

IMPROVING LINGUISTIC COMPETENCE OF STUDENTS IN MOTHER TONGUE CLASSES IN INITIAL GRADES

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Annotation: This article will provide feedback and feedback on improving the linguistic literacy of students in mother tongue classes in primary classes. Linguistic literacy is the cornerstone of a child's academic and personal development. In elementary grades, where foundational skills are laid, mother tongue classes play a pivotal role in shaping a student's linguistic abilities. However, there exists a need for a more comprehensive and effective approach to improve linguistic literacy in these classes. Mother tongue education is crucial for several reasons. Firstly, it provides students with a strong foundation in their cultural and linguistic identity.

Key words: Linguistic competence, students, mother tongue, classes, initial grades, language education, improvement, language skills, educational strategies, competency development.

Introduction.

Learning in one's mother tongue fosters a sense of belonging and self-esteem, which are essential for overall academic success. Additionally, a solid grasp of the mother tongue lays the groundwork for acquiring additional languages, contributing to multilingual proficiency. Implementing interactive learning approaches, such as storytelling, group discussions, and role-playing, can significantly enhance linguistic literacy. These methods not only make the learning process engaging but also encourage students to actively participate and apply their language skills in real-life situations.

Integrating technology into mother tongue classes can make learning more dynamic and interactive. Educational apps, online resources, and multimedia content can provide students with a diverse range of language experiences. Digital tools can also facilitate self-paced learning, allowing students to practice and reinforce language skills independently.

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Contextual learning is crucial for linguistic literacy. Connecting language lessons to real-life scenarios and cultural contexts helps students understand the practical applications of language. For example, incorporating local stories, traditions, and everyday activities into lesson plans can make the learning experience more relatable and meaningful for students.

Teachers are at the forefront of language education, and providing them with ongoing professional development is essential. Workshops and training programs can introduce educators to innovative teaching methodologies, effective assessment strategies, and the integration of technology in language instruction. Empowering teachers with the necessary tools and knowledge will enable them to create a more conducive learning environment for students.

Introducing literature into mother tongue classes can significantly contribute to linguistic literacy. Reading books, poems, and short stories in the mother tongue exposes students to diverse vocabulary and sentence structures. Analyzing and discussing literature also helps develop critical thinking and analytical skills, fostering a deeper understanding of the language.

Implementing regular assessments tailored to measure linguistic proficiency is crucial. These assessments should go beyond traditional exams and include oral presentations, creative writing tasks, and practical language exercises. Providing constructive feedback allows students to understand their strengths and areas for improvement, facilitating targeted language development.

Engaging parents in the language learning process is integral to a child's success. Schools can organize workshops and activities that involve parents in their child's language education. Encouraging parents to read with their children, share cultural stories, and actively participate in language-related events strengthens the connection between home and school learning environments.

LITERATURE ANALYSIS.

Improving the linguistic literacy of students in mother tongue classes in elementary grades requires a multifaceted approach. By embracing interactive learning methods, incorporating technology, emphasizing contextual learning, providing professional development for teachers, promoting literature-based learning, implementing effective assessment strategies, and encouraging parental involvement, we can create a more enriching and effective language education experience. Investing in linguistic literacy at an early stage not only equips students with essential skills but also fosters a deeper appreciation for their cultural and linguistic heritage. As we strive for comprehensive language education, we pave the way for a generation of students who are not only proficient in their mother tongue but also well-prepared for the linguistic challenges of a globalized world.

Linguistic literacy is a foundational skill that significantly influences a child's academic success and personal development. In the context of elementary education, mother tongue classes

play a pivotal role in shaping linguistic proficiency. To improve the linguistic literacy of students in these crucial early years, it is essential to adopt effective methodologies that engage students, foster a love for language, and provide practical skills.

One of the fundamental methodologies for improving linguistic literacy is the incorporation of interactive learning approaches. Traditional rote memorization has limitations, and a more engaging approach is needed. Activities such as storytelling, group discussions, and role-playing can be instrumental in making the learning process dynamic and enjoyable. These methods not only stimulate interest but also encourage students to actively participate in language acquisition, leading to a deeper understanding and retention of linguistic concepts.

