

**Designing linguistic competencies of elementary school students through
mother tongue and reading literacy classes.**

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Annotation: *This article provides information about the levels of linguistic competence of elementary school students and their types. Linguistic competence refers to the set of knowledge of language units and the ability to use such units that people use to express their thoughts and understand the thoughts of others.*

Key words: *schoolchildren, starting points, skills, linguistic units, patterns.*

The stage of familiarization of schoolchildren with the science of linguistics is carried out by studying sounds and letters, reading and writing in the literacy classes of primary grades, and mastering the mother tongue and foreign languages in the fifth grade. These are the two starting points that are the basis for creating a methodology for the application of interlinguistic integration. It also implies the formation of necessary knowledge and skills in students as turning points in linguistic education (especially at the beginning of learning a foreign language). But they are not yet powerful: this is due to the fact that the mechanisms of combining linguistic forms and their transformation, as well as speech, are not developed in students.

In the monograph devoted to the discussion of issues related to the nature of language construction, the essence of linguistic units, it is stated that "the language system is a set of units of different levels of complexity and the rules for their use. The language system is characterized by various patterns and patterns, on the basis of which various complex units, word combinations and sentences are created.

"Linguistic competence refers to the set of knowledge of language units and the ability to use such units that people use to express their thoughts and understand the thoughts of others."

Linguistic competence is "the student's knowledge of language sections, the ability to connect them with practice, and the ability to create speech.

It seems that each definition has its own views, and there are certain commonalities in the essence of the issue.

In the state educational standard of the subject of the mother tongue of general secondary education, the qualification requirements for the formation of linguistic competence of students at the A2 level are defined, which are as follows (see Table 2.1):

Table 2.1

Formation of students' linguistic competences in general secondary education system A 2 level qualification requirements

1st class	can explain the pronunciation and spelling standards, the function of distinguishing the meaning of speech sounds.
2 st class	can distinguish word structure and word formation; can interpret independent word groups (verb, noun, adjective, number); can perform phonetic, lexical, morphological analysis within the scope of the topic, can use learned means of expression appropriately in speech.

3 st class	knows coherent and separated parts of the sentence and introductions; learns new words, phrases and terms, can interpret them, can analyze a simple sentence syntactically.
4 st class	knows about the purpose of the text, learns new words and phrases. Can distinguish and interpret the connection of words, word combinations, types of sentences according to the purpose of expression, parts of sentences, impulses, introductory words, simple and compound sentences, quotations and dialogues. ; can analyze words phonetically; interprets the meaning of words in the text and can perform lexical and morphological analysis. Uses learned means of expression correctly in oral and written speech.

Recently, even though researches are being conducted on the formation of students' competences related to science in mother tongue education, it is observed that the fundamental nature of the issue raised in them is not deeply revealed from a scientific and theoretical point of view. In particular, in M.Kenjayeveva's research, the issue of forming linguistic competences is "mastering the rules of the language, learning to use them in order to express one's own or others' thoughts through the means of the native language, as well as the use of various basic concepts in the independent composition of one or another written text although it is sufficiently covered from a practical point of view, it is clear that the theoretical approaches to the problem have not found their full expression.

After all, the tasks in the given content encourage students to think more. At this point, it is appropriate to recommend non-traditional exercises that force the students of this age to approach the issue in detail, lead to scientific observation, and influence the way of thinking.

In our opinion, it is appropriate to define theoretically deep, large-scale and objective problems based on the purpose of research in the ongoing scientific research.

In our opinion, linguistic skills are the ability to understand, generalize, systematize, and summarize the acquired knowledge of students on language levels based on reading the text, analyzing its separated parts, expressing sentence fragments, and identifying its types. Therefore, in the definition given to the concept of skill, it is precisely "the ability of a person to perform a certain activity or action based on his previous experiences, a component of the activity related to practical activity, the ability to apply knowledge in practice, to successfully perform the action in proportion to the purpose and conditions of the activity, and always It is not for nothing that it is noted that it is based on knowledge, considered the basis of skill (qualification).

It can be seen from the above that there is a need for integrated teaching of language phenomena on the basis of qualification requirements for the formation of linguistic skills.

The existing experiences in the language teaching methodology and the lack of studied materials do not allow full use of interlinguistic connections. Therefore, it is advisable to organize the work using the adaptation method as follows:

1. Building on the basis of examples that are suitable for the age of students, understandable and relevant, and help to solve language problems. For example, involving the study of words with synonyms to check unstressed vowels: garage - garage, herbarium - herbarium, etc.;

2. To interest students, to make sure that they need to use all the knowledge they have, regardless of the topic being studied.

The beginning stage of language learning from a psychological point of view is the most optimal for combining the mother tongue with materials from the English language: at this time, the need to learn foreign languages is stimulated, interest in new knowledge and confidence in one's own abilities is created. The task of the teacher is to maintain the time to awaken the knowledge of the English language, not to miss the opportunity to use linguistic elements in the lessons. Otherwise, students may become cold from such linguistic experiences. "It is known that the foundations of knowledge and skills in the subject of the mother tongue are laid at primary school age. At this age, pupils have linguistic instincts in vocabulary, phonetics, word formation and grammar T.M. Kolesnikova about it. Due to lack of knowledge and set of speech models, students are likely to fail to realize the true benefits of connecting materials from different languages. Finding the right moment to start using an integrative approach to language is the main challenge for the teacher. It will be easier to perform this task taking into account the individual characteristics of students. Various types of individual work (maps, tests) significantly help them: they determine the most beneficial aspects of integration in mother tongue classes. In order to organize the study of the mother tongue in harmony with English language materials, first of all, it is necessary to determine which topics are suitable for integration.

Their basis can be seen in the closeness and logical connections of the content of different topics. Integrated language education requires the following unity:

a) topic selection; b) work on the text; c) improvement of skills and qualifications.

For this reason, it is possible to demonstrate the relevance of the following topics to

lessons in which native language and English language materials are integrated: for example, "Adjective (adjective), Number (numerals), Pronoun" given in the grammar section of the 5th grade English language textbook ” themes, “Repeat the adjective word group”, “Repeat the number and pronoun word group” topics given in the revision section of the 2nd grade native language textbook can be seen.

"How important is literature" in the Unit 4 "Literature and Life" section of the 4th grade English textbook. "First in Literature", "Why do we read?" (why we read) topics "Working with text and dictionaries", "Working with classic text and dictionaries" can be seen.

Interdisciplinary integration in the didactic system provides for the matching of the actions of the teacher (teaching) and the student (learning). Although both activities have a common structure in terms of purpose, cause, content, means, result and control, there is a difference in the content of teacher's and student's activities. Such activities as using riddles, interpreting proverbs, creating texts based on them, turning them into dialogues in the formation of students’ linguistic skills on the basis of native language and English terms make it possible to form students’ linguistic skills.

The issue of using interactive methods in teaching English to students was put forward in the researches of G. Samiboyeva: "Creative Problem Solving", "Merry Riddles", "Chigil yozdi" (Warm up exercises)), "Memory game", "Mimic", "Suggestion chain", "Notices and warbibg practices" , the importance of games such as "Exaggerate", "Expand the sentences", "Finding synonyms" in increasing students’ vocabulary is stated.

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