THE ROLE OF SYNTACTIC CONCEPTS IN THE FORMATION OF PRAGMATIC COMPETENCE IN PRIMARY SCHOOL STUDENTS

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Abstract: *The article discusses the role and content of syntactic concepts studied in primary school in the formation of pragmatic competence in students. The system of syntactic concepts taught in grades 3-4 is analyzed.*

Keywords: *speech, elementary school, mother tongue and reading literacy, competence, pragmatic competence, syntax, sentence, part of speech, phrase, syntactic competence, linguistic competence.*

Introduction. Due to the acceleration of development of science, technology, economics, globalization of information systems, the need to quickly obtain, create and transmit information, the formation, development and improvement of linguistic competencies in today's students has become a priority of language education. In this regard, in mother tongue education, special attention is paid to the development of students' pragmatic competencies in understanding, comprehending, analyzing linguistic units, especially language and speech units and phenomena, and using them correctly, purposefully and clearly in practice.

Pragmatic competencies in the theory of world language education recognized as occurring as. It allows students to form and develop on the basis of phonetic, lexical, morphological, syntactic, methodological and semantic analysis of linguistic and verbal pragmatic artistic texts such as listening, reading, speaking, writing, comprehension, comprehension, application, evaluation. will be the basis for scientific and methodological improvement of educational technologies. Syntactic concepts play a special role in the formation of pragmatic competence in students.

The main part. As a child develops, his speech develops at different levels and is enriched with new words. When he first understands the names, colors, and shapes of things and expresses them in his speech, he then begins to form different types of phrases. And for some as a baby gets older, he or she will outgrow this. Gradually, he uses a number of syntactic concepts to express himself and communicate with others. For example, if a child first uses the word "flower" in his speech, then he describes it in the form of a complex phrase in the form of "red flower" instead of "red flower". Gradually, these phrases form simple and complex sentences.

Phrases, complex phrases, simple sentences, simple complex sentences, compound sentences, etc. are syntactic concepts that find expression in a child's speech at different ages. Children acquire syntactic competence by studying syntactic concepts and their content. So, first of all, let's look at the meaning of "syntax".

Syntax is derived from the Greek word "syntaxis", which means "structure", "order", "compound". Syntax is a branch of grammar that studies the ways in which words are combined into phrases and sentences, and simple sentences into compound sentences, and the structure, meaning, interaction, and function of phrases

and sentences. The term syntax is also used to describe the meaning of phrases and sentences and their grammatical structure, including language usage. Syntax is very important in the grammatical structure of a language because it includes language units such as simple sentences and compound sentences that help people communicate directly.

Phrases and sentences are the basic syntactic units of a language, and each has its own characteristics. A sentence, a part of speech, a phrase are the basic units of syntax. Therefore, it is permissible to dwell on the essence of each concept.

Speech is a grammatical and intonational unit of speech according to the rules of a particular language. The main means of thought formation and expression.

The concept of speech is an idea, word, speech expressed in words in the Uzbek dictionary; thoughts, ideas, reflections expressed through speech; described as information, piece of information, message, rumor [6].

Parts of speech are words and phrases that answer a specific question in a ran structure and perform a specific syntactic function. The parts of speech are divided into primary and secondary parts. It has main parts and is divided into sections, and secondary parts are divided into identifiers, fillers, and cuts. In elementary school, parts of speech are taught as primary parts and secondary parts. Details of the identifier, filler, case are not provided. Only secondary passages are taught to further clarify and supplement the content of the sentence.

A phrase is a syntactic structure formed by the combination of two or more independent words on the basis of a subordinate grammatical connection (adaptation, control, or conjugation), denoting the names of things and events in existence. Any phrase is formed from more than one independent word and consists of 2 parts - the dominant and the subordinate.

There are simple and complex types of phrases according to their components. A simple phrase is one in which each of its components is equal to one word form. Compounds that consist of more than one word, or one of their components, are called complex words [7].

The definitions of the above syntactic concepts are given in the National Encyclopedia of Uzbekistan, and in primary school students are not taught such complex rules.

Students are not introduced to the term syntax in elementary school. Concepts such as speech, text, sentence and its purpose of expression, main parts, possessives, cuts, secondary parts, phrases are taught according to simple, uncomplicated rules. . Therefore, it is useful for us to analyze the syntactic competencies and concepts studied in the primary grades.

Syntactic competence is the ability to compose grammatically correct oral and written speech.

Teaching students syntactic concepts in elementary native language education is more complex and requires systematic work.

Enriching a child's speech with new words and doing them systematically in each lesson will make it easier and deeper for them to learn syntactic concepts.

From the time of literacy, students are introduced to syntactic concepts in a practical way. Students read and analyze simple sentences and small texts as they learn letters. They make their own statements orally. They analyze who or what the talk is about, what is being said about it. This type of analysis serves as a preparatory exercise for the study of parts of speech, primary and secondary parts in the later stages of education.

Discussions and results. The new version of the national curriculum for general secondary education envisages the formation of students' speaking and linguistic competencies in mother tongue and reading

literacy classes. The following table shows the syntactic competencies to be developed by students in the native language and reading literacy classes in the primary grades according to the national program [6]:

Table 1. Syntactic competencies developed in primary school

Classes	Syntactic competencies to be formed
1st grade	Be able to form words by connecting words; be able to differentiate between types of sentences according to the purpose of expression and use them correctly in speech.
2nd grade	differentiate between words and sentences; be able to form sentences by connecting words; differentiate types of sentences according to the purpose of expression and follow the spelling.
3rd grade	Be able to form words by connecting words correctly; to distinguish between speech and its parts; know the properties of words, sentences and text, be able to create text following the rules of text formation.
4th grade	Be able to form words by connecting words correctly; know the types of sentences according to the purpose of expression, follow their spelling; distinguish parts of speech and use them correctly in speech; know the features of words, phrases and texts, be able to create a text following the rules.

According to the national curriculum, basic linguistic concepts are taught in the primary grades through practical assignments, without rules. In the 2021-2022 academic year, students will be able to analyze phrases in the textbooks of mother tongue and reading literacy in 1st and 2nd grades in terms of phonetics, orthography, orthoepics, morphology, morphemics, syntax, semantics. draw independent conclusions. Recollection, the girl is taught to think creatively and critically through creative and creative type assignments.

Conclusion. In grades 3-4, students learn the above rules and gain syntactic competence through a variety of exercises. Creative tasks play an important role in developing students' syntactic competencies.

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