

## **The Role of Educational Technologies in the Development of Basic and Linguistic Competences in Grades 5-6**

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### **ABSTRACT**

This article discusses the role of educational technologies in the development of basic and linguistic competencies in the native language in grades 5-6, the importance of their application, the use of brainstorming and acquaintance technology to help students realize their abilities, overcome barriers to communication, and analyze and treat text. thinking about improving their skills.

**Key words and concepts:** basic and linguistic competence, brainstorming method, dating technology, text analysis, communication skills, reader ability, discussion, friendship and free thinking.

### **Introduction**

In a number of developed countries, as well as in research centers and higher education institutions of the Republic of Uzbekistan, special attention is paid to the importance of basic and linguistic competence in human communication practice and activities, communicative approaches to the use of tests in language learning and its formation using innovative pedagogical technologies. A system of methods for developing students' competencies in the context of informatization of education has been developed worldwide through the improvement of the quality of education, the organization of modular education, the introduction of advanced teaching methods using modern pedagogical and information and communication technologies. The United Nations Agreement on Education, Science and Culture's "Import of Educational, Scientific and Cultural Materials" sets the task of creating a level playing field for the quality of teaching students around the world, the introduction of innovative pedagogical technologies in the educational process.<sup>1</sup>

The Action Strategy for the further development of free, independent thinking, awareness of reality, involvement and social activism in the educational institutions of the Republic as

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<sup>1</sup> UNESCO international normative documents // Editor-in-chief of the Uzbek edition L.Saidova. –T.: Adolat, 2004. –p. 19-62.

important tasks "Education of independent-minded, strong-willed, loyal to the Fatherland, deepening democratic reforms and civil society." increase their social activity in the process of development<sup>2</sup>". This creates the basis for the formation of the intellectual side of the individual, his active and successful participation in the production of society and social, political, cultural, educational life.

The Law of the Republic of Uzbekistan dated September 23, 2020 "On Education", as well as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" accordingly, it plays an important role in improving the quality and effectiveness of teaching.<sup>3</sup>

Today, an innovative educational environment is being formed in general secondary education institutions aimed at developing the student's personality, preparing him for the future, developing life skills (competencies) that will allow him to live a successful and productive life throughout his life. Based on the State Education Standards (SES) based on a competency-based approach, the content of education, ie curricula, new curricula were developed and changes in social and spiritual life were updated. Accordingly, DTSs have been created based on a competency-based approach that teaches students to apply the knowledge, skills and competencies they have acquired directly to their daily lives. The main functions of competencies in education are: to reflect the social demand for the preparation of the younger generation for everyday life, to show real objects in the environment for integrated targeted application of knowledge, skills and methods of work, to be part of the content of various subjects and educational areas; connecting theoretical knowledge with practical application in solving.

The word "competence" is derived from the word "to compete", which means to compete, to compete, to compete. Literally translated, it means competitiveness. The introduction of the concept of competence in the process of teaching the mother tongue eliminates the gap between the theoretical knowledge and its practical application, which still occurs in teaching practice, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations.

A state education standard based on a competency-based approach that teaches students to apply the knowledge, skills and competencies they have acquired directly in their daily lives is

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<sup>2</sup> Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017. Collection of Legislation of the Republic of Uzbekistan on the Strategy of Actions for the Further Development of the Republic of Uzbekistan, 2017, No. 6, Article 70.

<sup>3</sup> Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary education and secondary special, vocational education."

being applied to the educational process. Competence education aims not only to acquire a certain set of knowledge, but also to develop the ability to develop, understand and create a person. In the process of mastering language education, students acquire basic and competent competencies in each subject, based on the specific content of the subject.

**Communicative competence** - means the ability of the student to communicate in social situations in the native language and in any foreign language, to adhere to the culture of communication, to be flexible and able to work effectively in a team.

