

Developing Linguistic Competencies in Primary School Mother Tongue Lessons

Lobar Alisher Kizi Yusupbayeva

Ajiniyoz Nukus State Pedagogical Institute, Primary Education Student

Abstract: *This article explores effective methods for developing linguistic competencies among primary school students during mother tongue lessons. It provides a scientific-theoretical analysis of innovative approaches, interactive methods, game-based activities, and the significance of information and communication technologies. Additionally, the paper offers practical exercises and recommendations for enhancing language competencies.*

Keywords: *linguistic, competency, lexical competency, grammatical competency, speech skills, modern education, interactive method.*

In today's educational landscape, ongoing reforms—particularly the shift toward a competency-based curriculum—prioritize the development of learners' independent thinking, ability to apply knowledge in practice, and enhancement of communicative skills. The primary education stage is recognized as the foundation and most crucial phase of this process. One of the key objectives of teaching the mother tongue in primary grades is to develop learners' linguistic knowledge, skills, and abilities, improve their oral and written speech, and nurture the capacity to express their thoughts clearly and coherently.

In this process, linguistic competence—defined as the ability to use language correctly, meaningfully, and in accordance with communicative contexts—plays a central role. According to the "Introduction" section of the State Educational Standard for Primary Education, the learning process aims to foster children's logical thinking, cognitive development, worldview, communicative literacy, self-awareness, physical health, appreciation of material beauty, aesthetic sensibility, and respect for national traditions. Achieving these goals requires a clear definition of educational content and the adoption of modern teaching approaches.

The standard also highlights the necessity for consistency, balance, and harmony among different subject areas. Thus, the establishment of the primary education standard facilitates the modernization of educational content and structure, enabling the implementation of new pedagogical technologies. Linguistic competence, in this context, encompasses a student's ability to use language accurately, coherently, and logically. Fostering this competence is one of the main tasks of mother tongue lessons in the early grades.

The development of linguistic competence in primary education is carried out through the following components:

1. **Phonetic Knowledge:** This includes correct pronunciation of sounds, auditory discrimination, and identifying stress in words. For instance, exercises that focus on recognizing and articulating sounds help students develop phonemic awareness.
2. **Lexical Competence:** Enriching students' vocabulary through the use of synonyms, antonyms, and polysemous words enhances their expressive capabilities.
3. **Grammatical Competence:** Introducing basic grammatical structures, such as parts of speech and sentence components, trains students to perform elementary grammatical analysis.

4. **Orthographic and Punctuation Skills:** Teaching proper spelling and punctuation not only promotes writing accuracy but also deepens students' understanding of language structure.
5. **Textual Work:** Activities such as analyzing texts, identifying main ideas, and assigning titles develop students' critical reading and independent thinking skills.

In teaching the mother tongue, the interconnectedness of all linguistic aspects is a guiding methodological principle. Understanding language as a complex phenomenon with interactive components is grounded in scientific theory. The content of mother tongue education in schools is aligned with the societal goals of modern development, encompassing ideological, moral, aesthetic, and labor-related education.

As a result of mother tongue instruction, students acquire the ability to construct grammatically accurate, stylistically clear, meaningful, and well-intoned speech, as well as to write in accordance with spelling norms. This task is tied to the broader goal of shaping learners as individuals and is closely related to general educational objectives.

