

**MODERN PEDAGOGICAL TECHNOLOGIES FOR FORMING PRAGMATIC
COMPETENCE IN PRIMARY EDUCATION**

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Annotation. This article scientifically and theoretically examines the issues of developing students' pragmatic competence in the process of mother tongue education. In particular, it analyzes the significance of the anthropocentric approach in language education, the factors contributing to the development of speech activity, and the ways of organizing the educational process on the basis of intensive pedagogical technologies. It also reveals the role of text-based activities, creative tasks, and the competency-based approach in developing students' oral and written speech, independent thinking, and creative activity. The article highlights the practical aspects of improving educational effectiveness through the application of modern pedagogical technologies.

Keywords: mother tongue education, pragmatic competence, anthropocentric approach, speech activity, intensive technologies, competency-based education, creative thinking, written speech, oral speech, pedagogical technologies.

By the end of the 20th century, as the category of the “language bearer” entered scientific circulation in linguistics, new linguistic directions emerged that study language in connection with human activity — in particular, pragmalinguistics, ethnolinguistics, and other anthropocentric directions. Such an approach to language created a foundation for the deep rooting and widespread dissemination of the concept of anthropocentrism in world linguistics. The place of philological sciences in the education system is determined, first of all, by their educational, moral, and communicative functions. This is because speech and writing are not merely means of conveying information, but also decisive factors in the humanization of the individual, adaptation to society, and inclusion in social experience.

At the present time, humanity is living against the backdrop of unprecedented new demands, complex conditions, and various types of dangers and threats. Just as the rapid pace of global processes has affected all spheres of social life, it has also brought serious changes to language policy and the linguistic situation in different countries. While today's situation requires raising the international status of our mother tongue, it also places urgent importance on creating broad opportunities for scientific research aimed at studying the interrelation of our language with the languages of other peoples, as well as widely popularizing cultural and educational initiatives that serve to strengthen the prestige of the mother tongue at every stage of the continuous education system. At the same time, analyzing language units in close connection with the human factor and speech activity, and enriching mother tongue education with modern pedagogical technologies based on an anthropocentric approach, is emerging as a natural requirement of today's socio-cultural processes.

The main goal of improving students' pragmatic competence in mother tongue education on the basis of intensive technologies is to educate well-rounded individuals who respect national and universal values, contribute to enriching the spiritual heritage of the people, and work honestly and conscientiously for the prosperity of the Motherland. Therefore, it is essential to continuously instill in the younger generation the understanding that achievement and success are based on perseverance, consistent effort, and responsibility. The sustainability of this process

is possible only when it is harmonized with such qualities as honesty, modesty, humanism, and patriotism. It is an important methodological principle to constantly remind students of this and to serve as a personal example for them.

In the process of mother tongue education, it is observed that limiting instruction only to the formation of grammatical concepts often leads to negative consequences. Due to the widespread use of test assessments as a convenient form of evaluation within the current rating system, attention to the development of written speech has significantly decreased. This, in turn, hinders the development of students' ability to write consciously, coherently, and stylistically correctly. In order to develop students' written and oral speech, it is necessary to improve independent learning processes such as systematic work with texts, teaching how to write summaries and essays, assigning various types of creative tasks, and transforming texts presented in a scientific style into a literary style. Such tasks serve to ensure the active perception of language, the development of communicative competence, and the enhancement of students' creative thinking potential.

In the process of developing students' pragmatic competence in mother tongue education based on intensive technologies, it is also necessary to place educational (moral) factors at the center and to strengthen socio-pedagogical approaches in education. This is because, in global scientific and practical experience, the main goal of pragmatic teaching is to determine the individual's place in society, to understand their activity through language, and to place the human factor at the center of this process. Therefore, in the system of mother tongue education, it is considered one of the urgent tasks of today to continuously study the advanced concepts, pedagogical achievements, and modern methodologies of this direction that are emerging in global practice, and to implement them into national educational practice.

In lessons organized on the basis of intensive technologies, the teacher acts as the organizer and manager of the educational process, and it is of great importance to effectively utilize the opportunities for forming humanistic values within a student-teacher collaborative learning environment. In such lessons, the central place should be occupied by systematized and generalized learning tasks and questions that embody the idea of humanity. The didactic analysis and generalization carried out through these tasks—namely, the processes of analysis and synthesis—serve to develop students' independent research skills, activate logical thinking, and form the ability to make correct decisions.

The concept of competency-based education sets the task of forming students' pragmatic competence in language education. Pragmatic competence is the ability to observe the norms of speech behavior and to organize communication appropriately by taking into account socio-psychological factors such as the nationality, age, social status, and gender of the participants in communication (the speaker and the addressee).

In the process of improving students' pragmatic competence in mother tongue education based on intensive technologies, it is necessary to thoroughly study leading scientific approaches and to analyze the existing body of scientific, psychological, pedagogical, and educational-methodological literature, as well as regulatory and legal sources. At the same time, studying previously conducted research, personal and professional pedagogical experience, and the practical activities of experienced teachers requires the formation of a high level of knowledge, skills, thinking culture, orientation, qualifications, and competencies in the teacher. In this regard, this process is considered an important factor in the effective development of teachers' professional mastery.

In the process of delivering knowledge to students on the basis of intensive technologies, it is necessary to clearly define the distribution of activities between the teacher and the student, and to determine the roles and responsibilities of each. On this basis, careful development of the

lesson design and clear identification of who performs which activities in the pedagogical process increase the effectiveness of the lesson.

In educational institutions, it is advisable to gradually teach students to write independent essays, and to consistently increase the volume of texts each year—both in terms of the number of words and characters. Sending written works in encoded form to other educational institutions for analysis remotely (for example, via Telegram), and publishing the results openly in special channels, ensures transparency in assessing students' written speech and serves as an additional motivation for them.

In modern language education based on the competency-based approach, it is necessary to scientifically substantiate the role and importance of pragmatic competence and to reveal the methodological possibilities for its development through the analysis of literary texts imbued with humanistic ideas. Developing pedagogical technologies that contribute to the improvement of students' pragmatic competence through contextual analysis of the lexical, syntactic, and stylistic layers of texts with a humanistic spirit is one of the priority tasks facing language education today.

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