PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF DEVELOPING LINGUISTIC COMPETENCES IN FUTURE PRIMARY SCHOOL TEACHERS

O.B. Kayumova
Teacher, Bukhara University of Innovations
https://doi.org/10.5281/zenodo.20080463

Abstract. *This article analyzes the pedagogical and psychological characteristics of developing linguistic competencies in prospective primary school teachers. Linguistic competence is considered one of the key factors ensuring high-quality education in primary school, and its formation is shown to be directly related to the teacher's speech culture, linguistic knowledge, communicative activity, and ability to comprehend linguistic phenomena. The article examines the structural components of linguistic competence—phonetic, lexical, grammatical, semantic, pragmatic, and communicative skills—and the pedagogical mechanisms influencing their development. Additionally, the study explores how future teachers' language-learning motivation, communicative openness, psychological preparedness, and reflective thinking correlate with the formation of linguistic competence. The significance of learner-centered approaches, active teaching methods, digital educational tools, and reflective-practical activities in teacher training is highlighted, along with recommendations for creating effective pedagogical conditions to foster linguistic competence.*

Keywords: *linguistic competence, prospective primary school teachers, pedagogical process, psychological preparedness, communicative skills, language teaching methodology, linguistic thinking, teacher speech culture, motivation.*

Introduction. In the context of contemporary globalization and the rapid development of information and communication technologies, one of the key tasks facing the education system is the formation of individuals' communicative, particularly linguistic, competence. Language, as a foundation of personal, cultural, and social development, plays a decisive role in shaping learners' thinking and communication skills at the primary education level.

Prospective primary school teachers serve not only as educators but also as mediators who transmit language and cultural values. Therefore, the development of their linguistic competence requires the integration of theoretical knowledge, practical skills, and methodological preparation. The effectiveness of this process depends on the harmonious combination of pedagogical and psychological approaches.

Enhancing the methodological readiness of future teachers has been identified as a priority within the Concept for the Development of the Public Education System of Uzbekistan until 2030 [1]. In accordance with this concept, higher education institutions that train pedagogical specialists are being gradually transitioned to a credit-module system. Additionally, it emphasizes improving instructional materials in subjects such as pedagogy, didactics, applied pedagogical psychology, and methodology, as well as revising pedagogical assessment criteria. The concept also highlights the need for mastering modern educational theories, deepening the understanding of pedagogical psychology, and acquiring competency-based and learner-centered teaching approaches.

Furthermore, the concept outlines tasks such as developing methods for identifying the professional inclination and creativity of future teachers, improving the qualitative composition of teaching staff in general education institutions, and gradually increasing the number of teachers holding a master's degree. These reforms have become a significant driving force for the rapid and consistent transformation of the education sector [1].

Review of Related Literature. Throughout the research process, various definitions and interpretations of the components of linguistic competence have been proposed by different scholars. Below, several prominent approaches are examined.

Researchers Canale and Swain classify language competence into the following key components: grammatical (linguistic), sociolinguistic, discourse, and strategic competences [2].

A comprehensive "linguistic-communicative competence model" was later developed by Jan van Ek, which has become one of the classical theoretical frameworks characterizing the competence-based approach in language teaching and learning within the Council of Europe. Frequently referred to as the model of "communicative language competence," it laid the conceptual foundations for the CEFR (Common European Framework of Reference for Languages). Van Ek's model emphasizes not only grammar and vocabulary but also the formation of holistic communicative ability. He divides language competence into several components:

linguistic competence;
sociolinguistic competence;
pragmatic competence;
strategic competence;
discourse competence;
sociocultural competence;
cognitive-communicative competence [3] .

According to Vygotsky, "linguistic competence is effectively developed through scaffolding based on the learner's developmental level, and this involves learning within a communicative environment, group-based interactive activities, and functional use of language as the primary means of instruction" [4]. His view holds significant importance in primary education pedagogy, as language is formed not merely as a system of knowledge, but as a tool of social and educational interaction. Vygotsky's concepts of the "zone of proximal development" and "scaffolding" (temporary instructional support provided by the teacher) demonstrate the need to teach students at the level closest to their potential development.

Research Methodology. In the Dictionary of Methodological Terms and Concepts, A.N. Shukin and E.G. Azimov define linguistic competence as "the mastery of the studied language across its levels—phonetics, vocabulary, word structure, word formation, morphology, simple and compound sentence syntax, and the basics of text stylistics. If a learner has a clear understanding of the language system and is able to use it in practice, they can be considered linguistically competent" [5].

