

THE CURRENT STATUS ANALYSIS OF LANGUAGE COMPETENCE OF PUPILS IN SECONDARY SCHOOLS

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ANNOTATION:

Each nation's cultural level is also determined to a certain extent by literacy level of the representatives of the nation and in this case orthographic skills are also important. Literacy is not only measured by the ability to write words, but also by the ability to write them correctly. This skill is formed and developed in direct connection with all levels of language.

Keyword: linguistic competence, speech competence, pragmatic competence, orthographic ability, competence.

INTRODUCTION:

The development of any country is directly connected with education and science is a vital necessity which has been confirmed over the centuries and at the same time is becoming more and more important. Therefore, improving the quality and content of education in the Republic of Uzbekistan, which is inextricably linked with the development of the state and society, is based on special government decisions [1], the requirements of the changing times, a competent approach to education, the latest achievements of innovative ideas. The Action Strategy, which adopted as a result of the personal initiative and creativity of the head of our state, serves as a program for all reforms in society [2].

State educational standards in the field of mother tongue - self-physical, spiritual, mental, intellectual and creative development, which will be formed in the personality of the student according to the qualification

requirements of SES; striving for maturity, independent study; regular improvement of speech and communicative competence; special attention is paid to such norms as the acquisition of one's own knowledge, behavior and competence to make independent decisions, the development of the ability to express ideas accurately and fluently using language opportunities [1].

The main purpose of teaching mother tongue in general secondary education is to bring up a well-rounded person with a well-developed reading and writing culture, who is able to express themselves correctly, orally and in writing, think independently and creatively, understand and express others' opinions.

The requirement for a competent approach in education cultivates the characters of pupils' engagement for knowledge, curiosity, the desire to innovate. The concept of competence is derived from the Latin word "competentia", which in the explanatory dictionary means "legally possessed", "strength", close to the commonly used concepts of "ability", "habit", "talent" [7. B. 91]. Communicative competence is a system of verbal ethics in various communicative phenomena and situations formed by an individual on the basis of knowledge of language and speech behavior.

It has been noted that the concept of competency education aims at the formation of competencies such as speech, linguistic, creative and pragmalinguistics in pupils before language teaching. These are subject competencies of a individual nature. That is to say, in each lesson, depending on the content

and essence of the topic, it can be said that the forms of competence that the teacher plans to form in the students. Language education, which has formed and developed these competencies at the level of demand, will justify the confidence placed in it and will be able to fulfill the assigned task. The pupil begins to acquire verbal competence before coming to educational institutions - in infancy. The child will be able to use the language opportunities to a certain extent in practice even before coming to school. They can answer questions, express their needs, express their attitude to the realities around them. This elementary competence needs to be improved and developed at the pre-school and general secondary levels.

“Language competence is seen from a psychological point of view as a system of two main components. The first is the speech experience data collected by the individual in the process of communication and activity; the second is the knowledge of the language acquired in the process of special education in educational institutions”[5]. The first is formed and developed in the family from childhood to adulthood, in the natural and social environment outside the family (on the street, in various other public places). Knowledge of the language is formed in educational institutions on the basis of programs adopted by the state.

The pupil's speech competence is manifested in the ability to expressively read an unfamiliar text based on its content, to understand and re-express the opinion of others and the content of the familiar text orally, to express their thoughts in writing in a consistent manner. In order to achieve it, the pupil must acquire the theoretical knowledge of the units specific to the phonetic, lexical, morphological and syntactic levels of the language, the ability to use them appropriately in accordance with the speech situations. If we

look at the practice, process and outcome of language teaching, we see that pupils' speaking competence is not sufficiently formed.

Linguistic competence is defined as the acquisition of theoretical knowledge of language levels through teaching on the basis of a special curriculum, the experience, skills and abilities to use them in written and oral practice, including the ability to use orthographic and punctuation rules appropriately in different situations. While the cultural level of each nation is also determined to a certain extent by the level of literacy of the representatives of the nation, orthographic skills are important. Literacy is measured not only by knowing how to write words, but also by being able to write them correctly.

