



THE IMPORTANCE OF THE MOTHER TONGUE AND READING LITERACY TEXTBOOK IN THE FORMATION OF STUDENTS' LINGUISTIC COMPETENCE

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Annotation:

In this article, students' learning of grammatical concepts as theoretical knowledge through "Mother language and reading literacy" classes, as well as the formation of linguistic competences in students, are considered.

Keywords: mother tongue and reading literacy, competence, speech competence.

Based on the continuity of education in our country and the orientation towards educating a well-rounded person, in order to ensure the consistency of the content of general education subjects taught in general secondary schools, competencies were determined based on the content of each subject. Competence is the ability to use knowledge and skills, based on practical experience, to successfully solve the essence of a specific field of knowledge. Competency-based approach to education guides students to acquire various skills and act effectively in their social, professional and personal life in the future. Competence is divided into basic and subject-related competencies. Competence related to science is divided into speech and linguistic competence. Today, these terms are becoming popular in education. In linguistics, this term was used for the first time in the middle of the 20th century, and it was interpreted as a set of knowledge, skills and abilities oriented to the activity in the process of using the language. In this case, the concepts of competence and competence approach are noted as factors that indicate effectiveness in education.

Mother tongue and reading literacy classes are mainly concerned with the development of linguistic competence in students. Linguistic competence of students is their knowledge of the language, the ability to connect this knowledge with practice, and the ability to create speech. If the knowledge given to students on language construction is focused on the development of their oral and written speech, it will serve to form their linguistic competence. Knowledge that is not useful for the improvement of oral and written speech is not part of linguistic competence. In general, the money and time spent on providing linguistic knowledge that is not connected with practice and does not create speaking skills is not justified. For example, the rules of correct pronunciation of foreign words along with the knowledge of accent will develop students' speaking skills. However, the knowledge that the stress of the word falls on the last syllable in Uzbek, and that some adverbs do not receive stress at the end of the word, is not part of linguistic competence. After all, this knowledge does not become a skill. Even if the reader does not have them, he will not make a mistake in stressing the syllables in the appropriate



places. Dividing linguistic competences in students into areas and teaching them to each other increases effectiveness. Ensuring consistency in the process of performing each exercise in mother tongue lessons helps the child learn linguistic concepts easily and use them appropriately in speech.

Seeing the formation of linguistic competence in a child in the ability to pronounce speech sounds correctly, in the ability to correctly use words and grammatical tools to express one's thoughts in oral and written speech, and in the ability to express one's thoughts coherently possible

The acquisition of grammatical concepts in primary grades is a long-term and more complicated process for young students, and accordingly, the teacher, in the organization of activities related to mastering the concept in primary grades, must it is necessary to know precisely the linguistic essence, the psychological-didactic features of the process of acquiring knowledge, the level of development of students' speech and mental activity. In elementary grades, in the subject of mother tongue and reading literacy, the formation of students' oral and written speech in all aspects is carried out in connection with all pedagogical subjects in the field of education, and they are prepared for the full study of these subjects. In this process, the ground is prepared for the formation of a well-rounded person along with providing education to the students.

The formation of native language competences among primary school students is the demand of the times. In the conditions of globalization, the clash of different cultures requires having a high communication culture and vocabulary, which is growing in the situation of national and international communication. This requires improvement of mother tongue education, raising the skills of students to the level of linguistic competence. Together with improving the literacy of the students in the subject of the mother tongue, they will develop their knowledge of the subject and help the young people, who are the future of our country, to have high potential. The role of the textbook "Native language and reading literacy" is incomparable in the formation of students' linguistic competence. Based on the development of students' speaking competences, the students' ability to speak freely in their mother tongue classes is formed, the ability of the listener and speaker to use different level units, lexical, morphological, syntactic units of the language in speech situations, to the standards of the literary language independent text composition and writing skills are sufficiently developed. Through the textbook, students will help the future of our country to have high potential, along with increasing their scientific literacy and knowledge.

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