

The Role of a Person-Oriented Approach in the Development of Linguistic Competences of Secondary School Students

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Annotation: *The article analyzes the scientific and methodological basis for the introduction of a competency-based approach in the general secondary education system in primary school mother tongue classes. It is based on specific competencies that are formed through the teaching of the mother tongue in secondary schools. The basis of linguistic competence is explained.*

Keywords: *competence, competence, competence of independent and creative thinking, linguistic competence, speech competence, sociolinguistic competence, pragmatic competence.*

Introduction

Today, society is changing its attitude towards the content of education, including mother tongue education. Emphasis is placed on developing learners' ability to apply their knowledge and skills in real-life situations. Primary education is a system of education that develops students and is based on a person-centered, competent approach. Children who take their first steps in school are exposed to educational activities that are appropriate to their age and level of thinking and spiritual development. In the formation of reading and learning activities in primary school students, in the process of acquiring knowledge in each subject, their consciousness, thinking develops rapidly.

The effectiveness of primary education depends on the wide range of educational activities in which students are uniquely structured. Such activities are formed and constantly developed under the guidance of the teacher in the process of acquiring theoretical knowledge and acquiring the necessary competencies.

The formation of communicative competencies, as well as the development of traits of a secondary linguistic personality in students, becomes possible only if students develop linguistic competence, which, being the basis for the development of all components of communicative competence, reflects sociocultural conditions for the use of the language and has a great impact on the effectiveness of intercultural communication. The formation of linguistic competence is often accompanied by certain difficulties, which, in turn, leads to the fact that school students with in-depth study of a foreign language do not have an established system of knowledge about the grammatical, lexical and phonological structure of the language being studied, spelling and semantic rules for writing and spoken language. An insufficient level of linguistic competence leads to certain difficulties both in direct (listening, speaking) and indirect (writing, reading) communication. As part of the abstracted dissertation research, the possibilities of teaching a foreign language at school with its in-depth study in the context of a cultural approach are examined, within the framework of a new educational paradigm, which, first of all, is characterized by general globalization of educational processes. The concept of linguistic competence was considered not only in terms of its structural organization and component composition, but also from the standpoint of the development of linguistic abilities of the individual, ensuring the adequacy and correctness of

communicative problems. The interconnection of linguistic competence with other communicative competencies and the process of its formation in school-type educational institutions with in-depth study of foreign languages were also analyzed. An attempt was also made to model the educational and educational space on the formation of linguistic competence as a multicomponent and multi-level process, which leads to certain neoplasms in the student's personality.

In a modern school with in-depth study of a foreign language in the second stage of education, provided that methodologically authentic materials of various functional orientation are used, providing both oral and written forms of communication, and new learning technologies in the context of a personal-oriented approach, one can simulate a learning and educational space in which students develop and develop intercultural communication. The formation of the main level of linguistic competence required the development of a set of exercises aimed at developing the components of linguistic competence and considering methods of interactive learning. The formation of sociolinguistic, sociocultural and other competencies, as well as the development of traits of a secondary linguistic personality in students becomes possible only at a certain level of development of linguistic competence, which, being the basis for the development of all components of communicative competence, reflects the sociocultural conditions for the use of the language and has a great influence on the effectiveness of communication between representatives of different linguosociums. To create an educational and educational space for the formation of the main level of linguistic competence at the second stage of training, a technology was developed that was reflected in the creation of a textbook, a component of teaching materials for the 6th grade of schools with in-depth study of the Spanish language and was tested in experimental training.

In our country, in the system of continuing education, great importance is attached to a competent approach. At present, in order to ensure continuity in the content of education, the state educational standards and o. training program projects have been developed. The National Curriculum for General Secondary Education also focuses on a competency-based approach. In particular, the assessment methodology in the National Curriculum for General Secondary Education is as follows:

- XXI century skills;
- basic competencies;
- Competences of science blocks (science);
- special skills (elements of competence);
- qualification requirements;

Specific skills (competence elements) and qualification requirements are specified in Blum's taxonomy:

1. Know (remember)
2. Understanding
3. Practice
4. Analysis
5. Evaluation
6. Creation.

In the National Curriculum of General Secondary Education, the subject of Mother Tongue and Reading Literacy was introduced in order to qualitatively develop students' writing, reading and expression skills in the primary school on the subject of mother tongue. while maintaining the volume of hours of native language and reading sciences).