Foreign scholar Ferdinand de Saussure emphasized that the primary task of linguistics is the study of language as a system [6]. He distinguished between internal and external linguistics, considering them contrasting fields and arguing that the main focus of linguistics should be on internal linguistic structures. Historically, this science served practical needs such as the creation of writing systems, teaching language, and understanding foreign languages. Today, however, its importance has significantly increased.

A systematic analysis of linguistic competence involves identifying its structural components. I.A. Zimnyaya presents the following componential structure of competence:

the motivational component (readiness to demonstrate the skill);

the cognitive component (knowledge about the content of the competence);

the behavioral component (experience in applying the competence in standard and non-standard situations);

the value-semantic component (attitude toward the content and object of competence);

the emotional-volitional component (regulation of the process and the outcome of demonstrating competence) [7].

According to I.F. Musayelyan, "language competence encompasses lexical and grammatical knowledge, skills, and abilities." The scholar further distinguishes between productive and receptive skills and abilities, highlighting their specific roles in the development of language competence [8].

Analysis and Results. Linguistic competence is the ability to regulate speech activity through the practical application of grammatical rules—using words and sentences correctly in the target language and distinguishing between correct and incorrect expressions in communication. In this context, the linguistic competence of prospective primary school teachers in the Uzbek language refers to their ability to understand linguistic units and speech features, analyze linguistic phenomena, integrate parts into a coherent whole, and construct sentences based on given models.

Developing this competence enables learners to express their thoughts freely, clearly, concisely, fluently, and comprehensibly in their native language, while adhering to the norms of the literary language and avoiding orthographic and stylistic errors. In general education schools, the task of fostering such competencies falls primarily on the subject "Mother Tongue." As a solution to this problem, the pedagogical, psychological, and methodological characteristics of developing linguistic competence in future primary school teachers are examined below.

Table 1. Characteristics of Developing Linguistic Competence in Prospective Primary School Teachers

Characteristics	Content
Psychological	Personal qualities, communication skills in interacting with pupils, ability to create a psychologically supportive pedagogical environment, and competence in delivering linguistic knowledge appropriate to developmental levels
Pedagogical	Ability to apply linguistic knowledge as a didactic tool—explaining grammatical rules clearly to children, analyzing linguistic material, designing exercises, and preparing lesson plans
Methodological	Skills in planning lessons, selecting appropriate methods and tools, and organizing activities that effectively contribute to the formation of linguistic competence

These features indicate that prospective primary school teachers must strengthen not only their linguistic knowledge but also their psychological and methodological readiness, organize the educational content based on a competence-oriented approach, and pay particular attention to developing practical skills.

From a psychological perspective, essential aspects include the teacher's personal qualities, communicative culture, and ability to establish effective interaction with pupils. Working with

younger learners requires patience, politeness, emotional stability, and a high level of speech culture. Equally important is delivering linguistic knowledge in a developmentally appropriate way and considering pupils' psychological characteristics. Moreover, the teacher must create a supportive learning environment that fosters motivation toward language acquisition.

From a pedagogical standpoint, the development of linguistic competence relies on integrative, gradual, learner-centered, and activity-based teaching approaches. Through the practical use of language in real communication scenarios, teachers help students express their ideas freely, accurately, and grammatically correctly. From a psychological point of view, mastering language is closely linked to cognitive development, motivation, attention, linguistic thinking, and reflection. The future teacher's independence in working with language, cognitive flexibility, and linguistic intuition are rooted in individual psychological characteristics. This requires designing the educational process according to learners' needs and developmental levels.

Methodologically, linguistic competence development depends on the teacher's ability to organize the instructional process effectively, select and integrate modern methods and tools, and implement them in practice. Lesson planning must be logically structured, time-efficient, and well-sequenced. The use of interactive methods, communicative approaches, and game-based techniques is particularly effective in increasing learner engagement. Didactic tools—such as visual aids, multimedia resources, and structured exercise systems—play a crucial role in shaping linguistic competence.

Linguistic competence can also be enhanced through communicative approaches, gamification, the 5E instructional model, differentiated instruction, and reflective teaching strategies. In this process, the teacher's activity level, creativity, professional self-development, and conscious approach to teaching serve as decisive factors.

Overall, the development of linguistic competence in future primary school teachers is a complex, multifaceted process that requires the harmonious integration of pedagogical and psychological factors. The findings of this study demonstrate that linguistic competence formation cannot be limited to theoretical knowledge alone; rather, it is intrinsically connected to cognitive processes, motivation, professional orientation, and reflective activity.

