

EDUCATIONAL AND DIDACTIC SUPPORT FOR LINGUISTICS SUBJECTS FOR STUDENTS OF BACHELOR'S DEGREE OF PRIMARY EDUCATION**Eshbekova Dilnoza Ibraimovna**Teacher of the Department of Primary Education Pedagogy
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Abstract: This article analyzes the content, significance and pedagogical possibilities of educational and didactic support for students of the bachelor's degree in primary education in linguistics. It also covers the issues of using modern pedagogical technologies, interactive methods and digital educational resources in the formation of linguistic competencies.

Keywords: Primary education, bachelor's degree, linguistics, educational and didactic support, pedagogical technologies, interactive methods, digital educational resources, linguistic competence, methodology, educational effectiveness.

Modern science, in accordance with its development, imposes a number of modern requirements on new generation textbooks and educational literature related to linguistics and the subject of "Mother Language" inherent in all stages of the education system, as well as on their improvement in accordance with the policy of the time in the new Uzbekistan. First of all, today's era requires the introduction of new content into the field of philology. The need to achieve greater effectiveness in their results by organizing educational processes in higher education institutions in a new content-essence, and most importantly, the need to fully use new pedagogical and information technologies to train modern national personnel in accordance with the requirements of our state order, is becoming a priority. In addition, the newly created standards, regulations, curricula and literature of the current education system, new generation textbooks will never allow the educational process in higher education institutions of our republic to be conducted in a traditional and outdated way. This need is also relevant for primary education teachers who are being trained, that is, it requires preparing tomorrow's specialists to work in completely new conditions. Most importantly, it requires the development and introduction into education of new innovative approaches and technologies that provide positive pedagogical results based on their previously acquired knowledge, skills, and competencies.

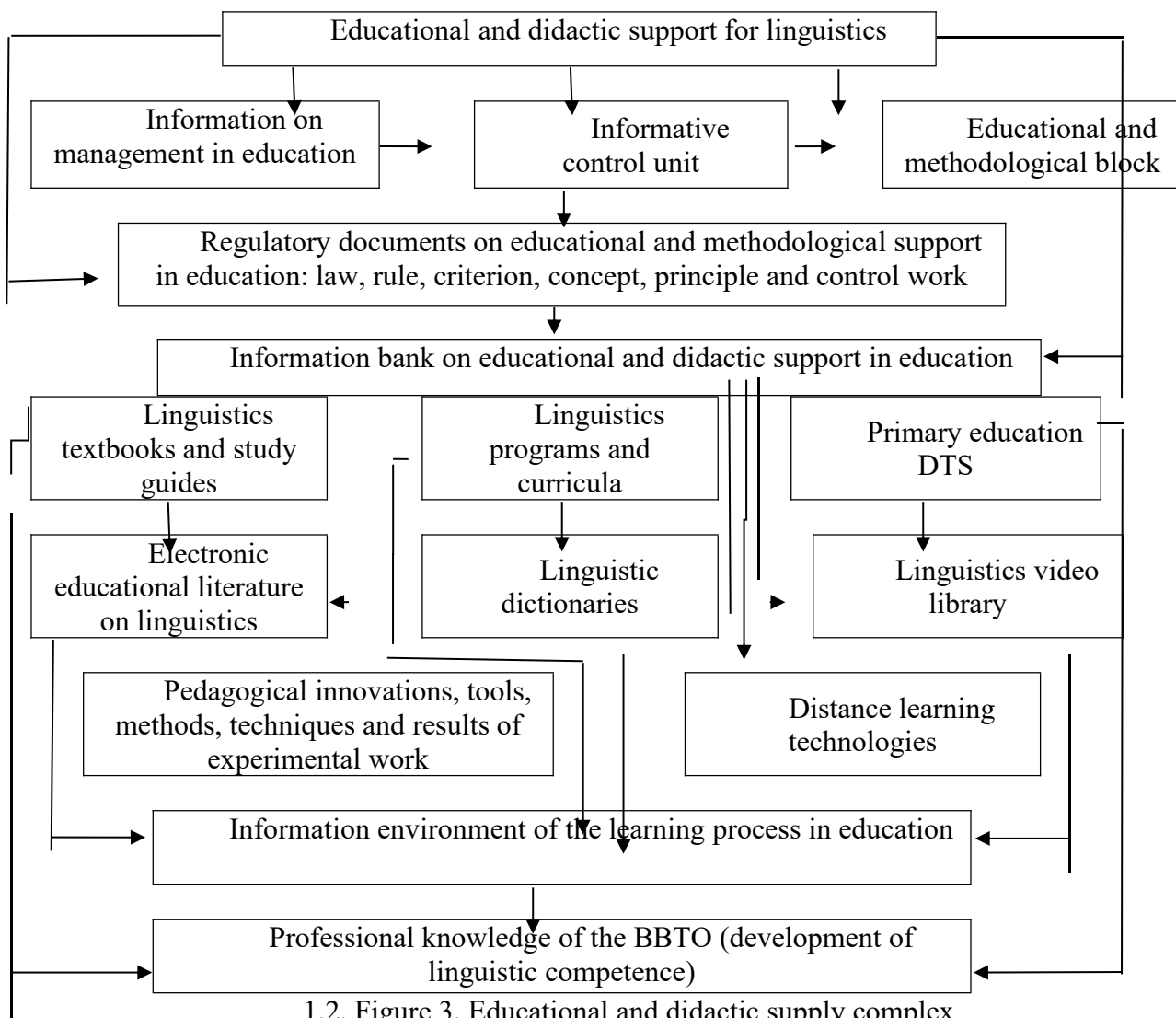
First of all, it should be noted that a number of monographic studies have been published, more than ten dissertations have been defended, devoted to the theoretical, pedagogical and methodological foundations of primary education, the educational processes related to the lessons of the native language and speech culture of this field. We have observed this in recent years in the works of X.A.Turakulov[1.476-b], U.A.Jumanazarov[2.162-b], M.A.Tashpu'latova[3.45-b], G.R.Akhromova[4.25-b], D.R.Pulatova[5.39-b], M.A.Jumayeva[6.52-b], M.B.Sheranova[7.53-b] and others.