**Competence in working with information** - the ability to search, sort, process, store, effectively use the necessary information from textbooks, manuals and media sources (radio, television, Internet, etc.), to have a media culture;

**Competence of self-development** - continuous self-development and creative development, independent learning throughout life, continuous improvement of life experience, the ability to make independent decisions;

**Socially active civic competence** - active participation in class, school, family, neighborhood and community activities, knowledge of one's duty, adherence to it;

**National and intercultural competence** - devotion to the motherland, kindness to people and belief in universal and national values, understanding of works of art and art, adherence to a healthy lifestyle;

**Mathematical literacy, awareness and use of scientific and technical innovations** - the ability to make personal, family, professional and economic plans based on accurate calculations, to read tabular data in daily activities.

Speech and linguistic competencies related to mother tongue science include:

- development of students' speaking competence to think, to understand the opinion of others, to express their opinion orally and in writing;
- Development of students' knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics);
- development of linguistic competencies aimed at developing the ability to express one's thoughts accurately and fluently, effectively using the vast potential of the native language.

Linguistic competence - the development of students' knowledge of grammar (sections of linguistics: phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech techniques, stylistic concepts) and the effective use of the native language is to form the ability to express correctly and fluently. Linguistics is an independent discipline that studies human language. This science studies the role of language in other phenomena, its structure and the basic concepts of the laws of language development, language in general. Linguistics is the study of complex linguistic phenomena, comparing specific language and related language groups, specific linguistic phenomena, vocabulary, provides a theoretical and practical basis for in-depth study of the phonetic system and grammatical structure on a scientific basis.

Linguistics is a French word derived from the Latin lingua- "language". Linguistics is the study of language scientifically. Linguists use the materials and conclusions of such disciplines as history, ethnography, archeology, psychology to solve unsolved problems of linguistics on a scientific basis. For example, in order to properly explain the origin of language, it is necessary to know carefully the information about the origin of people on earth, their beginnings as a society, and their development.

### **The degree to which the problem has been studied**

Ferdinand de Saussure<sup>4</sup> argues that the main task of linguistics is to study linguistics. He divided linguistics into internal and external linguistics and contrasted them, believing that the main task of linguistics was to study internal linguistics. This science has long served to meet practical needs such as writing, teaching, and understanding other languages. Nowadays, its practical significance has increased, and issues such as mother tongue teaching, foreign language teaching, translation, and programming have become the tasks of this science.

In her scientific work "Linguo-methodological bases of updating the content of mother tongue education"<sup>5</sup> H. Kurbanova tried to highlight the importance of using several methods in updating the content of education in the mother tongue. The more developed the creative activity of students in mother tongue classes, the easier they will be able to perform the intellectual tasks assigned to them. As the student learns the secrets of doing assignments, he develops the ability to think creatively. Therefore, the development of basic and linguistic competencies in mother

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<sup>4</sup> Ferdinand de Saussure. "Course of general linguistics." Published in the book: V.A.Zvegintsev" History of Yazykoznanie XIX and XX centuries in essays and extracts »Chast -1.Moscow-1960 g.

<sup>5</sup> Kurbanova X. "Linguometrical bases of updating the content of mother tongue education" Pedagogical dissertation. Buxoro. 2005. 155 p.

tongue classes in grades 5-6 not only allows students to gain in-depth knowledge, but also allows them to apply theoretical knowledge in practice. Therefore, every topic and assignment included in mother tongue textbooks should be primarily aimed at this goal.

The main goal of education based on a competency-based approach is to nurture an enterprising, creative student who can find three or four different solutions to a problem. The introduction of the concept of competence in the process of teaching the native language is intended to know the important aspects of the application of theoretical knowledge in practice. With theoretical knowledge, the student overcomes problematic situations, difficult situations. In fact, the problems solved in science are transferred directly to the educational process to be passed on to the next generation. In general secondary education, the development of the student's personality, perfect teaching of the native language in preparation for future life, formation of oral and written speech.