In the digital age, leveraging technology is crucial in enhancing the linguistic literacy of elementary students. Educational apps, online resources, and multimedia content can add an interactive dimension to language learning. Interactive games and exercises can reinforce vocabulary and grammar concepts, making the learning experience more enjoyable and effective. Additionally, technology facilitates self-paced learning, allowing students to explore and practice language skills at their own speed, accommodating diverse learning styles.

Contextual learning is a methodology that bridges the gap between theoretical language concepts and real-world application. By integrating language lessons with relevant cultural contexts and practical scenarios, students can better understand the utility of language in their daily lives. Teachers can use local stories, traditions, and everyday situations to contextualize language learning, making it more relatable and meaningful for students. This approach not only enhances linguistic proficiency but also promotes a deeper cultural understanding.

Introducing literature into mother tongue classes is a powerful methodology for improving linguistic literacy. Reading books, poems, and short stories in the mother tongue exposes students to a rich vocabulary and diverse sentence structures. Analyzing and discussing literature not only enhances language skills but also develops critical thinking and analytical abilities. Literature-based learning provides a holistic approach to language education, fostering a love for reading and an appreciation for the beauty of language.

A robust assessment methodology is crucial for tracking students' linguistic progress. Beyond traditional exams, incorporating various assessment methods, such as oral presentations, creative writing tasks, and practical language exercises, provides a more comprehensive understanding of a student's language proficiency. Regular assessments, accompanied by constructive feedback, allow students to identify their strengths and areas for improvement. This methodology creates a feedback loop that enables targeted language development and ensures continuous improvement.

The effectiveness of any methodology is closely tied to the skills and expertise of the educators implementing it. Therefore, investing in the professional development of teachers is a critical methodology for improving linguistic literacy in elementary mother tongue classes.

Workshops, training programs, and collaborative learning opportunities can introduce teachers to innovative teaching methodologies, effective assessment strategies, and the integration of technology in language instruction. A well-prepared and motivated teaching faculty is essential for creating a conducive learning environment.

Parental involvement is a methodology that extends the learning environment beyond the classroom. Engaging parents in the language learning process can significantly impact a child's linguistic development. Schools can organize workshops, language-related events, and activities that involve parents in their child's education. Encouraging parents to read with their children, share cultural stories, and actively participate in language-related events strengthens the connection between home and school learning environments, creating a more holistic linguistic learning experience.

Improving the linguistic literacy of students in mother tongue lessons in elementary grades requires a thoughtful and multifaceted methodology. By incorporating interactive learning approaches, leveraging technology, emphasizing contextual learning, introducing literature-based learning, implementing effective assessment strategies, investing in professional development for teachers, and promoting parental involvement, educators can create a comprehensive and effective language education experience.

These methodologies not only enhance linguistic proficiency but also instill a love for language and cultural appreciation, preparing students for a future where linguistic skills are increasingly vital in a globalized world. As we continue to refine and implement these methodologies, we contribute to the development of a generation of students who are not only linguistically literate but also equipped to navigate the complexities of our interconnected world.

As a school subject, the system for learning a language is based on all aspects of the language, including its phonetics, lexicon, word formation, and grammar (morphology and syntax). The issue of language development in the early grades is not specifically addressed. Creating a scientific understanding of the phenomenon as a process that develops in connection with the overall development of society is of great importance.

The lexical aspect of language, being more dynamic compared to others, rapidly develops in line with the overall societal progress. In the example of language lexicon, it is explained that the development of language is closely related to the development of society, matching the level of proficiency of the students in the early grades. Changes occurring in the lexical composition of the language provide material for teachers and students to shape the perception of the world in children, as they observe the transformations reflecting societal development.

When giving knowledge from language, it is important to rely on the life experience of students. The teacher relies on the life experience of children, their speech-related practice, both at the yigMsh stage and in order to put into practice the knowledge given, the evidential materials

for which generalization of a theoretical nature is necessary. As a result of the study of linguistic knowledge, the quality of speech activity of students changes, awareness increases.

The various aspects of language, with their intricate and complex interconnections, manifest prominently in their dialectical unity and primarily in their role as communication tools. The communicative function is a fundamental characteristic of language. It accomplishes this task through the interconnection of each part of the language with other components. The sound form specific to each word creates the possibility for communication among individuals. However, if the sound structure and form of a word do not accurately correspond to its content, it cannot properly exist in the mind. It is not the mere combination of sounds that serves the purpose but rather the combination of sounds that conveys a specific meaning, contributing to the communicative purpose.

