

Methods of Designing Primary School Students' Linguistic Skills Based on An Interactive Approach

 Annayeva Maya Radjapbayevna

Assistant Teacher, Department of Primary Education, Nukus State Pedagogical Institute, Uzbekistan

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Abstract: This article is devoted to the issues of improving the quality of education in general secondary schools and developing students' linguistic competencies. The study examines the importance of the interactive approach and explores scientific and practical processes related to enhancing students' linguistic knowledge in the subjects of the native language and the Uzbek language through the use of modern pedagogical methods. Moreover, establishing thematic connections, and developing students' logical thinking skills.

Keywords: Linguistic competence, interactive approach, basic level, integration, didactic methods, integrated lessons.

Introduction: Today, the importance of an interactive approach in improving the quality of education in general secondary schools and formation of linguistic skills, the use of modern pedagogical methods and technologies makes the learning process more effective and engaging.

In particular, the integration of teaching the native language and the Uzbek language in non-native language classes encompasses a wide range of aspects—from teaching sounds and letters, reading, and writing in the literacy lessons of primary grades to the study of sentence construction in higher grades. The relationship between the language being studied and the learner's native language—whether it is a cognate or non-cognate language—influences the methodology of applying interlingual integration.

METHODS

Before addressing these issues, it is necessary to refer to the definition provided in a monograph devoted to the discussion of the nature of language structure and the essence of linguistic units: "The language system is a set of units with a certain degree of complexity and the rules for using them. The system of language

includes various patterns and models, on the basis of which complex units, word combinations, and sentences are formed" [2.42].

The ability to use such linguistic units implies the capacity of individuals to express their thoughts and understand those of others. This forms the foundation of linguistic competence, which encompasses the following essential conditions in language teaching: "Linguistic competence is the learner's knowledge of different components of the language, their ability to connect this knowledge with practice, and the skill of producing coherent speech" [4.07].

As can be seen, the State Educational Standard for teaching the Uzbek language as the language in non-native groups within general secondary schools specifies the skill requirements at the A2 level, which represent the intermediate stage of linguistic competence formation [5.38]. In the general secondary education system, the formation of subject-related competence in the Uzbek language among primary school students is determined at the basic levels (A1 and A1+) according to the qualification requirement [1.28-54].

Formation of linguistic competencies in primary school students (grades 2-4).

Grade 2. Competencies formed in students (listening and speaking)

A1 level: understands assignments related to studied topics and recognizes words and expressions used in everyday communication; understands key words and phrases related to the topic and can apply them appropriately in speech; can answer questions, and provide brief information about oneself (full name, age, address, place of study), and about family members such as parents, brothers, and sisters.

A1+ level: understands and appropriately uses key words and expressions related to the topic in speech; can answer questions and give information about oneself, family members, friends, and relatives.

Pronunciation, reading, and writing

A1 level: correctly pronounces and writes words, expressions, and speech patterns related to the topic; can read given words by syllables, read and recite short poems related to the topic; can copy and write correctly short texts (2-4 connected sentences) related to the topic; can divide words into syllables when writing; can write dictation text consisting of 10-15 words.

A1+ level: correctly pronounces and writes topic-related words, expressions, and speech patterns; reads short dialogic texts with correct intonation and rhythm. Reads and recites short poems expressively from memory.

Grade 3. Competencies formed in students (Listening and Speaking)

A1 level: understands questions related to the topic and the meaning of sentences played through audiovisual aids; participates in dialogues on the topic using affirmative and negative forms; can make requests and use polite expressions appropriate to different situations (greeting, saying goodbye, etc.).

A1 + level: understands the content of riddles, tongue-twisters, fairy tales, and animated stories.

Pronunciation, reading, and writing

Correctly pronounces key words and sentences related to the topic; reads poems and songs expressively; copies short text, proverbs, and tongue-twisters accurately.

Grade 4. Competencies formed in students (listening, speaking, reading, and writing).

A1 level: understands simple questions, statements, and conversations by listening; understands short texts (excerpts from literary works, poems); understands the meaning of new words in the text (riddles, proverbs, fairy tales, short stories, poems) using a dictionary; can answer simple questions and ask for information; can talk about oneself, family, place of residence, friends, and acquaintances; can speak about national symbols, holidays, and traditions; understands the meaning of words and sentences heard via audio or video materials and can reproduce them in speech; reads and retells riddles, tongue-twisters, fairy tales, and short stories; uses around 600 words of uzbek language vocabulary actively in speech; can express thoughts coherently in 6-8 sentences within a studied topic; writes following syllable division and word-transfer rules; writes short congratulatory messages, letters, and questionnaires accurately; writes dictations of 25-30 words neatly and legibly.