K.D. Ushinsky attaches great importance to the mother tongue in the system of subjects and describes it as follows: "A mother tongue, which is a great teacher, teaches a child a lot .... A child learns so much in two or three years that he learns so much. with and can not learn half of it even when read very methodically. This is the great pedagogy of the native language. "

A student who is fluent in the native language will have the opportunity to read high ideological and literary literature, which is one of the tools of education. Therefore, the teacher should explain the topics of the native language in real life, in the classroom, in extracurricular activities.

The following goals are envisaged in this process:

- Students develop scientific thinking skills;
- Explaining topics through examples of nature and life forms the student's ability to remember;
- The culture of communication (communicative competence), socially active civic and linguistic competencies of students are developed by ensuring the consistency of knowledge in the field of mother tongue in the educational process.

Nowadays, the content of mother tongue education is changing, that is, more attention is paid to the development of students' speech and linguistic competence than grammar. In the native language textbook for grades 5-6, the development of four competencies (listening comprehension, speaking, reading, writing) is highlighted, along with the development of science-related competence-speaking competence.

### **Listening Comprehension:**

- can hear and understand monologue, dialogic speech and conversation;
- understands the listened text (audio text, story text);
- understands the main information, events in the scene;
- listens to and understands the grammatical principles and information given in the textbook;
- understands, compares, separates, summarizes the necessary details, ideas from the information in various simple texts and tables; listens to audio material, tells it orally and writes it in the form of text;

### **Speaking:**

- speaks fluently about family, interests, communicates with adults and peers, expresses his / her opinion verbally based on various pictures and gives appropriate descriptions of everyday objects;
- thinks logically, creatively, creatively, critically and expresses his / her opinion orally; narrates the studied text, assignment, grammatical principle and information orally, following the sequence;
- Speaks expressively, fluently, meaningfully and effectively, following the norms of literary pronunciation.

### **Reading:**

- reads the given text fluently, following the punctuation marks;
- can read a certain part of the text and continue it logically, understand the simple text while reading, determine the general theme of the text, put a title to the text;
- reads vowels and consonants in accordance with the rules of pronunciation;
- learns new words and remembers them by connecting them with previously learned words, reads and understands the meanings of new words with the help of dictionaries and contexts, draws conclusions, connects the conclusion to the given event in the text;

### **Writing:**

- composes simple sentences with the correct punctuation, interrogation, exclamation, comma;

composes a text on the basis of a given familiar topic, on the basis of an audiotape or dialogue heard, composes a text on the basis of a picture and makes a written statement;

- thinks logically, creatively, creatively, critically and expresses his / her opinion in writing;
- Understands, compares, summarizes and expresses the idea in detail in the required detail from the information in different texts and tables;
- 10-12 copies of calligraphy, punctuation and spelling rules

creates a text consisting of sentences;

- 80-90 in accordance with the rules of calligraphy, punctuation and spelling

writes a dictation consisting of words;

- Writes working papers (letters, greetings, invitations, announcements). These skills are important in further enhancing students' cognitive potential, text creation, and independent thinking.

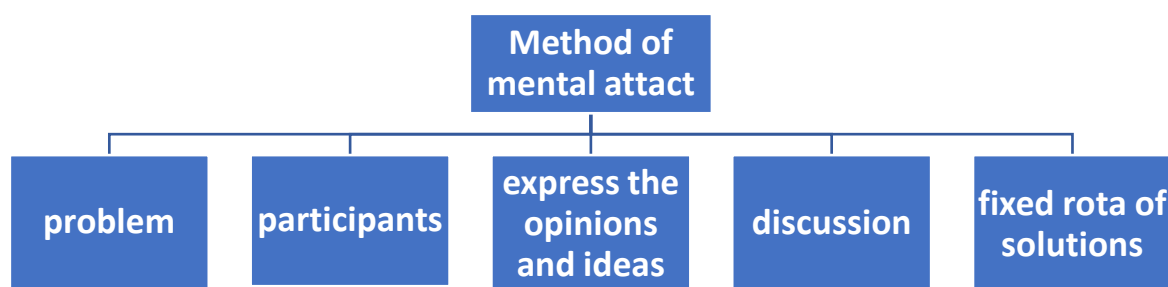
Today, the application of pedagogical technologies is based on the need for the development of pedagogical technologies for personal activity, critical and creative thinking, problem solving, decision-making and team decision-making. "Technology" is a Greek word, "texne" - skill, art, skill and "logos" - means the word, teaching. Pedagogical technology is a pedagogical phenomenon and a concept used in the process of technologicalization of education. Educational technology is a systematic way to create, apply and identify knowledge and its interaction, taking into account the educational process and technical and human resources.

