

# **SCIENTIFIC-THEORETICAL DESCRIPTION OF THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF PRIMARY STUDENTS IN ENGLISH LESSONS**

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## **Abstract:**

This article discusses the scientific and theoretical foundations of developing linguistic competence of primary school students in English lessons. It also analyzes effective methods used to develop this competence, the psychological characteristics of young children, existing problems and proposed solutions.

**Keywords:** Linguistic competence, grammatical competence, education, phonetics, text, speech, logic.

## **Introduction**

In today's globalization process, knowledge of foreign languages, in particular English, has become one of the important factors not only of personal development, but also of professional and social success. Therefore, the process of teaching English is being widely implemented not only in higher and secondary specialized educational institutions, but also starting from the primary education stage.

Primary school is a crucial period in the formation of a child's worldview, language and thinking activity. At this stage, language learning includes not only acquiring knowledge, but also developing communicative skills, expressing thoughts through language, listening, understanding and communicating. This, in turn, is closely related to the formation of linguistic competence.

Linguistic competence is a set of phonetic, grammatical and lexical knowledge of a person, which is manifested in the ability to use language correctly, clearly and logically. It is important to develop this competency in the early stages of language learning, as it serves to create a solid language base in later stages.

## **PURPOSE**

Scientific foundations of linguistic competence. The concept of “competence” has been widely used in education since the second half of the 20th century. In particular, the concept of “linguistic competence”, put forward by the American linguist Noam Chomsky in 1965, has become an important theoretical basis in linguistics and pedagogy. According to Chomsky, linguistic competence is the ability of a person to construct and understand infinite sentences in his native language.

Later, this concept was developed and began to be interpreted in a new way based on a communicative approach to learning English. According to the model proposed by Canadian scientists M. Canale and M. Swain (1980), the general competence of a language learner consists of the following components:

1. Grammatical competence This element includes the learner's knowledge of phonetics, morphology, syntax, and vocabulary. For elementary school students, these skills are developed through the correct construction of words, phrases, and simple sentences.

## **2. DISCUSSION AND RESULTS**

Psychological and pedagogical characteristics of primary school students

The primary education stage (usually between the ages of 6 and 10) is an important period in the development of children. During this period, the child's mental, psychological, social and language acquisition abilities are actively formed. Therefore, it is important to take into account the age-specific psychological and pedagogical characteristics of students when teaching a foreign language, especially English.

1. Learning based on interest and imitation. Primary school children learn language by imitating, hearing, seeing and repeating. They observe the way people around them speak and try to master the language in this way. Therefore, methods such as games, songs, videos, role-playing scenes are very effective in English lessons.

2. Interest in visual and auditory materials. At this age, children learn better through visual and auditory. Flashcards, animations, colorful books, and interactive whiteboards make it easier for them to remember learning materials. Therefore, textbooks and methodological guides should be rich in visual materials.

3. Emotional sensitivity. Primary school students are sensitive to the classroom environment and the teacher's attitude. Lessons conducted in a positive spirit, praise, encouragement, and motivation increase their enthusiasm for learning a language. On the contrary, excessive discipline, fear, or inappropriate reprimands can hinder their active participation.

4. The need for activity and movement. Children often get tired of learning while sitting still. Therefore, activities, interactive games, and activities using facial expressions and gestures enliven the language learning process.

5. Unstable attention. Students aged 6–10 have a short attention span (usually 15–20 minutes). This requires frequent switching between different stages of the lesson and varying the types of activities in the lesson. Thus, in order to effectively organize English lessons, the teacher must have a deep understanding of the psychology of children, choose methods appropriate to their age characteristics, and organize lessons creatively. This approach contributes to the successful formation of linguistic competence. Let's consider the possible options for using programmed teaching in learning English in the lower grades.

## **SUMMARY**

Frequent card-tasks. On a specific numbered card, the names of English language objects (English literature, dictionaries, etc.) are given. In their answers, students do not write the name of the required book or symbol, but only state the corresponding number. Taking into account knowledge with the text can be used both for individual questions and for taking into account the knowledge of the whole class. In the latter case, the task is written on the board. The students' answers are discussed with the whole class.

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