It is known that the sum of sounds that convey meaning is a word. The vocabulary wealth, lexicon of language is a kind of building material that serves to express thought. No matter how rich the vocabulary of the language is without grammar it is considered dead. Tilnng dictionary wealth does not function as a communication in its own right. To serve the purpose of communication, words in the vocabulary are grammatically interconnected with each other and a sentence is made. It is through this structured statement that thought is expressed.

RESEARCH METHODOLOGY.

The feature of each side of the language is manifested in the specificity of the language units in it. For phonetics, such a unit of language is a word from the point of view of speech sounds, phonemes; for lexicology, meaning and application; for grammar, word forms, as well as vocabulary and sentence; for word making, it is a word from the point of view of morpheme, structure and construction. Vocabulary, vocabulary and sentence have many features on the grammatical side.

Thus, the consideration of the specificity of each aspect of the language itself emphasizes their relationship, the complexity of their transition to each other. The relationship between the Departments of linguistics is similarly complex. Phonetics is associated with both lexicology and grammar. Vowels, phonemes, syllables do not live separately in the language, but in the composition of a word that expresses a certain lexical meaning.

The methodology for teaching native language to elementary students, taking into account the internal connection between objects, can be described as follows.

- Taking into account the fact that all (lexical, phonetic, word-making, grammatical) sides of the language are interconnected and each of them has its own characteristics, it is necessary for students to master the features of each side of the language and the connection between them so that they can consciously master the language.
- In grades 1-4, the system of studying the native language of the seacoast is built taking into account the essence of phonetics, lexicology, word making and grammar

interconnection. This case is taken into account both in determining the procedure for studying program materials and in determining the content of education (the inextricable connection between program departments).

- The influence of all aspects of language on each other is manifested in its function as a weapon of communication. For the purpose of communication as the basic unit of language, it is necessary to correctly pronounce or write a word, to be equally understandable to all those who speak the same language, to be grammatically correctly structured in a sentence.

Taking this into account, in order for younger readers to understand the essence of the pronunciation of the language, graphic, lexical, word making and the interconnection of grammatical sides, the task of language communication is taken into account when studying the program material, that is, the joint use of all sides of the language in the process of communication with people. To this end, in the study of the phonetic side of the language, great importance is placed on explaining the meaning and pronunciation of the word forming unity, the position of the sound in distinguishing the meaning of the word.

During the passage of the topic, the main focus is on a holistic understanding of the pronunciation, lexical meaning, morphological composition, grammatical signs, making, use and writing of the word by readers. In this, the teacher must achieve the understanding of both the word as a name and the influence of the morphemic composition and lexical meaning on each other. And at the time of the study of the topic "Gap", the main focus of the work is to explain the function of the sentence as a unit of language in speech and to formulate in students the skill of easy use of the sentence in their oral and written speech.

Learning all aspects of language in relation to each other at school is a leading methodological principle of teaching the native language. Doing this is a scientific basis in explaining that language is a complex phenomenon in which there are growing, interacting sides.

Lexicology as a word is made, chips are tied: firstly, the vocabulary content of the language is replenished and enriched, mainly due to the fact that new words are made from words that exist in the language; secondly, the lexical meaning of words Made is based on the material meaning of the base of the making. Morphology is linked to lexicology and word making by chips. Morphology primarily studies the grammatical features of a word. The gram-math meaning of a word is always manifested along with the lexical meaning, each word, on the one hand, denotes the characters of a certain specific lexical-grammatical group belonging to the same word, on the other hand, it becomes the own lexical meaning of S itself. This um umiy unit in the word is studied in morphology, not separated from the lexicon, in the lexical floor.

The inevitable morphemic composition for the word is characteristic, to which the lexical meaning of the word and a number of grammatical signs will depend. No matter by what method the new word is vassalized, it is always formed grammatically and has its own lexical meaning. Each word category has characteristic features of word making. The morphemic composition of a

word and methods of making a new word are studied in the word-making section of linguistics, not isolated from grammar and lexicology.