The use of educational technologies in the learning process increases students' interest in independent, free thinking, research, creative approach to each issue, sense of responsibility, analysis, effective use of additional tools, and most importantly, reading, science, their chosen profession. Classes using educational technologies focus on students finding information, studying and analyzing it independently, and even drawing their own conclusions.

A person must have the necessary competencies to enter into personal, social, economic and professional relationships in his life, to take his place in society, to find solutions to the problems he faces. Therefore, we set ourselves the goal of developing students' linguistic competence in

the subject of mother tongue through the use of the method of "Brainstorming"<sup>6</sup> in the classroom. The importance of using the method of "brainstorming" is that it allows the student to develop taking into account individual characteristics, self-development, independent reading, self-expression, comprehension based on the features of activation, observation, experimentation in their practice, new ideas and freedom of expression, freedom to seek effective solutions to existing problems, the development of creative, critical thinking of the student. Today, the use of the method of "mental attack" gives effective results. The purpose of this method is to increase the activity of students, to encourage them to think freely, independently, to free everyone from thinking in the same way, to gather different opinions on a particular topic and to provide a creative approach to the issue. This method broadens students' imaginations and stimulates their creativity. It helps to find many solutions to any problem posed. The rules for organizing the method of mental attack are as follows:

1. No evaluation ("right", "wrong") should be allowed in the process of deep thinking and reasoning on the problem. If you evaluate the ideas expressed, students will move on to defending their ideas and opinions instead of focusing on new and better ideas. . Evaluation should not be allowed at all.
2. It is important to encourage unexpected ideas and direct everyone to think about them. If such thoughts are not expressed in a mental attack, then students should reconsider their thoughts.
3. Thoughts and ideas should be supported by numbers, not right or wrong. The opinions expressed are not evaluated, otherwise the expression of opinions will be slowed down. The more thoughts and ideas there are, the better, because there will be more correct and good ideas in it.
4. Each participant can rely on the opinions of others and assimilate them. The result is accurate and new ideas.



<sup>6</sup> Ishmuhamedov RM Mirsolieva. "Innovative educational technologies in the educational process. Tashkent - 2014. Science and Technology Publishing House.



In order to ensure the effective use of the method of mental attack, the teacher should pay attention to the following:

1. Organization of the method of "mental attack" on the topic
2. Express ideas clearly and concisely;
3. Write down each proposal;
4. Ask students to comment;
5. Not to react to the opinion of students until the end of the method of "mental attack";
6. Stop the "mental attack" when the thoughts stop.

In the 5th grade mother tongue textbook, lesson 46 is given on the topic of “Cohesive sentences and the use of punctuation in them”. We will analyze this topic in the order of the method of "mental attack".

First of all, let's focus on the title of the topic: "Cohesive sentences and the use of punctuation in them."

Second. Participants. 5th grade students.

Third. Expressing thoughts and ideas (information).

1- Reader: The answer to the same question will be.

2- Reader: Has a counting tone.

Student 3: Comes as a part of speech (possessive, participle, determiner, complement, case)

4- Reader: The cohesive parts connected by the counting tone are separated by commas.

Student 5: Cohesive sentences are studied in the syntax section of linguistics.