Therefore, in the process of conducting our scientific research, based on the goals set for us, we managed to develop educational and didactic support that serves to improve the methodology for developing linguistic competencies of future primary education teachers and applied it in practice based on the author's approach. It was based on the specialized subjects "Mother Language", "Mother Language and Reading Literacy", "Teacher's Speech Culture", "Reading Literacy and Spelling Teaching Methodology", "Practical Uzbek Language. Working in the State

Language" in the curriculum of the 60110500-Primary Education bachelor's degree program, generalized, and we found it necessary to give the educational and didactic support related to them the name "Linguistic Sciences" (see Figure 1.2. 3).

From the above information and our scientific observations in this regard, it becomes clear that the professional knowledge, that is, the level of development of linguistic competence of BBTOs, is determined by a number of factors. We have systematized some of them based on the author's approach as follows:

– BBTO has in-depth knowledge based on scientific theory of linguistic disciplines included in the undergraduate curriculum;



1.2. Figure 3. Educational and didactic supply complex

- has the ability to demonstrate methodological and methodological practical activities based on educational and didactic support related to linguistic disciplines;
- has mastered optimal and modern methods of independently solving problems encountered in the field of linguistics during the current period of activity;
- the tasks of implementing the completed abstract, written work, course work and qualification graduation works related to improving linguistic competencies during the period of professional development of BBTO are continuous independent research work;

– to be able to feel the need to provide materials on the results of their scientific work on linguistic competencies to methodological, scientific-methodological, scientific-popular journals and collections at the faculty and higher educational institution level, and, importantly, to have certain pedagogical and psychological skills in this area;

– to have in-depth theoretical philological and methodological knowledge of new generation textbooks, educational and methodological manuals, didactic complexes, articles and information published in periodicals in the field of linguistics;

– to be able to express analytical and critical attitudes towards scientific reports, lecture theses, abstracts, scientific-analytical reports and minutes, methodological manuals and letters of recommendation at scientific and practical conferences in the linguistic field.

Only through the described factors can the methodology for developing linguistic competencies of the BBTO be improved. Of course, it is possible to express more and more diverse opinions on the implementation of such necessary factors, to develop and record methodological recommendations related to them. However, there are also a number of urgent problems and priority tasks awaiting their solution in this area, some of which we found it necessary to describe here based on the author's approach:

– creation and implementation in practice of the most optimal options for teaching and learning the subject “Mother Language” along with the subjects included in the curriculum in the processes of informatization of the primary education system in higher educational institutions;

– creation of scientific and pedagogical foundations for achieving modern computerization of the educational process in the subject of “Mother Language” using modern information and pedagogical technologies;

– development of methodological recommendations systems in the subject of “Mother Language” for the suitability of innovative features formed in the BBTO for the practical activities of modern specialists and their effective use;

– creation and implementation of a methodology for using research methods such as “Complex Approach”, “Systemic Approach” in the field of primary education, etc.

Thus, the educational and didactic support for improving the methodology for developing their linguistic competencies in the process of training primary school teachers is a comprehensive, complex and creative activity, and with its direct support, opportunities are created to train modern specialists on the basis of an innovative approach.

When improving the methodology for developing the linguistic competencies of primary school teachers, it is necessary to take into account the fact that a number of requirements for classes in the subject “Mother Language”, as well as the methods used in them, are also of great importance.

The issue of full awareness of teaching methods and their application in practice is also considered a priority in developing and improving the professional and linguistic competencies of future primary school teachers.

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