.

The structural competence of the language is divided into the following types based on the study objects of linguistics:

Phonological competence is the ability to use the sound system of the language, following the intonation, tone, accent.

Lexical competence - knowledge of the vocabulary of the language, phraseological units, figurative expressions, devices related to speech etiquette (such as "thank you"), proverbs and proverbs, and the ability to use them in speech.

Grammatical competence - knowing the grammatical devices of the language and being able to use them in the process of communication. Grammatical competence includes the ability to understand and express the meaning expressed in a sentence, to formalize it in the form of sentences made according to the rules of the Uzbek language.

Orthographic competence is the ability to know the signs used to create a text from written signs and to express them in written form, to use spelling and punctuation marks.

Also, competence is divided into competence in the field of oral speech, competence in the field of written speech, and competence in Internet communication. According to the functional styles of speech, competence is divided into artistic-conversational style, journalistic style, official work style, scientific style, and artistic style.

Sociolinguistic competence - taking into account the uniqueness of the communication situation, the social status of the interlocutor.

Socio-cultural competence is the ability to know the ethno-cultural characteristics of the country of the studied language, to perform speech and non-speech actions in typical situations. They are related to the competence to enter the discussion, strategic competence, etc. All competence is based on linguistic competence.

In the middle of the 20th century, i.e. in 1965, the term "use of language" was used semantically in opposition to the theoretical features of the language. It was explained that it can be used. It is called the practical use of the speaking skills of grammar and syntax, the introduction of language norms. In the middle of the 20th century, N. Chomsky introduced the term "language competence" to science, and it began to be widely used in education. He interpreted the term "linguistic competence" as "linguistic ability", that is, the ability to know the language, and introduced the concept of "communicative competence" to science.

So, linguistic competence is understood as a theoretical basis, on the basis of which communicative competence is formed. Linguistic competence is the ability to analyze phonetic, morphological, syntactic, stylistic, morphemic, word formation. Based on phonetic, lexical, grammatical concepts, the ability to correctly apply the rules of phonetics, lexical and grammar of the language and to express information is defined as linguistic competence. In order to engage in speaking activities, it is necessary to master the language skills well. Speech competence is closely related to linguistic competence, and they are acquired on the basis of reading comprehension and listening comprehension competences. A person with speaking competence has mastered the language. The main task of the method is to make students have a speech component in teaching their mother tongue.

The communicative methodology of teaching the mother tongue includes:

1. In mother tongue education, the activity of the student should be turned into an activity aimed at mastering and developing the mother tongue. Mother tongue cannot be learned like physics and mathematics because language is a part of personality.

2. Selection of educational material, goals and methods of teaching, taking into account the interrelationship with the laws of mental and speech development of the student, as well as age characteristics.

3. Development of students' speech based on the teaching of language standards and language system.

4. Organization of communication situations around certain topics using specific speech genres in the classroom.

5. Reading the text, organizing different combinations of the above approaches when working on the events described in the text.

The effectiveness of mastering the mother tongue requires the following analysis system based on the text: text - subject of the text - content - title - composition - logical development - idea - lexis - grammar - realization of oral speech - elimination of speech defects.

One day, Maulana Alisher Navoi and his entourage were returning from a long mountain trip on horseback. The road passes through the cemetery. A hundred steps away from the cemetery, Maulana got off his horse and continued on his way with his head down. His attendants got off their horses and followed him. After getting far from the cemetery, they got back on their horses and continued on their way. After walking for a while, the officials asked why the poet got off his horse when he approached the cemetery. Alisher Navoi remained silent for a long time, but then answered his officials in a tone of displeasure:

- Here, the scumbags of our people, the corrupt fathers of our country, have gone to sleep forever. Don't you know that it is a testament to the honor of humanity to ride past them? Not knowing this is deadness in life. Honoring the land and memory of our ancestors is an honorable duty of everyone.

The officials bit their tongues and teased him like a child who committed a crime in front of his father. (Power Wisdom)

1. Work on the topic, content, structure, title, idea of the text. For example:

1) What is the story about in the text? What is the story related to him?

2) How many parts does the text consist of? Why is the text divided into sections? How many parts would you divide the text into?

3) Why is the text titled "Honorable Duty"? How would you title the text? Why?

4) What does the writer want to say by telling these events? What conclusions do you draw from the events of the text?

2. Lexical-semantic, grammatical and methodological analysis of the text:

1) definition of words and expressions whose meaning can be explained: movlono, mulozim, shan, padari buzrukvor, biting their tongues, prying their minds, livers, tabarruk, padari, etc.

2) to identify key words and word combinations that express details related to text events: mountain hike, cemetery, put your head down and go to eternal sleep, deadness in life.

3) work on the units related to the studied linguistic topic: to distinguish word groups based on the meaning explained above and the lexical meaning of other words in the text, and to justify why they are classified as such :

| Verb | Noun | Adjective | Number | Verb | Pronoun |
|------|------|-----------|--------|------|---------|
|      |      |           |        |      |         |

4) the meaning and stylistic use of the following lexical units used in the text, characteristic of the historical or modern stratum: mavlona, prêt adî përêp, khok, jigargoshalari, tabarruk, padari persrukkvors, those who have gone to eternal sleep, keeping silent, in a disapproving tone, to the honor of humanity, isnad, death in life.

Determining the morphemic composition of words such as alive, dead, corrupt, departed, peshlab, cemetery and explaining the meanings expressed by suffixes.

4) write an essay using the analyzed words. By solving educational problems of this type, the student learns the speech mechanism of the linguistic unit.

In associative linguistics, an associative-verbal network is formed based on the associative connections of a word with other words in the human mind (sound similarity, meaning similarity or contrast, common word formation model, frequent use together). Therefore, it is necessary to present new words in all different forms. For example, the following task can be offered when studying the topic "Structure and grammatical meaning of sentences". Here, the scumbags of our people, the corrupt fathers of our country, have gone to sleep forever. Don't you know that it is a testament to the honor of humanity to ride past them?

How did you conclude the narration of Kudrat Hikmat Alisher Navoi? What other events can be associated with the writer's phrase "deadness in life"? Describe Alisher Navoi through this narration.

In this way, the communicative direction of teaching the mother tongue provides conditions for not formal, but conscious acquisition of knowledge, a close connection between the subject of study and life, because the performance of communicative educational tasks When creating a text (or answer, oral or written), the characteristics of the reader-receiver, communication conditions and goals are taken into account. At the same time, the teaching of the mother tongue is carried out not only in the classroom, but also in the educational and linguistic environment created with the active participation of students. A complex of educational and linguistic environment should be created in the lesson. The complex of educational and linguistic environment means the entire complex of texts in circulation.

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