

# MATERIALS FOR DEVELOPING STUDENTS' LANGUAGE COMPETENCE IN NATIVE LANGUAGE CLASSES

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## Abstract

In this article, language competence in lower grades is developed through conscious assimilation of language rules and their correct application in practice. The main task of supervision is aimed at systematic assessment of students' knowledge and skills in each section of language rules and their improvement.

**Keywords:** Language competence, rule, education, memory, competence, competence, traditional, knowledge, skill, imagination.

## Introduction

Unlike existing traditional methods (raising the level of knowledge, skills and qualifications to a new level of quality) in the field of developing linguistic competence in students in initial language classes, i.e. the activation of rules is identified as the final stage, since we propose a methodology aimed at developing linguistic competence in language learners, it is necessary to experimentally prove the effectiveness of this methodology. In the methodology we recommend, the scheme for developing BCM – communicative BCM – competences (competence) is reflected in three stages, and in the absence of communicative BCM – BCM – competences (competence), a two-stage educational content is reflected.

The work carried out on the formation of language competence (competencies) of students in native language and reading literacy classes in primary school should show results, which are manifested in the following:

- knowing the rules of pronunciation and spelling of language units, peculiarities of usage;
- compliance with these rules in the process of creating speech;
- ability to see and correct mistakes made in one's own or others' speech;
- ability to give advice to others based on rules or comments on correcting their mistakes within the framework of the language units being studied.

Usually, after completing work on developing language competence for each language unit, the results achieved are tracked and the level is assessed. In this case, as recommended by M.V. Dubovoy, diagnostic tasks are used that can be performed individually with students [1]. In our case, the tasks mainly consist of finding errors in the examples given and explaining (giving advice) which rule should be used to correct them.

According to D.S. Karaseva, "The formation of linguistic competence is manifested in the degree to which the following actions have been mastered: recognising linguistic units, analysing linguistic material, explaining, proving, classifying, performing various linguistic analyses, and correctly using a particular linguistic unit in speech. The formation of linguistic competence is a prerequisite for the conscious assimilation of linguistic facts, phenomena, and rules" [2].

Mastery of the rules is expressed in such skills as memorising the relevant rule depending on the language unit (e.g., word form), searching for it in the pages of a textbook or other source (based on the content of theoretical information), and the ability to show, recognise, memorise, and pronounce the relevant language unit depending on the rule. Accordingly, the following tests are selected:

- tell which level (section) the word form (linguistic unit in it) belongs to;
- show the relevant linguistic unit among the rules depending on the error;
- show which rule among the given word forms the error belongs to;
- recall the rule corresponding to a given linguistic unit;
- recall a linguistic unit related to a given rule;
- read creative written works, find errors, correct them using rules and restore the correct spelling.

Almost all tests are organised in connection with lexical and grammatical errors. For example, if the test is written, the student will have to highlight the error and name the rule or mark the given rules with a sign. In Year 4, you can ask students to write down the rule they remember from the test opposite the incorrect form of the word. If a student knows the meaning of the rule but has not memorised it, they can briefly explain it orally in their own words. The essence of these two methods is the same: to be able to suggest how to correct the error.

1) Дұрыс жазылған сөзді белгіле?

а) жұмысшы ә) жұмышшы б) жұмызшы

2) "Ауызша" сөзінің айтылуын белгіле?

а) ауұшша ә) ауызша б) ауышша

3) "Ұшшаң" сөзінің жазылуын белгіле.

а) ұшсан ә) ұшсаң б) ұшзсаң

In some cases, if students are not given a rule about a linguistic unit, they should be able to give their own explanation of an error made in relation to a linguistic unit similar to previous ones, in the same way as they would explain a rule they have learnt about a general linguistic phenomenon. This qualification represents the highest level of linguistic competence.

To illustrate the level of competence acquisition, it is sufficient to study the speech of older people: some speakers speak with a theoretical understanding of the sentences they construct and correctly understand the speech of others with correct or some errors, as well as the influence of dialect, comparing it with the rules of the literary language; while others use linguistic phenomena in their speech in the forms they are accustomed to, without theoretical understanding. In the first case, the speaker's speech and linguistic competence is at the required level, while in the second case, this level is absent.