Native language science, based on the systematic study of language, teaches students to think independently and creatively, increase vocabulary, listen to and understand the speech of others, express ideas clearly, concisely, choose words and use them appropriately. application, formation of oral and written speaking skills, achieving harmony of form and content in the expression of ideas, the correct organization of student-teacher-teacher relations is an important factor in increasing the effectiveness of

education . The subject of mother tongue teaching methods in higher education serves to provide a theoretical and practical basis for this. Content of mother tongue teaching - phonetics, lexicology, grammar (morphology and syntax), methodology: correct pronunciation, correct spelling, word choice and nap formation: creative thinking, fullness of thought settings, clear expression, expressive reading, text creation.

From these competencies, let us now turn our attention to linguistic competence. Linguistic competence is the knowledge acquired by a student in the field of language, the ability to combine this knowledge with practice and the ability to create speech. One of the qualification requirements for students of general secondary and secondary special, vocational education in the field of mother tongue is linguistic competence (phonetics, graphics, orthoepy, spelling, lexicon, grammar and methodology).

Qualification requirements include:

- can pronounce the sounds of the Uzbek language correctly and write according to the requirements of calligraphy;
- can use simple grammatical tools in oral and written communication to express ideas;
- can make simple sentences.
- can use the means of denial, affirmation and command in oral and written speech;
- can compose simple text.
- can use independent words in the Uzbek language, their construction and morphological forms in speech;
 - can divide sentences into meaningful parts;
 - can use punctuation correctly in sentences;
 - can use grammatical terms correctly in speech;
 - can use artificial (simple, compound, double) words and words from other languages in oral and written speech;
 - knows the spelling rules related to the spelling of words, the addition of grammatical devices to words and can apply them in speech.
 - can use professional vocabulary in oral and written speech;
 - can use auxiliary words in Uzbek and the means of connecting them in speech;
 - can use coherent parts, separated parts, introductory words in simple sentences.
 - Minimum professional vocabulary, can correctly use the national and cultural vocabulary of the Uzbek language in speech;
 - knows complex simple and compound sentences, means of connecting compound sentences;
 - Knows the Uzbek language, artistic, popular, formal speech;
 - Correctly writes administrative papers, internal documents related to the specialty, reports.
 - Understands the content of texts and conversations in the field of specialization, the meaning of terms;
 - can distinguish complex simple and compound sentences, means of connecting compound sentences;
 - can give lectures on specialty topics; - can write a thesis and its summary.

Contribute to the implementation of a student-centered approach to learning, providing individualization and differentiation of learning, taking into account the abilities of children, their level of learning. Forms of work with computer programs in foreign language classes include: learning vocabulary; pronunciation exercises; teaching dialogic and monologue speech; learn to write; development of grammatical phenomena. The possibilities of using Internet resources are enormous. The global Internet creates the conditions for students and teachers anywhere in the world to receive all the information they need: regional studies, news from the life of young people, articles in newspapers and magazines, and much more. At English lessons using the Internet, a number of didactic tasks can be

solved: to develop reading skills using materials from the global network; improving students' writing skills; replenish students' vocabulary; formation of students' motivation to learn English. In addition, the work is aimed at expanding the horizons of schoolchildren and exploring the possibilities of Internet technologies for establishing and maintaining business contacts and relationships with peers in English-speaking countries. The content basis of mass computerization is due to the fact that a modern computer is an effective means of optimizing the conditions of mental work, in general, in any form. One of the features of the computer is that it is used as a learning device and a means of acquiring knowledge, which is its inanimate object. The machine can "friendly" communicate with the user and "support" him at some point, but never shows signs of nervousness and does not let him get bored. In this sense, the use of a computer is probably most useful for individualizing certain aspects of learning. The main goal of learning a foreign language at school is the formation of communicative competence, and all other goals (training, education, development) are realized in the process of achieving this main goal.

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