Morphology and syntax are interlinked in every way. In morphology, the grammatic meaning of words and the forms of its expression are mainly studied; in syntax, the methods of interweaving words to form a word combination and a sentence are studied, as well as the types of sentences, their content and use. The word is studied both in morphology and in syntax, the object of study in morphology will be different. The object of study of syntax is the sentence; in it, the word is learned in a sentence or vocabulary, connected with other words in meaning and grammatically.

In morphology, a word can also be studied outside of a sentence; the word is viewed in terms of the relationship between words that fall into a particular lexical-grammatical group. In morphology and syntax, such a different approach to the word does not negate their interdependence, but rather, they live in the word and the sentence itself. Words function as a haptic communication due to having a verbal change system. Form-making and word-making are studied in morphology but applied in a sentence, while the study of word-correlation rules concerns the field of syntax.

The morphological characteristics of the word category that is part of the same vocabulary are taken into account when determining the way in which words in a compound are connected. These are some of the linguistic phenomena studied in relation to each other in morphology and syntax. These specific examples are sufficient to emphasize that morphology and syntax are independent branches of grammar, even if they dictate each other.

Taking this into account, in order for younger readers to understand the essence of the pronunciation of the language, graphic, lexical, word making and the interconnection of grammatical sides, the task of language communication is taken into account when studying the program material, that is, the joint use of all sides of the language in the process of communication with people. To this end, in the study of the phonetic side of the language, great importance is placed on explaining the meaning and pronunciation of the word forming unity, the position of the sound in distinguishing the meaning of the word.

Learning all aspects of language in school in connection with each other is a leading methodological principle of teaching the native language. Doing this is a constant basis in explaining that language is a complex phenomenon in which there are growing, mutually influencing sides.

The education of the younger generation as a highly spiritual and intellectually developed person during the rapid and changing and information and communication technologies of today is one of the most important directions of state policy. In the 21st century, the issue of introducing a competency approach to education as one of the main directions of modernizing the content of education in developed countries of the world is focused on. Year after year, the quality of Education has improved. In this, the most basic syllable is the initial Class Period.

The student who steps into the first grade is given a school, lesson processes, nature, and art of environmental insights along with the book of the alphabet. This period provides school flexibility

in children. After that, the period of the alphabet begins, that is, the concepts of sounds and letters, syllables are gradually formed. First of all, children should understand the difference in sound and letter concepts. Because, for young children, sound is a complex concept, the reason is that it is not described in elementary grades.

Nevertheless, children are taught the processes of formation one after another using the correct scientific idea of sound and practical exercises. The leading method in this is to observe the dependence of sounds in a word on the pronunciation and composition of sounds. The idea of sound can be formulated in readers with soda words that differ in one vowel and one consonant. For example: words like brother, brother, sister, mother, flower are very handy in teaching readers the perception of sound.

A letter is an expression of sound in writing. We can read and see the letter. And we can hear and see the sound. The next step proceeds by forming competencies to be able to distinguish between the concepts of vowel and consonant sounds. In the book of the alphabet, vowels and consonants in words are indicated by red and blue colors.

- pressing in circulation with children, to be serious;
- to pay attention to how students absorb the knowledge that is given;
- use of various methods and forms in education;
- memory of a student, the ability to acquire knowledge, knowledge of personal characteristics;
- get interested in science;
- distinguish the most important of the knowledge given;
- to give knowledge in accordance with the age, mental level of students;
- it is necessary to achieve that each word is at the level of arousal of the children's sensation of the moment.

Linguistic basics of teaching native language to elementary school students. The system of learning a language as a subject of study at school is based on the mutual internal connections of all aspects of the language, namely phonetics, lexicon, word making and grammar (morphology and syntax).

ANALYSIS AND RESULTS.

The versatility and complexity of the interconnection of all sides of the language, their dialectical unit, awalo, is manifested in its function in the medium of communication. Communication mediation is an important feature, the basis of the language. This task is performed by each part of the language in interaction with other parts. The sound form inherent in each word provides an opportunity for people to communicate. But the sound construction of the word, the form of which is meaningless, does not live on its own, as the mind does not. Only the sum of sounds that convey a certain meaning, and not the sum of the desired sounds, can serve the purpose of communication.

