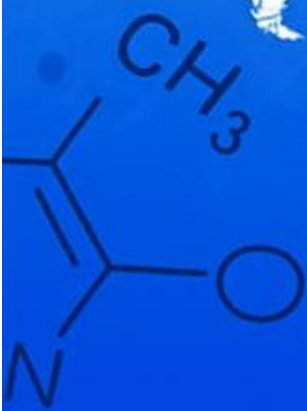


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Pedagogical Mechanisms of Diligence in the Process of Developing Linguistic Competences

Zokirova Sohiba Mukhtoralievna

Fergana State University

Doctor of Philology, Professor.

Ibragimova Shakhnozakhon Akbarovna

Fergana State University

Theory and Methodology of Education and Training (Primary Education)

2nd year master's student

Abstract. This article discusses the pedagogical mechanisms for forming the virtue of diligence in the process of developing linguistic competencies. In the process of language teaching, along with the development of grammatical, lexical, speech, and linguocultural competencies in students, the development of diligence, responsibility, consistency, and self-improvement skills is one of the important areas of modern education. The article analyzes such pedagogical mechanisms as the principle of regularity, active teaching methods, motivation, project-based learning, and the linguocultural approach. The results of the study show that the formation of language competencies is directly related to the quality of diligence.

Keywords: linguistic competence, diligence, pedagogical mechanisms, speech activity, linguistic didactics, motivation, project approach, competency-based education.

Педагогические Механизмы Формирования Тщательства в Процессе Развития Языковых Компетенций

Зокирова Сохиба Мухторалиевна

Ферганский государственный университет

Доктор филологических наук, профессор.

Ибрагимова Шахнозахон Акбаровна

Ферганский государственный университет

Теория и методика образования и воспитания (начальное образование)

Магистратура 2 курса.

Аннотация. В данной статье рассматриваются педагогические механизмы формирования добродетели трудолюбия в процессе развития языковых компетенций. В

процессе обучения языкам, наряду с развитием грамматических, лексических, речевых и лингвокультурологических компетенций у студентов, одним из важных направлений современного образования является развитие трудолюбия, ответственности, последовательности и навыков самосовершенствования. В статье анализируются такие педагогические механизмы, как принцип регулярности, активные методы обучения, мотивация, проектное обучение и лингвокультурологический подход. Результаты исследования показывают, что формирование языковых компетенций напрямую связано с качеством трудолюбия.

Ключевые слова: языковая компетентность, трудолюбие, педагогические механизмы, речевая деятельность, лингводидактика, мотивация, проектный подход, компетентностное образование.

Lingvistik Kompetensiyalarni Rivojlantirish

Jarayonida Mehnatsevarlikning Pedagogik Mexanizmlari

Zokirova Sohiba Muxtoraliyevna

Farg‘ona davlat universiteti

Filologiya fanlari doktori, professor.

Ibragimova Shaxnozaxon Akbarovna

Farg‘ona davlat universiteti

Ta‘lim va tarbiya nazariyasi va metodikasi (boshlang‘ich ta‘lim) mutaxassisligi

2-kurs magistranti

Annotatsiya. Ushbu maqolada lingvistik kompetensiyalarni rivojlantirish jarayonida mehnatsevarlik fazilatini shakllantirishning pedagogik mexanizmlari yoritiladi. Til o‘qitish jarayonida o‘quvchilarda grammatik, leksik, nutqiy va lingvomadaniy kompetensiyalarni rivojlantirish bilan bir qatorda mehnatsevarlik, mas‘uliyat, izchillik va o‘z ustida ishlash ko‘nikmalarini tarbiyalash zamonaviy ta‘limning muhim yo‘nalishlaridan biri hisoblanadi. Maqolada muntazamlik tamoyili, faol o‘qitish metodlari, motivatsiya, loyihaviy ta‘lim va lingvomadaniy yondashuv kabi pedagogik mexanizmlar tahlil qilinadi. Tadqiqot natijalari til kompetensiyalarining shakllanishi mehnatsevarlik fazilati bilan bevosita bog‘liq ekanini ko‘rsatadi.

Kalit so‘zlar: lingvistik kompetensiya, mehnatsevarlik, pedagogik mexanizmlar, nutqiy faoliyat, lingvodidaktika, motivatsiya, loyihaviy yondashuv, kompetensiyaviy ta‘lim.

