

# DEVELOPING LINGUISTIC COMPETENCE IN PRIMARY SCHOOL STUDENTS REGARDING PARTS OF SPEECH

Rasulova Sanobar

Teacher at the Department of Native Language and  
Methodology of Teaching at Nizami Tashkent State Pedagogical University.

## Abstract

This article is about the issue of developing the linguistic competence of primary school students in terms of adjective vocabulary in their native language classes, as well as the methods used to form linguistic competence in the adjective vocabulary of primary school students. provides theoretical information and analyzes these methods.

**Keywords:** Competence, linguistic competence, linguistic analysis, phonetics, quality, grammatical analysis.

## INTRODUCTION

In today's educational processes, it is essential to conduct thorough research and take practical actions in line with the findings to ensure students' comprehensive development. Specifically, to enhance students' knowledge of word categories in primary education and develop their linguistic competencies related to adjective word categories, it is necessary to first look at the history of its methodological development.

First of all, it should be acknowledged that native language lessons play an enormous role in helping young learners express beautiful, grammatically and stylistically correct, meaningful ideas fluently and, importantly, in developing their skills of writing without spelling mistakes. The meaningful and proper organization of native language lessons in primary education and the ability of teachers to effectively focus on linguistic analysis in these lessons are of great importance for cultivating these skills in students. Therefore, linguistic analysis is incorporated into the native language curriculum of primary schools today.

Currently, the education system in our country is trying to shift from a traditional knowledge-based model to a competence-based model. One of the main reasons for this is that in the "Native Language" textbooks for primary grades, no specific guidelines or methodology have been provided for teachers regarding how to develop students' linguistic analysis skills. However, if we study the research conducted by scholars in the Russian education system, we can see that some attention has been given to this issue. For instance, Professor E.A. Bystrov argues that "it is necessary to shift from a knowledge-based approach to a competence-based approach in national schools." According to the scholar, this shift will change the educational paradigm, which will be mainly reflected in students' ability to apply their knowledge in various real-life situations.

One of the important tasks facing modern schools today is the enormous responsibility of raising literate individuals with a high level of proficiency in the state language. The foundation for literacy is laid precisely in primary education, as during this period, intensive training is conducted in all aspects of speech activity (writing, reading, speaking, and listening). According to M.V. Dubova, "It is precisely in primary education that the new ideas of competence-based approaches should be understood earlier and more actively applied than at other educational levels."

The implementation of a competence-based approach in the education system and its various aspects have been studied by methodologists, psychologists, teachers, and linguists in their various research and studies. Specifically, in the works of scholars like A.G. Asmolov, L.B. Antipina, G.M. Bogomazov, A.A. Verbitskiy, D.S. Ermakov, E.V. Kon'kov, I.A. Zimnyaya, E.V. Golubskaya, G.A. Orlova, and N.M. Shanskiy, we can see views and perspectives on the essence of the competence-based approach.

The development of linguistic competence in native language teaching is also considered important in the public education system. N.M. Shanskiy advocates for linguistic competence, stating that it involves the skilled use of language tools in accordance with literary norms. N.M. Shanskiy also strives to form ideas about how the language functions and how it changes.

Knowing the theory related to language is crucial in forming linguistic competencies in primary school students, especially regarding adjective word categories. Teachers who understand the various levels of language, such as semantic, morphological, and syntactic categories that interact and form a coherent system, will not face difficulties when teaching students how to use language units correctly and understand the rules of their connections.

Linguistic competence is the result of students' understanding of speech experience, which, in turn, includes knowledge of the basics of the native language subject, and it should also encompass the assimilation of linguistic concepts. Additionally, it involves understanding elements of the history of the native language, prominent figures in the field, and the role of language in societal life. Interest, respect, and love for this subject are also cultivated through native language lessons.

The process of developing linguistic competencies related to adjective word categories in native language lessons in primary education should be organized based on a competence-based approach. It is also important to keep in mind that the acquisition of language knowledge by primary school students is not carried out in separate, unrelated parts, but as an integral system. Even in the early stages of primary education, students need to develop scientific understanding about the levels of the language system (phonetic, lexical, morphological, syntactic), their internal connections, and their functions. It is essential to study new language units comprehensively, considering their roles in the language system and their use in communicative situations.

In forming linguistic competencies related to adjective word categories in primary school students, it is necessary to consider that adjectives are one of the linguistic tools used to describe the surrounding reality, and they stand out due to the richness of their grammatical forms. It is difficult to imagine any sentence without the words from this part of speech. Using

adjectives may pose challenges for younger students due to the vast semantic potential of some units and their inability to properly develop short forms or degrees of comparison of adjectives. There are certain aspects that need attention when developing linguistic competence in primary school students. Therefore, the following directions are advisable for developing linguistic competence in young students:

- Strengthening and expanding knowledge about adjectives;
- Developing practical skills in analyzing adjectives as parts of a sentence;
- Developing the ability to use adjectives in speech considering normative aspects.

In addition to the above, incorporating various problem-solving, creative, and research-oriented methods into native language lessons for primary school students can also be beneficial. The purposeful and systematic use of such methods will be appropriate. Mastering linguistic information about adjectives is effectively achieved through text work, considering functional and communicative aspects.

In conclusion, the methods of working with texts mentioned above create opportunities for students to reinforce their knowledge of adjectives as part of speech, develop the ability to use adjectives in speech without disrupting lexical consistency, and carry out complex tasks. This, in turn, helps to effectively develop linguistic competence. Furthermore, studying the works of scholars who have conducted research on competence also assists in creating a set of effective methods for developing linguistic competence in primary school students and using them efficiently.

## REFERENCES

1. Almatov T., Yadgorov Q., Pochchayeva G. "Methodology of Teaching the Uzbek Language" methodological guide. Jizzakh, 2016.
2. "Issues of Reforming the Education Sector, Further Developing the Vocational Education System, and Improving Test Examinations for Admission to Bachelor's Programs in Higher Education." Meeting, October 9, 2017.
3. U. Tursunov, B. O'rinboyev "History of the Uzbek Literary Language," Tashkent. "O'qituvchi," 2012.
4. Bystrova E.A. Goals of Teaching Russian Language, or What Competence We Are Forming in Lessons // Teaching Russian Language in School. Textbook for Students of Pedagogical Universities by E.A. Bystrova, S.I. Lыvova, V.I. Kapinos — Moscow, Drofa, 2004. - pp. 20-39.
5. Dubova M.V. Didactic Principles of Competency-Based Education in Primary General Education // Primary Education. — 2012. — No. 1. - pp. 50-51.