6- Reader: **Cohesion is similar to the word cohesion**, because just as the blood in the human body coalesces, so cohesive part has a sentence structure, defining, complementing, cohesive. (It will be memorable if explained in connection with life)

7- Student: For example - Dad, Mom and I went to the zoo. This sentence is organized. Dad, Mom, who am I? comes in one place in response to a question.

Student 8: Creative work is underway in Tashkent and Samarkand. (Where? The answer to the question. Part of the story)

**Fourth. Discussion.** Cohesive parts are in some places divided into parts of speech according to the expression of the cohesive suffixes. They are initially used in the sentence without signs and symbols, but are part of a sentence. In this case, hesitation is formed.

**FOR EXAMPLE:** - Our library has works by Abdulla Aripov, Erkin Vahidov and Usmon Azimov.

Who are the students Abdulla Aripov and Erkin Vahidov when this issue is discussed?

The word of the Usmon Azimovs, who are coming together, is becoming a determinant here (of whom?). Therefore, everything in this sentence is expressed in the order of Abdulla Aripov, Erkin Vahidov and Usmon Azimov.

- Giraffe, Zebra, Monkey, Horse, Capricorn,

"Greetings to the Dark Tiger and the Hungry Crocodile, the cunning Tiger."

When analyzed at the end of this verse by the word Kaplanga, it has all been complementary. In this sentence, the Giraffe and the Butterfly, the Zebra, the Monkey, the Horse, the Capricorn, the Tiger, and the Crocodile are represented without a sign, that is, without the suffix.

**Fifth. Come up with a different and effective solution.** Hence, all the ideas expressed by the students, the analysis of the name of the topic in relation to life, all the examples discussed show that the topic of cohesive sentences is more understandable. Through this topic, the development of syntax, punctuation, word formation concepts, ie linguistic competence in linguistics has been achieved. The goal before us was as follows:

1. Enhancing students 'oral and written speech.
2. Develop the ability to articulate ideas accurately and fluently.
3. Ability to think freely.
4. Not having trouble learning new topics.

It is now based on the need to activate more students in the educational process, to form their oral and written speech, to use methods effectively in the development of their free thinking. The teacher should be able to apply the techniques so that students can re-analyze the data. Such lessons provide students with the knowledge, skills and abilities to master the knowledge of the native language. As a result, students:

- can distinguish sections of linguistics;
- can identify cohesive sentences;
- can analyze parts of speech.

Every teacher involved in the education of young people in the educational process must work effectively to develop students into competent human beings.

Here is an example of the technology of "Introducing" in the formation of basic and scientific competencies in the process of teaching the native language<sup>7</sup>: The purpose of the technology:

- Introduce the participants of the training team, create a friendly atmosphere and a creative atmosphere.
- Discover the creative potential and personal qualities of students.

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<sup>7</sup> N.Mahmudov, A.Nurmonov, A.Sobirov, D.Nabieva Textbook for 6th grade "Mother tongue". Toshkent-2017. Educational edition.

- creating a comfortable environment for working in the classroom.

Training schedule:

At the beginning of the lesson, the teacher divides the students into small groups. Each subgroup includes students born at one time of the year and is given the following assignment:

- Describe the season of your birth (artistic-musical, theatrical, humorous, etc.);
- Introduce the general character of those born at this time of year and the similarities and differences of group members;
- Give a tariff for this season;
- Create an idea or dedication to the group members of another chapter and express your creative wishes.

The teacher introduces the students to the rules of presentation. Students will be given time to prepare and complete the assignment on time. The groups begin preparations. This performance can also be prepared in the form of a literary-musical composition.

In the second stage, the groups will demonstrate their creative performances. In this case, students will be able to read the textbook "Types of text. Story Text, Descriptive Text, and Discussion Text." That is, they provide examples for each type of text and analyze it.

### **1-group. Story text. Pride<sup>8</sup>**

Finally, we flew from London to Tashkent. As we boarded the plane, a calm and pleasant voice rang out: "Hello, ladies and gentlemen! Congratulations on behalf of Uzbekistan Airways!" To be honest, tears came out of my eyes. These words resounded in my tongue, my mother tongue! Thousands of miles away from my homeland, on a ship with hundreds of foreign passengers! ..

