SPECIFIC FEATURES OF IMPROVING THE METHODOLOGY OF DEVELOPING LINGUISTIC COMPETENCES IN FUTURE PRIMARY TEACHERS

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Annotation. *This article describes the methodological aspects, organizational and pedagogical conditions, necessity and practical significance of improving the development of linguistic competencies in future primary school teachers, as well as the work to be done in this regard, and the specific features of improvement.*

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The main goal of mother tongue education in general secondary schools is to develop a well-rounded individual who can correctly and fluently perceive every thought orally and in writing, who thinks independently and creatively, and who has a developed culture of communication and speech. For this reason, the importance of teaching the mother tongue as a subject in primary, general, and higher education is great.

Future primary school teachers must have sufficient knowledge, skills, and qualifications, and must have sufficient knowledge of the content and essence of the language, in order to form linguistic competencies in their students regarding their mother tongue.

Linguistic competence is the ability to correctly use words and sentences in the language being studied in accordance with the grammatical rules that regulate speech activity in practice, to distinguish between the correctness and incorrectness of the expression of thought in speech, that is, when we mean the concept of "linguistic competence" of a future teacher in Uzbek, this means his ability to understand the units of the Uzbek language, speech features, analyze language phenomena, combine parts into a whole, and build sentences based on examples.

Accordingly, linguistic competence can be classified as follows.
-phonetic competence;
-grammatical competence;
-lexical competence;

-spelling competence;

-semantic competence

-pragmatic competence.

Phonetic competence. Phonetics is a branch of linguistics that studies sounds and letters, and the importance of phonetic knowledge in the acquisition of oral and written speech by children of primary school age is extremely great. They are as follows:

a) based on phonetic knowledge, primary school students learn to read and write during the literacy period;

b) phonetic knowledge forms the basis for correct pronunciation of words (correct pronunciation of sounds, separation of stressed syllables, adherence to orthoepic norms);

c) phonetic knowledge, together with knowledge of morphological and word formation, is the basis for the formation of a number of orthographic skills (writing of voiceless and voiced consonants) in students;

d) phonetic knowledge is necessary for correct pronunciation according to the intonation of a sentence, observance of logical stress and pauses in sentence construction;

d) knowledge of the sound side of a word is important for understanding its meaning and conscious use in speech;

According to the school curriculum, primary school students develop phonetic-graphic skills: sounds and letters, vowels and consonants, paired voiced and unvoiced consonants, unpaired voiced and unvoiced consonants; they acquire the skills of dividing a word into syllables, distinguishing stressed syllables.

Primary school students should master the following knowledge in the phonetics section:

-phonetics and graphics;

-speech sounds and letters;

-vowels;

-consonants;

-voiced and unvoiced consonants;

-parts of speech;

-pronunciation and spelling of speech sounds;

-the function of distinguishing the meaning of speech sounds.

Lexical competence. It is correct to understand lexical competence as the ability to understand the original and figurative meanings of a word, compare it with the native language, and find a national feature in a word that reflects the culture of the people who own the language being studied.

In language learning, as in other languages, lexicology is also important in Uzbek, along with grammar, phonetics, and word formation. When determining lexical competence, it is necessary to pay attention to the following.

- paronyms are called and explained as words that differ by one word in primary school textbooks. For example: gul-kul, bash-qosh-mosh

- whether a word has one or more meanings, figurative meanings of a word: the meanings of words such as tez, kitob, dostyrkhan; the use of terms in the same sense, but the use of one term in different places, for example, the word ear (the ear of a cat - the ear of a ditch - the ear of a radio);

- synonyms are understood in primary grades as words that are synonymous or close in meaning. For example: sky, blue, space, space;

- the positive or negative meaning of synonymous words: aft-bashara-turq-negative meaning, shikir-goz-positive meaning;

- antonyms are explained in primary grades as words with opposite or opposite meanings; when antonyms are paired, they form new words or expand the meaning: bitter-sweet, earth-sky.

- homonyms are defined in primary grades as words that are similar in form. Words that have the same shape, sound composition, and pronunciation, but different meanings. For example, Blue (sky) - blue (color), horse (animal name) - horse (action).

Grammatical competence is the ability to grammatically correct oral and written speech, and in determining it, it is necessary to determine which word groups, grammatical forms specific to them, and which types of sentences are difficult to construct. In this regard, it is appropriate to familiarize yourself with the problematic aspects of the grammar of the Uzbek language. Grammar is a branch of linguistics that studies the grammatical structure of a language. Grammar is a set of rules for the transformation of words in a sentence and their combination to form a word combination and a sentence. Below we present the knowledge that students should master grammatically.

Semantic competence is considered the ability to use language tools and rules, and is assessed as the ability to translate from the native language of the language learner to the language being learned or vice versa.

To develop semantic competence, it is recommended to use lessons and teaching materials that include practical exercises, word games, working with texts and languages, analysis and understanding processes. It is also important to provide students with examples that support understanding of meaning and the opportunity to express their thoughts.

Pragmatic competence is the ability to use language correctly in a logical and communicative process. In addition to grammatical correctness, it includes

the relevance of the sentence to the context, understanding of cultural and social aspects, and understanding the purpose of communication.

The main aspects of pragmatic competence:

Contextual relevance of speech - the ability to use words depending on the situation (for example, knowing the differences between formal and informal styles).

Understanding the intention of speech - understanding the purpose of the spoken words in addition to the direct meaning (for example, irony, sarcasm, compliments).

Cultural awareness - speaking in accordance with the norms of etiquette and communication in different languages.

Discourse competence - conducting communication in a coherent and connected manner.

Interpersonal skills - maintaining the topic in a conversation, using breaks or pauses correctly.

In conclusion, it is important to develop the linguistic competencies of primary school teachers. These competencies help teachers not only to successfully carry out their professional activities, but also to effectively teach the language to students. Special textbooks and teaching materials, training courses, practical exercises and analytical approaches play an important role in this process. When these conditions are met, teachers will be able to develop their linguistic competencies to a high level and provide high-quality education to their students.

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