This skill is formed and developed in direct connection with all levels of language. To study the correct connection of words with phonetics according to the pronunciation and spelling of sounds, with morphemes according to the spelling of bases and affixes, with lexicology with the spelling of some words according to their meaning, with morphology with orthoepy, with differentiation of pronunciation and spelling norms the goals of forming this skill are synchronized with the syntax through. The following is an analysis of orthoepic and orthographic features in the definitions given in the topics devoted to the pronunciation and spelling of vowels:

The descriptions given on the subject of the pronunciation and spelling of the vowels u and i present three orthoepic and orthographic features:

1. In the first syllable of words, the vowel i before the consonant r, l is pronounced with the vowel i, even if it is pronounced indefinitely. Exercise 1 (*би роқ, су ра, би лан сўзлари* (but, by the way, with words)) and Exercise 31 under the title of the topic partially reinforces this rule. However, this case is observed not only before the consonants r, l,

but also before other consonants, including the sounds k, p, q, t, ch. Example: *сүтам, нишур, чиқар, қипиқ, сиқиқ, шикоят, тикилмоқ* (oppression, cook, take out, saw, squeeze, complain, sew). There are errors in the spelling of words with the following structure. So, it is necessary to make corrections and additions in the program and textbooks.

2. Under the influence of the vowel u in the first syllable of two-syllable words, the vowel i in the second syllable is written i, even if it is pronounced as it is. There is a one-sentence continuation of this rule in the textbook. But first we note that this part of the rule is not practically enforced. There is no example in the rule itself, nor in the assignments and exercises, to substantiate or reinforce this rule. It is up to the teacher to explain and reinforce it with examples.

Unfortunately, in practice, any teacher is not filling this gap. Actually, the rule must be explained with concrete examples. The teacher is required to absorb the norms of pronunciation and spelling by both writing and saying the words *букилмоқ, қурилмоқ, сурилмоқ, тузилма, туғилмоқ* (bend, build, push, structure, birth). In words like this, the vowel in the second syllable is pronounced o, but i is written. It is important to note that the opposite is also true when it comes to this rule. That is to say, in the second syllable of the words *қувур, овулмоқ, чучук, дудук, бузун, гужум* (*pipe, amuse, sweet, stutterer, today, handful*), it is pronounced in the second syllable, but it is still written. There are errors in pupils' written work related to both of these cases.

3. Throughout the second rule above, there is a sentence: "With such a spelling, in the second syllable it differs from the nouns in which it is written." This rule is based on the practicalization of Task 2 given under the title. The task contains the homonyms *уруш – уриш, юмуш – юмиш, буруш – буриш* (war-fight,

work-shut, shrivel-turn). In practice, our colleagues admit that the third condition is that the spelling of homonyms is remembered by a large number of pupils in the class and used correctly in practice. But in the words in the first and second cases, most pupils say they are constantly making mistakes. We have witnessed this condition during the experiment.

There are two rules in the textbook concerning the pronunciation and spelling of the vowels a and o:

1) The letter a is spelled a, even if it is pronounced o in words such as *сағоб, замон* (meritorious action, tense);

2) The letter o is written o, even if o' is pronounced in words such as *тонна, ноябрь* (ton, november). The assignments under the topic title, the three exercises to be performed in class and at home, are designed to reinforce these rules. In our opinion, it is necessary to introduce two more rules on this topic: a) In the unstressed syllable of words borrowed from the Russian language, the vowel o is pronounced a, but o is written: *Москва, самолёт, компьютер* (Moscow, plane, computer). This rule can be reinforced through Exercise 386 in the textbook;

b) The vowel o in the last syllable of some assimilated words is pronounced indefinitely, but written: *трактор, директор, ректор* (tractor, director, rector). So there will be four rules on the subject. Because the next two rules are not given in the textbook and teachers do not fill this gap, errors also occur in the work of high school pupils.

As we analyzed above that the inconsistency of speech and linguistic competencies reveals the current state of pragmatic competence which should be formed in students on their own, that is to say, it confirms that pragmatic competence in language education is not at the required level.

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