I am ready to pay my respects to Istiqlal a thousand times for this very reason! (Otkir Hoshimov)

The participants of the first group describe the text given under the title "Pride", why it is in the text of the story and what kind of story was given.

### **2-group. Descriptive text. Island and river<sup>9</sup>**

The island is the same. If you look at it from a distance, your eyes will not be satisfied. When the serpent-like river came here, it split in two, and reunited after three miles. The island in the middle of the Koshkokil Yanlig stream is flourishing. Namatak, in the wild, was asleep, as if quarreling over a place. The leaves of the jiida, which are bent into the water, shine like silver.

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<sup>8</sup> Ishmuhamedov RM Mirsolieva. "Innovative educational technologies in the educational process. Tashkent - 2014. Science and Technology Publishing House.

<sup>9</sup> N.Mahmudov, A.Nurmonov, A.Sobirov, D.Nabieva Textbook for 6th grade "Mother tongue". Toshkent-2017. Educational edition 15-p.

The environment is calm. Both the flow of the river and the sway of the thick woods on the island are glorious. (Tohir Malik)

The participants of the second group explain what is given in the descriptive text entitled "Island and river" and what is described in it.

### **3-group. Discussion text. Navruz<sup>10</sup>**

Navruz is such a value of the Uzbek people that it reflects the existence and greatness of the nation. Undoubtedly, Navruz is a holiday where our people live, grow and develop together. Navruz, which is an integral part of the history and culture of the people, has ancient roots, but at the same time it is renewed and revitalized every year. The attitude to this holiday is a symbol of attitude to the past, present and future of our people (Sh. Turdimov. From the book The Treasure of Wisdom).

The participants of the third group explain what is discussed in the text entitled "Navruz" and what the text is about.

At the end of each presentation, other group members can complete the creative work presented and ask questions on the topic. The questions are in the text and are as follows:

1. What is the text of a story?

Answer: In the text of the story, a certain object or event is reported, narrated.

2. What is descriptive text?

Answer: A descriptive text is a descriptive text that describes a specific object or event. Descriptive text is more commonly used in fiction.

3. What is a discussion text?

Answer: A discussion text is a text in which opinions about a particular subject or event are stated. Discussion text is used more in textbooks and scientific books.

In the final stage, the teacher concludes the lesson by asking the class the following questions and inviting the students to an open dialogue:

- Group members, what did you learn about each other?
- What should be the behavioral culture of students?
- What questions and problems have been solved?
- What types of text did we understand during the lesson?
- What did each of you conclude for yourself?

"So how are we?"

Students comment on the questions asked.

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<sup>10</sup> N.Mahmudov, A.Nurmonov, A.Sobirov, D.Nabieva Textbook for 6th grade "Mother tongue". Toshkent-2017. Educational edition 18-p

**In conclusion**, it can be said that as a result of "Dating" technology, the following abilities of students can be realized:

- students are friendly with each other;
- helps to eliminate barriers to communication;
- ability to analyze and communicate text is improved.

This allows the student to develop without adapting to the education system, but taking into account the individual characteristics of the student. To develop the student's self-development, independent reading, self-expression, comprehension based on the features of activation, observation, experimentation in their practice, expression of new ideas and opinions, the search for effective solutions to existing problems, the development of his creative, critical thinking conditions are created. In such a situation, any student strives to activate and demonstrate his unique nature, character traits. It is therefore advisable to make the following practical suggestion.

1. Regular use of "Dating" technology in the sixth grade in the classroom increases students' self-confidence and independent thinking. As a result, students' fears and hesitations are eliminated.
2. It is necessary to listen carefully to the opinion of each student and pay attention to the analysis of the text.

To do this, the teacher must act not only as a teacher with the help of ready-made electronic resources, but also as a person who is able to effectively use the opportunities of modern educational technologies and convey the content of science and its components to students.

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