

**METHODOLOGY OF DEVELOPMENT OF COMMUNICATIVE
COMPETENCE OF PRIMARY CLASS STUDENTS**

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Abstract

in this article, the main purpose and tasks of mother tongue education in elementary grades are described, and according to it, the opinions about the need to form communicative competence in students are expressed. Communicative exercises that serve to form communicative competence in students and their importance are revealed. Some of the communicative exercises in the elementary sniff textbooks are analyzed.

Keywords: speech situation, competence, competence, communicative competence, linguistic competence, pragmatic competence, communicative exercises, creativity, creative exercises.

At a time when the whole world is digitizing and artificial intelligence is actively entering our lives, the issue of forming interpersonal communication skills is becoming an even more pressing problem. After all, as a result of the progress of social and economic life, science and technology, children in almost all countries are growing up under the influence of various gadgets, technologies and the Internet. On the one hand, this has a positive effect on their mental development, the growth of their thinking, and the growth of their ability to think logically. On the other hand, it puts an invisible obstacle in the process of sincere communication with the people around them and their peers.

As a result of the acceleration of the process of globalization in the whole world, a new form of interpersonal communication, online communication through the Internet, has emerged.

In online communication, various images and symbols are widely used, and in live communication, emotions, facial expressions, pantomimes, affectivity, which are important in the communication process, appear. That's why it is very important to educate children to be free and creative thinkers, able to communicate with others without difficulty, able to get out of various speech situations, have pragmatic competence, love their mother tongue, understand their own identity, spiritually mature, and have sharp minds.

The main task of teaching the subject "Mother tongue" in general secondary educational institutions: the social order placed before the education of the mother tongue is to make the student think, to understand the opinion of others and to be able to express the product of this thought in oral and written form, that is, to develop communicative literacy. consists of teaching [1].

In the pedagogical encyclopedia organized by Azimov and Shukina, several different definitions of communicative competence are given. According to him:

- the ability to solve communication tasks that are relevant for students in everyday, educational, industrial and cultural life with the help of a foreign language;
- student's ability to use language and speech facts to achieve communication goals;
- the ability to implement linguistic competence in different conditions of speech communication.

From a psychological point of view, communicative competence is, first of all, the ability of a person to organize speech activity in its effective forms to the situation of communication (equivalent, appropriate, exactly the same, similar) [2, 98].

The introduction of mother tongue and reading literacy as a subject in primary classes has created a wider opportunity for students to develop communicative competence.

Formation of communicative competence in primary school students helps them to acquire theoretical knowledge and practical skills in their native language and other subjects. Because students understand the world more widely as a result of communication. This will help them acquire knowledge in the next stages of their education. That's why a primary school teacher should have a deep understanding of the content and essence of communicative competence, know the methods of forming communication skills in students.

Another important feature of forming students' communicative competence is that, according to the National Curriculum, it is necessary to develop linguistic competences related to science in students from their mother tongue. Linguistic competence is the main component of communicative competence. Therefore, the development of students' linguistic skills is carried out together with the formation of communicative competence. A student with linguistic competence will have pragmatic competence, that is, the ability to get out of different speech situations. It can be seen that all three competencies are related to each other.

Formation of communicative competence in elementary school students is carried out by teaching them to read, write, speak and listen. From the period of literacy education, four directions are conducted in parallel. This is done by systematically working with different exercises. Communicative exercises lead in the formation of communication skills in primary school students.

Communicative exercises are a type of creative exercise that provides the highest level of practical knowledge of the language and the formation of speech skills. [2, 103].

Communicative exercises can be divided into several types:

1. Communicative exercises aimed at developing oral speech (retelling the text, retelling the text or video sequence, commenting on the situation, continuing the text, etc.).
2. Communicative exercises aimed at developing written speech (composing a text based on given key words, composing a text based on pictures, composing a text from mixed sentences, etc.).
3. Independent assignments given to students (correct pronunciation and reading of individual words and word fragments, practice reading some parts of the text, exercises for developing listening comprehension skills, etc.).

As can be seen from the above, communicative exercises are aimed at teaching students to think creatively. In the mother tongue and reading literacy textbooks published for primary school students, there are educational tasks aimed at students to think creatively, share their opinions with others, and search for solutions to the given problem individually and in groups.

Starting from the 1st grade, students are given communicative exercises focused on creativity. In the following stages of education, the number of such educational tasks increases. An example of this is the first chapter of the textbook "Native Language and Reading Literacy" published in 2021, which was created by I.Azimova and a team of authors.

Chapter 1 is called "Uzbekistan is my country" and consists of sections such as "What is patriotism?" and "I will receive the Nobel Prize when I grow up."

"What is patriotism?" In the section, pictures about patriotism, audio text "Symbol of our kitchen", story "Courage of an ant", poem "Herald of our neighborhood" and related exercises and assignments are given.

On page 3 of the textbook, there are 4 different pictures, "What do you see as patriotism?" the content of

the question was addressed.

Picture 1 shows a boy and a girl sitting at a desk, both of them are happy, raising their hands to answer questions.

Picture 2 shows 2 boys cleaning the classroom.

Picture 3 shows the spring season, where a boy and a girl are planting a tree sapling.

Picture 4 depicts a young man and a girl collecting the surrounding waste and putting it in a bag.

Students should carefully observe the pictures, analyze them, and express their opinions freely based on their observations. The questions asked based on the pictures are creative in content and are aimed at forming students to think creatively and develop pragmatic competence in them. The questions are as follows:

1. Do you consider yourself a patriot? What for?
2. Which of your works do you think were useful for the Motherland?
3. What actions are not considered patriotic?

Pupils should be able to express their opinions on the questions and provide real evidence. In the process of answering the questions, they can also use the given pictures.

In addition, in this section, the questions based on the story "Courage of the Ant" by Sa'dulla Kuronov are aimed at developing creativity in students and forming pragmatic competence in them.

1. Why did the people of the meadow unite?
2. Tell me, do people like the ant in this story exist in real life? How do they protect their land?
3. Do you have even a tiny chance to protect the Motherland? Give an example.
4. What do you mean by dedication? Which characters in the story made sacrifices?

To sum up, the formation of communicative competence in elementary school students is one of the most important tasks in the process of language education. In this case, mother tongue and reading literacy classes should become "dialogue classes". For this, the largest part of each lesson should be devoted to communicative exercises. The more diverse and meaningful the communicative exercises are, the more communicative the students are.

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