Conclusion and recommendations. The process of developing linguistic competencies in future primary school teachers is explained by the integrated functioning of pedagogical and psychological factors. Since the primary education stage is a decisive period for children's speech development, understanding of language phenomena, and formation of communication skills, the teacher's preparation for this process must be profound. First of all, psychological readiness is manifested in the teacher's personal qualities, emotional stability, ability to understand children's psychology, and provide appropriate pedagogical support. Such factors as communicative openness, clarity of expression, and the ability to create a supportive psychological environment help strengthen pupils' interest and confidence in language learning.

From the pedagogical perspective, linguistic competence develops through the teacher's ability to present linguistic knowledge in a well-structured didactic form, explain grammatical rules with simple and clear examples, and teach analysis and synthesis gradually. Since primary school pupils have specific cognitive characteristics such as perception, thinking, and memory particularities, the content of the pedagogical process must be adapted to their developmental level. Reinforcing language material through practical exercises, games, text-based activities, and communicative tasks is an effective means for improving linguistic competence.

From a methodological point of view, thorough lesson planning, appropriate selection of methods and tools, and the ability to apply interactive approaches are essential. Modern pedagogy requires encouraging learner activity, developing independent thinking, and ensuring practical language acquisition through communicative tasks. Therefore, the use of didactic materials, visual aids, multimedia resources, as well as group and pair activities serves as an effective tool for the formation of linguistic competence. The more methodologically literate the teacher is, the more structured, meaningful, and result-oriented the learning process becomes.

The above considerations show that forming linguistic competence in future primary school teachers is not limited to knowing language rules; rather, it is a complex process based on the unity of psychological sensitivity, pedagogical mastery, and methodological precision. Organizing educational activities aimed at developing this competence on a scientific basis contributes to improving the quality of primary education, enhancing pupils' speech development, and establishing a strong foundation for their success in later educational stages. Therefore, deep study and practical implementation of pedagogical and psychological features are among the key directions in the preparation of future teachers.

To increase the effectiveness of developing linguistic competencies in future primary school teachers, the following scientific and practical recommendations are proposed:

First, it is necessary to introduce special integrative courses in pedagogical higher education institutions aimed at developing linguistic competence. These courses should emphasize the adaptation of linguistic theory to primary school practice, ensuring the "theory–practice" connection.

Second, to strengthen the psychological preparation of future teachers, it is advisable to expand training sessions, role-plays, and pedagogical situation-based activities that develop communicative competence. Through this, they acquire skills for effective communication with pupils and creating a positive psychological atmosphere.

Third, the systematic use of modern pedagogical technologies and interactive methods in teaching linguistic knowledge is essential. In particular, methods such as problem-based learning, cluster mapping, aquarium technique, and brainstorming can increase pupils' independent thinking and speech activity.

Fourth, it is important to develop skills for effective use of didactic tools during lessons. Explaining language material through visual aids, multimedia resources, and interactive platforms increases pupils' interest and contributes to solid knowledge acquisition.

Fifth, during pedagogical practice, future teachers should be assigned tasks specifically aimed at developing linguistic competence; their lesson plans should be analyzed, and continuous monitoring should be carried out to improve methodological skills.

In conclusion, implementing these recommendations into practice will ensure the systematic and effective development of linguistic competencies in future primary school teachers, ultimately contributing to improving the quality of primary education.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan No. PF-5712. (2019, April 29). *On approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030*.
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1–47.

3. Van Ek, J. A. (1986). *Objectives for foreign language learning. Volume 1: Scope*. Strasbourg: Council of Europe Press.
4. Saussure, F. de. (1997). *Course in general linguistics*. Linguistic Society of America.
5. Vygotsky, L. S. (1982). *Thinking and speech*. Moscow: Pedagogy.
6. Shchukin, A. N., & Azimov, E. G. (2003). *New dictionary of methodological terms and concepts: Theory and practice of language teaching*. Moscow: Publishing House.
7. Zimnyaya, I. A. (2003). Key competencies as a new paradigm of educational outcomes. *Higher Education Today*, 5, 34–42.
8. Maslennikova, E. M. (2000). Prerequisites for successful text-based bilingual communication. In *Proceedings of the Scientific-Methodological Conference "Current Problems of Teaching Foreign Languages at Non-Linguistic Faculties of Higher and Secondary Specialized Educational Institutions"* (April 12–14, 2000) (pp. 194–196). Izhevsk.