Key Directions in Developing Linguistic Competence in Primary School Mother Tongue Classes:

1. **Formation of Phonetic Skills:** Great emphasis is placed on correct pronunciation. Exercises include identifying sounds, placing stress, and distinguishing similar-sounding words.
2. **Enhancing Vocabulary (Lexical Competence):** Working with synonyms, antonyms, idiomatic expressions, and multi-meaning words helps expand students' vocabulary. Tasks such as "Say it in one word," "Find the extra word," or "Give the opposite meaning" are effective in this regard.
3. **Development of Grammatical Knowledge and Skills:** Students are introduced to sentence structure, parts of speech, verb tenses, possessive suffixes, and more. Mastery in this area enables them to build meaningful and coherent sentences.
4. **Development of Writing Skills:** Writing includes spelling, punctuation, text composition, and coherent narration. Tasks like dictations, text continuation, assigning titles, and story writing support students in expressing thoughts clearly and logically.
5. **Development of Oral Skills:** Through dialogues, storytelling, opinion sharing, and Q&A methods, students improve their oral expression. Exercises like "Share your opinion," "Describe this," or "What do you think?" enhance speaking abilities.

Alongside traditional methods, it is essential to employ modern, innovative approaches, as primary students are more engaged by interactive, practical learning experiences. Therefore, capturing students' attention, encouraging their participation, and fostering independent thinking require the integration of contemporary pedagogical technologies.

The following methods have proven especially effective for developing linguistic competence in modern education:

- **Interactive Methods:** Techniques such as "Brainstorming," "Blitz Survey," "Fishbone Diagram," "INSERT," and "Mind Mapping" train students to think independently and solve problems.
- **Game-based Learning:** Didactic games (e.g., riddles, word chains, quick-response games) help students internalize language elements in an engaging and active manner.
- **Use of Technology:** Interactive whiteboards, multimedia textbooks, and animated texts boost interest in language and enhance memory retention.
- **Collaborative Work:** Pair and group activities allow students to communicate with peers, learn from each other, and practice language use in real-life contexts, thereby simultaneously developing communicative and linguistic competences.

Practical Activities for Enhancing Linguistic Competence:

1. **Task:** "Describe the event in the picture using words."

This task develops oral speech, enriches vocabulary, and fosters the ability to logically narrate a sequence of events.

2. **Exercise:** "Correct the sentence grammatically."

This trains students to identify and rectify morphological and syntactic errors, strengthening grammatical competence.

3. **Game:** "Word Chain"

Students say a new word that begins with the last letter of the previous word. This enhances vocabulary, phonetic analysis, quick thinking, and memory.

4. **Textual Activity:** "Describe the main character."

Based on a short story, students analyze the character's traits and actions, developing analytical thinking and expressive skills in both spoken and written forms.

Conclusion

Developing linguistic competence in primary school mother tongue lessons is fundamental to cultivating students' speech activity, understanding of linguistic phenomena, and conscious use of language. The effective integration of innovative approaches, interactive methods, game-based learning, and ICT tools significantly contributes to this process. Practical tasks serve as vital tools in reinforcing motivation, fostering independent thought, and enhancing communicative potential. Cultivating linguistic competence not only supports success in mother tongue education but also lays the groundwork for overall personal development and academic achievement in subsequent educational stages.

References

1. Yigitaliyeva, Sh. I. (2023). "Conceptual Foundations of Teaching the Mother Tongue to Primary School Students." *Journal of Integrated Education and Research*, March 2023.
2. Umarova, N. R., & Yigitaliyeva, S. I. A. Q. (2021). "Concept as a Basic Unit of Cognitive Linguistics." *Theoretical & Applied Science*, (9), 701–704.
3. Ministry of Public Education of the Republic of Uzbekistan (2020). *Modern Approaches to Language and Speech Methodology*. Tashkent.
4. Jo'rayev, A. X. (2020). *Ways to Develop Competencies in Mother Tongue Education*. Tashkent: Fan va texnologiya.
5. Ahmedova, M., & Ergasheva, N. (2019). *Methodology of Teaching the Mother Tongue in Primary Grades*. Tashkent: O'qituvchi.
6. Xolboyeva, D. (2021). "Innovative Methods in Language Teaching." *Pedagogical Education Journal*, No. 4, pp. 45–48.
7. Hasanov, A. A. (2022). "Effectiveness of Language Learning through Interactive Methods." *Education and Innovation*, No. 2, pp. 31–36.