It is known that the sum of sounds that convey meaning is a word. The vocabulary wealth, lexicon of a language is a kind of building material that serves to represent flkr. No matter how rich the vocabulary of the language is without grammar it is considered dead. The vocabulary richness of a language does not in itself fulfill the function of communication. To serve the purpose of communication, words in the vocabulary are grammatically interconnected with birbiri and a sentence is formed. It is through this structured statement that thought is expressed.

The feature of each side of the language is manifested in the specificity of the language units in it. For phonetics, such a unit of language is a word from the point of view of speech sounds, phonemes; for lexicology, meaning and application; for gramrnatics, word forms, shunmgdek, vocabulary and sentence; for word making, a morpheme is a word from the point of view of structure and construction.

Vocabulary, vocabulary and sentence have many features on the grammatical side. A word has its own morphemic construction, its own type of word-making, some grammatical category (Person, number, possession, agreement, etc.), have a known syntactic function. Vocabulary also has word-change (more adverbial word-change) forms, such as a word. The sentence is qualitatively different from the word according to its construction: the word itself is formed from morphemes that do not mean an independent meaning in a separate comma, while the part that makes up the sentence also expresses an independent lexical meaning outside the sentence, while in the composition of the sentence its meaning is clarified again. Sentence and vocabulary,, use a hilmachil structured word as a” building material”. For a sentence, a series of syntactic features is characteristic, as well as a completed tone.

Thus, the consideration of the specificity of each aspect of the language itself emphasizes their interaction, the complexity of their transition to birbiri. The relationship between the Departments of linguistics is similarly complex. Phonetics is associated with both lexicology and grammar. Vowels, phonemes, syllables do not live separately in the language, but in the composition of a word that expresses a certain lexical meaning.

The connection of phonetics with syntax can be seen, in particular, in the boixing of a certain tone in each sentence. A sentence is calculated only if the complex of grammatically and semantically connected words has a certain tone. In this case, the content of the sentence will depend on the tone of the speaker expressed in the sentence. Thus, the tone serves as one of the ways in which a sentence is composed, along with word order, auxiliary words, word changes.

Lexicology connects chips with word making: firstly, the vocabulary content of a language is replenished and enriched, mainly due to the fact that new words are made from words that exist

in the language; secondly, the lexical meaning of words Made is based on the material meaning of the base of the making.

Morphology is linked to lexicology and word making by chips. Morphology primarily studies the grammatical features of a word. The word's grammatical meaning is always manifested along with its lexical meaning, each word, on the one hand, the MA'ium belonging to the same word denotes the signs of a specific lexicogrammatical group, on the other hand, it becomes the word's own lexical meaning. This thematic unit in the word is studied in morphology, not separated from the lexicon, in the lexical floor.

The inevitable morphemic composition for the word is characteristic, to which the lexical meaning of the word and a number of grammatical signs will depend. No matter what way the new word is made, it is always grammatical and has its own lexical meaning. Each word category has characteristic features of word making. The morphemic composition of a word and methods of making a new word are studied in the word-making section of linguistics, not isolated from grammar and lexicology.

Morphology and syntax are interlinked in every way. In morphology, the basic, the grammatical meaning of words and the forms of its expression are studied; in syntax, the ways in which words are interwoven into combinations of words and forms of a sentence, as well as types of sentences, their content and use are studied. The word is studied both in morphology and in syntax, but the object of study is different. The object of study of syntax is the sentence; in it, the word is learned in a sentence or vocabulary, connected with other words in meaning and grammatically. In morphology, a word can also be studied outside of a sentence; the word is viewed in terms of its interaction with words that fall into a particular lexicogrammatical group.

Conclusion.

In morphology and syntax, a bimodal different approach to a word does not negate their dependence on one, but rather, they live in the word and the sentence itself. Due to the fact that words have a word change system, sentences act as communication. Form-making and word-making are studied in morphology but applied in a sentence, while the study of word-correlation rules concerns the field of syntax. The morphological characteristics of the word category that is part of the same vocabulary are taken into account when determining the way in which words in a compound are connected. These are some of the linguistic phenomena studied in relation to birbiri in morphology and syntax. These specific examples are enough to emphasize that morphology and syntax are an independent branch of grammar, even if one assumes it.

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