



## **SOCIO-PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF FORMATION OF STUDENT COMPETENCIES BASED ON THE REQUIREMENTS OF THE NATIONAL PROGRAM OF MOTHER TONGUE SCIENCE**

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### **Abstract**

In this article, human thinking, scientific potential, ability, socially important qualities are listed. In the future, our country will be prosperous and free, free and prosperous, and economically strong, in many ways depends on the ability and talent of today's youth to be deeply thoughtful, knowledgeable and spiritual. In the article, the importance of mother tongue education in the development of the young generation is great, and the importance of the mother tongue not only in mastering the same subjects, but also in the existence of a person in society, in the formation of communication in their interaction is mentioned.

**Keywords:** person, thinking, formation, spirituality, education, process, tool, school.

### **INTRODUCTION**

The independence of Uzbekistan means that fundamental changes must be made in the political, economic, social, and spiritual life of our country. Schools, lyceums and colleges are of great importance in the creation of national ideology in independent Uzbekistan. Forming the educational process in schools and lyceums, instilling it in students through effective methods is the main direction of the Law of the Republic of Uzbekistan "On Education". It states that one of the main issues is the introduction of advanced forms of teaching and new technologies, technical and informational means of education into the educational process. In order for our citizens to live freely and comfortably in a free and prosperous Motherland, it is necessary to improve their thinking.

### **MATERIALS AND METHODS**

The realization of such a goal, mainly in the educational process, is the same goal. Teaching consists of creating new, effective, improved methods and technologies, testing them in the experiment, and in the process creating a more perfected direction.





The ability to start the educational process in a new content and form is primarily related to mother tongue education. Because the essence of any science is willed through the mother tongue and perceived through the mother tongue. In recent years, the issue of student activation from a methodological aspect in language teaching has been revived from a theoretical point of view, but its practical application is progressing very slowly, and there are not enough methodological literature in the Uzbek language dedicated to the implementation of this issue. A student should be provided with sufficient pedagogical literature in this field, armed with modern pedagogical technologies, and the teacher himself should have sufficient knowledge in this aspect. should be prepared from the aspect [1].

## RESULTS AND DISCUSSION

Today, the main task of mother tongue classes is to convey their thoughts in a logical and coherent way to young people in an effective way, with all their possibilities embodied.

Clarification of the methodological issues of language teaching, general education in this field, teaching in connection with theory and practice, as well as with all other subjects, introduction of modern pedagogical technologies into education, development of educational methods in schools, the actuality of our current methodology, pedagogy is one of the tasks.

It is known that providing students with knowledge, skills and competences at the level of SES (state education standard) requirements is largely reflected in the effective organization of lessons. The effectiveness of the lesson depends on the teacher's preparation. A lesson based on careful preparation will be interesting and the intended goal will be achieved. While preparing for the lesson, the teacher must first carefully consider the purpose of the lesson. The educational, educational and developmental goals of the training are clear, but efficiency cannot be achieved if the ways of implementing them in harmony with each other are not determined.

Choosing the right method of the lesson is one of the factors that ensure the effectiveness of the lesson. When choosing a teaching method, the teacher takes into account the real learning opportunities of the students and the requirements of the studied subject. This aspect of education requires thorough theoretical knowledge and pedagogical skills from the teacher. In particular, when the teacher organizes the lesson using different methods, especially in the lessons that give new knowledge, it is more based on the problem-based teaching method, from tasks of a re-memorizing nature, to tasks of a creative nature. he should also use pains.





Also, when preparing for the lesson, the teacher should plan what exercises in the textbook he will use, what additions or changes he can make to the conditions of the exercises [2].

Educational tools also serve to ensure the effectiveness of training. Textbook is also an important tool of education. In particular, since the main goal of school mother tongue education is to form and develop students' creative thinking skills, the ability to correctly and fluently express the product of thought in oral and written form in accordance with the speech situation, this goal is expressed in likes.

Of course, organizing a lesson based on a textbook does not mean using only the tasks given in the textbook. The teacher can use the textbook creatively, i.e., if necessary, add additional conditions to the exercise condition, replace the given condition with a new condition, and if necessary, use the exercise he has created instead of the exercise in the textbook.

In the process of education, it is important to develop creative and critical thinking and the scope of thinking by teaching students to observe, understand, compare, analyze and synthesize events. The science of mother tongue and reading literacy serves to realize these goals. Here, mother tongue and reading literacy education is viewed not as a subject, but as an educational process that organizes the entire educational system. Therefore, an integrative and innovative approach to the organization of the lesson remains the demand of the time. After all, primary school teachers need to know the content and essence of modern pedagogical technology, how to apply them to the lesson. Determining the content and idea of the text, distinguishing the names of things, understanding instructions and instructions, working with the spelling of consonants that come at the end of words and fall out in oral speech; Oral speech: can speak fluently in conversation on topics suitable for the second grade level, observing the rules of literary pronunciation; Listening Comprehension: after listening to a grade-level artistic or informative text, can tell its main content, sequence of events and idea; Reading Comprehension: can read artistic and informative texts according to grade level fluently and expressively; Written speech: can write following the basic rules of etiquette; Linguistic competence: able to compose sentences and short texts on the topics given in the curriculum, following the rules of basic grammar, spelling, hyphenation and punctuation, suitable for the second grade level [3].

## CONCLUSION

The content of the knowledge provided in the native language course is about the sound structure of the Uzbek language and the methods of expressing sounds in





written speech (phonetic and graphic); about the change of words and the connection of words in a sentence (grammatical, that is, morphological and syntactic); about the morphemic structure of the word and the methods of word formation (about word formation); about the lexical-semantic group of words (lexicological); knowledge of the correct writing principles of the Uzbek language and the use of punctuation marks (orthographic and punctuation). This knowledge is manifested, firstly, in grammatical, phonetic, word formation concepts, and secondly, in graphic, orthographic, and punctuational rules. In addition, the Uzbek language course includes phonetic, graphic, morphological, syntactic and other skills and competencies.

In the process of language learning, work is also carried out on the formation of students' skills (interdisciplinary skills) common to many other educational subjects. Such interdisciplinary skills in pedagogy include analysis, synthesis, abstraction (visualization of language phenomena), generalization, comparison, etc. Properly working on the formation of these skills in students creates an opportunity to activate their educational activities and successfully acquire knowledge. Special skills and interdisciplinary skills are formed in the educational process without separating from each other. The knowledge imparted and special skills developed by students are recorded in school programs and state educational standards.

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