A1+ level: understands questions and sentences, as well as short texts, dialogues, songs, and poems heard during class; writes following syllable division rules; reads and comprehends of folklore (riddles, proverbs, tongue-twisters, fairy tales) and children's literature, retells their meaning, and gives short oral presentations on the topic.

As seen from the above-mentioned State Educational Standard, although studies are being conducted on the formation of subject-specific competencies in Uzbek language education, the essential theoretical and lingua-didactic foundations of this issue have not been fully elaborated.

In particular, M. Kenjayeva's research defines the process of developing linguistic competencies as "the acquisition of language rules, the ability to use one's native language means to express personal or others' ideas, and the skill of employing key linguistic concepts when composing independent written text. "However, while her research sufficiently highlights the practical side of this issue, it lacks a comprehensive theoretical approach [6.40].

Indeed, when analyzing the assignments designed for 3rd – 4th grade students, such shortcomings become evident. For example, tasks such as "Find and write

synonyms for the highlighted words” or “Say proverbs corresponding to the meaning of the moral advice” are categorized as “non-standard tasks.” Nevertheless, these types of exercises cannot be considered new in Uzbek language teaching, as they have long been used to stimulate students’ thinking. At this stage, it is advisable to introduce non-traditional exercises that encourage learners to think more deeply, analyze scientifically, and develop reflective thinking skills. From our perspective, when setting research objectives, it is necessary to define the problem more comprehensively and objectively from a theoretical point of view, ensuring both depth and broad scope.

In our opinion, linguistic skills refer to the ability to read text, analyze its structural components, identify sentence parts and types, and based on this, comprehend, generalize, and systematize linguistic knowledge. In essence, the definition of “skill” emphasizes “a person’s ability to perform a specific activity based on previous experience, a component of practical performance associated with applying knowledge in practice, successfully carrying out actions in accordance with the goals and conditions of the activity, and forming the foundation of mastery (proficiency)” [10.07].

From this, it becomes clear that the qualification requirements for developing linguistic skills are grounded in the need for integrative teaching of linguistic phenomena. However, the limited amount of research and practical experience in language teaching methodology hinders the full application of interlingual connections. Therefore, using an adaptation method, the teaching process can be organized as follows: build lessons around examples that are age-appropriate, understandable, relevant, and useful for solving linguistic problems. For instance, when learning synonyms, students may compare words from their native language and Uzbek: tosh – dash – ta:sh.

RESULTS AND DISCUSSION

Encourage students’ curiosity and foster confidence that, regardless of the topic, they can apply all previously acquired knowledge in learning new material. From a psychological standpoint, the early stages of language learning are the most suitable for combining Uzbek language materials with those of the native language. During this period, the need to learn

other languages is naturally encouraged, and interest stimulates self – confidence and motivation for acquiring new knowledge. Otherwise, students may lose interest in linguistic experimentation.

As noted by researchers, “at the primary school age, the foundation of linguistic knowledge, skills, and habits is laid, and manifestations of linguistic instinct are evident in vocabulary, phonetics, word formation, and grammar” [8.08].

However, due to the limited linguistic experience and speech models of students, there is a risk that they may not fully grasp the real advantages of connecting materials from different languages. Therefore, for teachers, the main challenge lies in determining the right moment to begin using an integrative approach in language instruction. This process becomes easier when teachers consider students’ individual characteristics. Various forms of individual work (such as linguistic maps, diagnostic tests) can significantly assist in identifying the most beneficial aspects of integration during native language lessons.

To effectively organize integrated learning of the Uzbek language with students’ native languages, it is first necessary to determine which topics are most suitable for integration. The foundation of this integration lies in the semantic and logical connections among topics. Integrated language education thus requires a holistic structure, including:

- a) selection of the topic;
- b) work with the text;
- c) improvement of skills and abilities.

