MODERN TECHNOLOGIES IN DEVELOPING STUDENTS' ABILITY TO USE LANGUAGE CORRECTLY IN MOTHER TONGUE LESSONS

Olloqova O'g'iljon Mamanazarovna
Asia International University Lecturer of the
Department of Pedagogy and Psychology

Annotation. This article addresses the issues of improving mother tongue education on the basis of the modern competency-based education concept. It analyzes the theoretical and methodological foundations of developing students' speech, linguistic, creative, and pragmalinguistic competencies. The necessity of mastering language not only as a set of grammatical knowledge but also in harmony with the semantic, stylistic, and pragmatic aspects of communicative activity is substantiated. In addition, modern approaches aimed at enhancing orthographic and stylistic literacy and at organizing oral and written speech at a competent level are revealed.

Keywords: competence, competency, pragmatic competence, technology, intensive technology, integrative pedagogy.

Today, such concepts as competence, competency-based approach, and competency have come into active use in the field of education and are regarded as one of the main methodological foundations for renewing the content of the educational process. The initial use of this term in linguistics dates back to the середина of the twentieth century and is associated with the studies of N. Chomsky. The scholar explained the concept of competence as a set of knowledge, skills, and abilities necessary in the process of language use.

His followers applied this idea to the field of education and interpreted the competency-based approach as an important factor determining effectiveness in the learning process. As a result, the competency-based approach was formed as a methodological concept aimed at ensuring the effectiveness of modern education.

In the pedagogical encyclopedia, the concept of competence is explained as follows: "Competence (Lat. *competere* – to be capable, to be suitable) – 1) the scope of authority of a certain body or official as defined by official documents; 2) a set of knowledge and experience in a particular field; 3) the degree of a person's awareness of a specific field, the extent of knowing that field."

Competency, in turn, is defined by a person's professional suitability, the ability to independently apply knowledge, skills, and abilities related to their field in practical activity, and the capacity to approach emerging situations creatively. Indeed, possessing a large amount of information but being unable to apply it in practice brings no benefit either to a pupil, a student, or even to the teacher. A competent teacher does not remain merely a bearer of dry theoretical knowledge, but is also able to quickly update their knowledge when necessary and use it effectively in solving problems.

For this reason, the idea that "Competency is a teacher's pedagogical aptitude manifested in the ability to use existing opportunities rationally, to be demanding of oneself and one's profession, to establish cooperation between school, family, and community, to have deeply mastered the secrets of the profession, to engage in continuous self-development, and to fully utilize one's existing abilities and capacities" is not emphasized in vain.

Since the education system of the Republic of Uzbekistan is recognized as having an integral and continuous character, and the personal development of learners is acknowledged as

a priority direction, a number of key competencies are formed in students in accordance with their age stages. These include communicative competence, self-development competence, information-handling competence, social and active citizenship competence, as well as general cultural and national competencies.

In the process of learning the mother tongue, students are прежде всего required to firmly master speech and linguistic competencies. These competencies are considered essential factors enabling learners to express ideas logically and clearly, to comprehend the essence of language units, and to apply them effectively in various communicative situations.

The practical implementation of the requirements set forth in state educational standards, first of all, requires a clear understanding of the levels of competencies envisaged for each stage of education and the thorough mastery of educational content aimed at forming these abilities in learners. Scientific research conducted on the issue of the competency-based approach in mother tongue education—particularly in the studies of well-known linguists A. Nurmonov and G.Ziyodullayeva – presents valuable insights into the development of students' language competence.

In addition, linguist Sh. Safarov, emphasizing the varied manifestation of communication in complex social situations, the gradual complication of simple pragmatic structures, and the continuous expansion of the semantic shell of pragmatics, arrives at the scientific conclusion that "language analysis should begin from a pragmatic basis." This idea once again proves that pragmatic competence occupies a central place in mother tongue education.

Linguist U. Rahimov, in his article, emphasizes that the formation and development of communicative interaction and linguistic competence are closely connected with social relationship factors, noting that there are a number of factors influencing the enrichment of competence. According to him, a person's ability to engage in communication through language gradually expands through social experience, the communicative environment, and language-related activities.

At the same time, information and communication technologies serve as one of the main tools that expand modern knowledge and opportunities, acting as an important factor in development. Although our country ranked 8th in the "International Information and Communication Technologies Development Index" in 2019, it also demonstrates that there remains a significant scope of tasks to be implemented in this field.

Today, in the global educational arena, extensive scientific research is being conducted to improve the efficiency and quality of the teaching process by utilizing the opportunities of integrative pedagogy and implementing a comprehensive integrative approach in educational processes. In the Action Strategy aimed at further developing Uzbekistan, "supporting and realizing the creative and intellectual potential of the younger generation" is designated as a priority task, which once again confirms the significance of integrative approaches.

As Professor Q. Yuldoshev notes, "Collaborative pedagogy is aimed at fostering democratic qualities in each individual, and the freedom and preserved human dignity enhance creativity in the learner's activity. In such an approach, sincere human relationships are established between teacher and learner, and their productivity increases severalfold."