M.V. Dubova believes that if assessment is organised in such a way that each student demonstrates their abilities in front of the majority, then it is appropriate to use the method of individual questioning of students [1]. This method also aims to ensure that the student understands what they are being asked. The student begins to prepare, knowing that they will have to demonstrate their knowledge and skills in front of a large group of people.

Since the method of individual questioning of students is considered inconvenient for general assessment, it should be used from time to time and presented as an example to others.

Since the ability to use language units is also part of language competence, it is possible to conduct a type of written work - a dictation, which allows you to check the ability to write correctly, taking into account the rules studied. About 20 forms of words, in the spelling of which students often make mistakes, are selected and written down in a conversational style. For example: по дереву иду, как красный цвет (the words are pronounced as по дереву, иду, как красный цвет).

Of the types of written work, summaries and essays are difficult to assess using a specific set of rules. Therefore, it is more appropriate to use them for educational purposes than to determine the level of language competence.

Sometimes two competencies are combined in a test. The final result is characterised by language proficiency, i.e. the formation of both linguistic and speech competence, the level of acquisition of a set of knowledge, skills and abilities that ensure literacy appropriate to the speaker's age. The effectiveness of teaching is monitored by determining the status of achievement of the specified literacy level, on the basis of which a diagnosis is made and teaching plans are refined.

Correct pronunciation, spelling literacy, word structure, word usage in speech, morphological, syntactic and communicative competences are formed in the lower grades. For example, phonetic knowledge is a component of linguistic and speech competence in terms of pronunciation. This knowledge includes the quality of pronunciation (accuracy of pronunciation), expressiveness of communicative speech, and elements of speech communication culture (tone, tempo, fluency, pitch, tone of voice, voice strength).

M. R. Lvov recommends assessing students' oral and written speech according to the following parameters:

- content: topic, whether the material is interesting, the most important facts, completeness of the topic, characters' actions, etc.;
- composition: plan, coherence of the narrative, plot, development of events, provenance, etc.;
- language (expression of ideas): long or short text, divided into paragraphs, correct sentence structure, interconnection of sentences, whether they are connected and how, successful choice of words, presence of visual aids, spelling mistakes; quality of writing – calligraphy;
- oral performance: how he behaves, his body (figure), freedom of speech, voice, expressiveness, tone, few corrections (of his speech), pauses, etc.;
- write: the condition of the notebook[3].

If the student is interested, if he is interested in the lesson, if he has real or imaginary listeners (students), he will express his thoughts well or put them on paper. Dialogic feedback is even better.

Criteria for speech culture

The first criterion is meaningful speech.

The second criterion is logical speech.

The third criterion is the free acquisition of speech skills and mechanisms.

Speech mechanisms: breathing, voice, pronunciation of sounds (articulation), diction, tone (intonation), speech reaction (response); speech skills: speed of sentence and text construction, speed of entering into dialogue, well-developed working memory. In written speech: fast writing, good handwriting (handwriting), spelling.

The fourth criterion is correct speech from the point of view of literary language norms.

Literary norms: pronunciation, word usage. Morphological forms and syntactic structures, spelling. (Sometimes stylistic norms: mixing of words characteristic of written and spoken styles).

The fifth criterion is clarity and intelligibility of speech.

If there is no clarity, if an incomprehensible sentence is spoken, it is considered a speech error.

Incorrect use of words, repetition of words or phrases, syntactic monotony.

The choice of words is determined by the communicative goal; the listener's abilities are taken into account.

Speech culture, manner of speech, correct use of non-verbal means of communication, etiquette; sincere attitude, conversation.

The top criterion is expressiveness [3].

Thus, in primary school classes on the native language and reading literacy, students' linguistic competences, sometimes both speech and linguistic competences, are organised within the framework of the rules being studied, with particular attention paid to the integration of language units and rules.