For example, in the 4th-grade native language textbook, exercise No. 59 on the topic “Reflexive Pronouns” includes the following instruction: “Provide examples of riddles that contain reflexive pronouns.” Example: It is firm itself, yet has a crooked nose (the pea).

In Turkmen-language schools, where both cultures and traditions are intertwined, using samples of folklore (such as proverbs) helps students identify the similarities at the similarities between their native and Uzbek languages. This approach is particularly effective at the consolidation stage of a lesson, as proverbs enhance understanding, reinforce previously learned material, and promote cultural awareness. By comparing and analyzing proverbs from both languages,

students develop deeper linguistic insight and strengthen their cognitive and analytical skills.

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beauty, richness, and figurative features of both languages and in enriching their vocabulary.

Comparative analysis of uzbek and turkmen proverbs

The comparative analysis of uzbek and turkmen proverbs reveals the cultural and linguistic interconnectedness of the two nations. Proverbs not only serve as a linguistic phenomenon but also reflect the people's worldview, moral values, and life philosophy. In this regard, the study of similarities and differences between Uzbek and turkmen proverbs plays an important role in integrated language teaching, particularly in forming students' intercultural and linguistic awareness.

No	Uzbek proverbs	Turkmen proverbs
1	<i>Boshing omon bo'lsa, do'ppi topiladi.</i> (If your head is safe, you will find a cap.)	<i>Adam boljak bolsaň, bigänelikde däl, märekede ulal!</i> (A man grows up not in solitude, but among people.)
2	<i>Aql – yoshdan, odob – boshdan.</i> (Wisdom comes with age, manners from the mind.)	<i>Akyl bile ynsap bolsa – daşda däl, içdedir.</i> (Wisdom and conscience are not outside but within oneself.)
3	<i>Bo'ladigan bola – boshdan ma'lum.</i> (A promising child shows potential from an early age.)	<i>Boljak oylan ýaşlykdan bellidir.</i> (A good child is known from youth.)
4	<i>Vatanni sevmok – iymondandir.</i> (To love one's homeland is a part of faith.)	<i>Duýgy kämilligi – Watany söýmek.</i> (The perfection of feelings lies in loving the homeland.)

(Source: Türkmen halk nakyllary [11.7–8–10])

In teaching practice, it is advisable not only to have students interpret the meaning of a proverb but also to ask them to find related stories, legends, or draw pictures reflecting its meaning. This approach enables interdisciplinary integration and develops students' creative and analytical abilities. A proverb, by its very nature, is a concise form of wisdom that encourages reflection and moral reasoning. Therefore, using proverbs in language instruction helps expand vocabulary, improve speech, and deepen students' understanding of moral and ethical concepts.

In the classroom, the section may be titled “A proverb is like an uncracked nut” to emphasize that understanding its meaning requires thought and effort. Each student is given a proverb and asked to explain its meaning. During this process teachers draw attention to key linguistic terms or expressions within the proverb, explain their meaning, and then guide students through

the interpretation. For example, the Uzbek proverb “Guruch kurmaksiz bo'lmas” (“There is no rice without a weevil”) and “Odamning olasi ichida” (“A person's flaw lies within”) metaphorically indicate human imperfections.

Organizing such integrated lessons is relatively complex, as they involve broader scopes and multiple objectives. These lessons demand a high level of creativity and professional mastery from the teacher.

CONCLUSION

In conclusion, it can be stated that in modern educational research, integrating form and meaning has gained significant importance. Depending on students' individual needs and learning characteristics, emphasis may be placed either on linguistic form or on communicative meaning.

In a single classroom, learners may possess different

levels of linguistic knowledge and learning objectives; therefore, applying an integrative approach to grammar instruction is particularly essential. This approach considers the individual characteristics, abilities, and learning needs of each student. Consequently, teachers can employ teaching methods that are suitable, inclusive, and motivating for all learners.

The integrative approach not only enables effective teaching of students with diverse proficiency levels within the same class but also helps create a positive, supportive, and learner-friendly educational environment. As a result, every student can learn grammar in a way that matches their abilities, deepen their knowledge, and feel confident in expressing themselves.

Moreover, the integrative approach assists teachers in organizing lessons more effectively, fostering creativity, and ensuring active participation of all students in the learning process. Thus, the implementation of integrative and interactive teaching methods in primary education contributes to the holistic development of students' linguistic, cognitive, and communicative competencies-essential foundations for lifelong learning.

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