These ideas demonstrate the relevance of cooperation-based, integrative, and democratic principles in the educational process.

In the education system, particularly in mother tongue education, the main goal of applying innovative technologies is to organize the pedagogical process based on humanistic principles. In recent years, special attention has been paid to teaching the mother tongue in conjunction with other subjects. This is not accidental, as the mother tongue serves as the foundation enabling the

conscious and effective mastery of all subjects and constitutes the intellectual basis of the learning process.

Lessons built on an integrative approach are significant because they can produce noticeable results in a short time and allow students to master the language deeply, both practically and theoretically. However, without forming a democratic and humanistic environment in the educational process, no technology can achieve the expected results. Therefore, in mother tongue education, lessons aimed at developing students' pragmatic competence using intensive technologies must have a clearly defined methodological structure.

Lessons organized on the basis of innovative educational technologies significantly increase the opportunity to instill humanistic values in a teaching process oriented toward teacher-student collaboration. In such lessons, it is appropriate to place at the center humanistic ideas, generalized and systematized learning tasks, as well as questions.

The personal development of a future mother tongue teacher is closely connected, first of all, with the presence of respect and esteem toward them and with the creation of a socio-psychological environment that promotes self-development. By showing respect for the learner's personality, the student's self-confidence is strengthened. Lessons conducted in a humanistic spirit and integrated with life experience help students express their thoughts freely, logically, and convincingly.

A deep mastery of the national language is considered one of the most important components of the educational process. Therefore, the mother tongue, as the foundation of all subjects, should not be limited solely to the information provided in curricula and textbooks during instruction. On the contrary, in the process of explaining theoretical rules and definitions, extensive use of practical examples, enriched with evidence from the lives and works of our great ancestors, further increases students' interest in and respect for the national language.

Considering that the mother tongue subject is one of the primary disciplines that consolidates and expands knowledge about social life and contributes to the moral development of the individual, it is expedient to integrate into the content of newly developed curricula and textbooks our historical heritage, national values, and the scientific and spiritual legacy of great thinkers. This not only enriches students' vocabulary but also nurtures their moral world and helps them understand their national identity.

The state educational standards for the mother tongue emphasize, among the qualities to be developed in the learner, competencies related to physical, moral, spiritual, intellectual, and creative self-development. In addition, the learner's ability to assess their own knowledge and actions and to make independent decisions is recognized as an important criterion.

Furthermore, the development of the ability to use the richness of the language to express ideas clearly, fluently, and logically is designated as one of the priority directions of these standards.

Just as creative competence is formed on the basis of speech and linguistic knowledge and skills, pragmatic competence is developed through the combination of these interrelated skills and practical experiences. Pragmatic competence is the ability to handle various situations that arise in communicative contexts skillfully—that is, to manage communication purposefully.

Pragmatics is defined as an approach that requires the conscious and situational selection and use of language tools to solve communicative tasks in real interaction. Thus, pragmatic competence involves the ability to use language tools in accordance with cultural norms, taking into account factors such as the participants' nationality, social status, age, and gender.

References.

1. Mamanazarovna, D. M. (2023). Improving Methodological Training of Future Primary Class Teachers. *World Bulletin of Social Sciences*, *28*, 12-14.

2. Mamanazarovna, O. O. (2022). O'QUV JARAYONIGA INTENSIV TA'LIM TEXNOLOGIYALARINI JORIY QILISHNING AHAMIYATI. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, *1*(9), 67-70.

3. Olloqova O'g'iljon, M. (2022). Development of Students' Pragmatic Competence through Phonetic Knowledge. *International Journal of Trend in Scientific Research and Development*, *6*(6), 1541-1545.

4. Olloqova, O. M. (2021). ONA TILI DARSLARIDA INTENSIV TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH. *Scientific progress*, *2*(6), 1025-1029.

5. Olloqova, M. O. (2021). Intensive education and linguistic competence in mother tongue. *Academicia: an international multidisciplinary research journal*, *11*(1), 580-587.

6. OLLOQOVA, O. (2021). ONA TILI TA'LIMIDA INTENSIV TA'LIM TEXNOLOGIYALARINI QO'LLASHNING NAZARIY METODOLOGIK ASOSLARI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, *1*(1).

7. Olloqova, O. (2023). KOMMUNIKATIV MASHQLAR ORQALI O'QUVCHILARDA PRAGMATIK KOMPETENSIYANI RIVOJLANTIRISH. *Theoretical aspects in the formation of pedagogical sciences*, *2*(17), 134-140.

8. Pedagogika: ensklopediya. II jild. – Toshkent: "O'zbekiston milliy ensklopediyasi" Davlat ilmiy nashriyoti. 184-bet.

9. Rahimov U., Maxammadjonov N. Kompetentlik va pragmatika // Andijon davlat universiteti Ilmiy xabarnomasi – Andijon, 2019.-№12.–B.93.

10. Safarov Sh. Pragmalingvistika. – Toshkent: "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti, 2008.