The experimental testing materials were developed to determine which of the two different views and two different methodological approaches (methodologies) is effective in the content of the two stages of the three-stage BCM, which we recommend for the formation of linguistic competence.

**Table 1. The BCM methodological approach to developing linguistic competence**

Lessons in practice	Lessons we recommend
1 <sup>st</sup> class 3 lessons are conducted on the content of studying theoretical information with the BCM rule, performing exercises (practical application of the rule)	BKM → 3 lessons on drawing competence formation (rule activation).
2 <sup>nd</sup> class	BKM → 3 lessons on drawing to develop competencies (activating rules). Games: 'Bracelet Rules' and others.
3 <sup>rd</sup> class	BKM → 3 lessons on drawing to develop competencies (activation of rules). Games: 'The Rules of the Bracelet' and others.
4 <sup>th</sup> class	BKM → 3 lessons on drawing to develop competencies (activating rules). Games: 'Bracelet Rules' and others.

The results of the test work carried out in the experimental and control classes were organised according to six parameters.

The level of proficiency for each parameter was assessed according to three different levels:

A (high) level (the task was completed correctly or 1-2 errors were made);

Level B (average) (task completed incorrectly or more than 3 errors made).

Level C (low) (task completed incorrectly or more than 5 errors made).

The following 20 word forms are used in the dictation:

On the bus,... (in Karakalpak, in Kazakh)

To check pronunciation literacy, a test is conducted in which it is necessary to underline the words or word forms that are pronounced correctly according to the pronunciation rules: tree, tree, came out, came out (in Karakalpak, in Kazakh) 10 words and word forms. Мұғалім-мұғалым, еліміз-елміз, университет-универстет, қатысамын-қатсамын, жауап-жауаб, рақмет-рахмет, дәрігер-дәргер, президент-призгент, құқық-құққұқ.

Ilaj-iláj, inta-intá, Ótebay-Wótebay, qulın-qulun, julın-julun, túlki-túlkú, kúlki-kúlkú, súlgi-súlgú, etik-yetik, duzshı-dushshı.

The test 'Find the rule among the following sentences' was taken as a parameter for distinguishing rules from definitions and descriptions. Sentences:

- A) Сыныптантыс балалардың бәрімен доспын.
- B) Әрине, адамға ең керегі жан жылуы.
- C) Сіздер ауданымыздағы ең жақсы кітапханашысыздар
- D) Жіктік жалғаулары жалғанған зат есім сөйлемде баяндауыш болады.
- E) Túbir sózdi mánili bóleklerge bóliwge bolmaydı.
- F) Suwshı gawashalardı waqtında suwaradı.
- G) Dúkannan úkeme oyınshıq satıp ákep berdim.
- H) Tártipli bolıw hárбір oqıwshı ushın tiykargı wazıypa.

(in Karakalpak, Kazakh languages) description, etc.

For the skill parameter of identifying word forms with errors, a test is provided with the task 'Find and underline the words with errors among the word forms given below.

Рахмет, келесіде, жазып жатыр, бара жатырм, жұмышшы, ашшы, 50 граммнан, Бозжап, Есенкелді, Жұмаәділ (qoraqalpoq tilida, qozoq tilida) 10 ta xato va xatosiz yozilgan so'z shakllari.

The rule is displayed in the test question according to the parameter for displaying word forms specified in the rule. Five word forms are given as answer options (in Karakalpak and Kazakh). The question is asked according to the parameter 'by what rule is the error in the word form corrected?' Answers: (in Karakalpak, Kazakh) 5 rules (one of them is correct).

Thus, the task of raising the effectiveness of native language education in primary grades to a new qualitative level is put forward, as well as the idea of forming speech and language competences in students. In most studies devoted to the development of measures to accomplish this task, some scientists and methodologists studied language competence as highly effective types of work carried out on knowledge, skills and abilities in the native

language, and some of these studies sought to achieve a higher level of quality after the processes. Research in these two areas is still ongoing.

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