In today's global information space, the development of students' linguistic competencies requires them to develop not only language skills, but also personal qualities, in particular, the formation of habits of diligence, responsibility, and consistent work. Since the process of language

learning requires regular practice, patience, and discipline, the integration of diligence into the educational process is an urgent task. The foundation of the effective formation of linguistic competencies is the student's attitude to work and the culture of working on oneself.

Linguistic competence is a set of internal language abilities that allow a person to consciously master the language, which consists of several main components. This competence is formed through the integration of phonological, morphological, syntactic, and semantic knowledge.

Phonological competence includes the skills of understanding the sound system of the language, distinguishing differences between phonemes, correct pronunciation, and the appropriate use of sound units in speech. This component plays an important role in the development of the student's listening and speaking activities.

Morphological competence represents a system of knowledge related to the internal structure of words, the process of their grammatical formation, and the possibilities of conveying meaning. With the help of this competence, the student begins to understand word-formation models, the function of affixes, and their place in speech.

Syntactic competence forms the ability to construct sentences, consistently state grammatical relationships, and combine language units in accordance with grammatical rules. This skill expands the ability of students to construct fluent, logically consistent, and grammatically correct sentences.

Along with these, semantic competence covers the ability to correctly interpret the meaning of language units, the context in which they are used, understand the content layers of the text and determine the meaning relationship and relevance expressed through language tools.

In general, these four components of linguistic competence are closely interconnected and serve the student's deep, conscious, and effective mastery of the language. When these competencies are developed together, not only language knowledge, but also the level of communication culture, understanding, and expression significantly increase [1].

Linguistic competence is a complex set of abilities aimed at a deep understanding of the language, a complete knowledge of its structure, practical application, and assimilation of its cultural content. It includes not only language knowledge, but also communicative, cultural, and creative skills of a person. Linguistic competence consists of several main components:

Linguistic competence is the ability to know phonetics, grammar, syntax, and lexical units and use them correctly and effectively.

Discourse competence - allows the student to express his thoughts consistently, clearly, and methodologically correctly, thereby making the communication process effective.

Pragmatic competence - expresses the ability to use language in accordance with a specific communicative situation, that is, to adapt spoken and written speech to practical life conditions.

Linguistic-cultural competence - allows you to understand and comprehend national values, traditions, and social culture through language.

Strategic competence - develops the ability to use language resources creatively and flexibly to achieve a communicative goal.

The formation of these competencies requires constant research, regular practice, and high responsibility from the student. In this regard, diligence, as one of the personal qualities of a person, plays an important role in the development of linguistic competencies. Through consistent hard work and constant work on oneself, the student not only deepens language knowledge but also strengthens speech accuracy, communicative flexibility, and a creative approach.

Thus, the relationship between diligence and linguistic competencies shows that for in-depth study and effective use of the language, a person's desire to work on himself, responsibility, and consistent work are important.

In the process of language learning, gradually increasing complexity of tasks, repeated exercises, and constant control form a culture of discipline and work in students. Regular study and practice contribute to the stable formation of language competencies.

Group work, pair communication, role-playing games, discussions, and debates increase students' speech activity. In this process, the student strives to participate responsibly, and a communicative view of diligence is formed.

Reflective analysis, portfolios, and mastery diaries help students develop the skills to evaluate their own activities, identify shortcomings, and work to eliminate them. This strengthens the internal motivational mechanism of diligence.

Valuing and encouraging small achievements in the process of language learning, observing the dynamics of individual development, encourages the student to have a positive attitude towards work.

The abundance of ideas about labor in proverbs, wise sayings, and examples of national literature directly educates diligence in the linguistic learning process. This develops not only the language, but also the moral culture of the individual.

Mini-projects, creative tasks, text creation, and analytical presentations teach the student to work responsibly and consistently. The project-based approach strengthens practical skills of hard work along with linguistic competence [5].

In addition, at the current stage of school education, the process of preparing students for work is considered one of the important tasks in the comprehensive formation of the growing generation. Because work is considered the main factor of any personal development, social progress, and economic development. In the period of primary education, manual labor classes, organized taking into account their age characteristics, interests, and individual capabilities, are of particular importance in

preparing students for work. This process serves not only practical activity, but also the formation of many competencies in students, such as diligence, responsibility, discipline, aesthetic taste, economic and ecological culture. Labor education in primary grades is carried out in harmony with the process of mental, moral, and physical development of students. Through labor activity, the child perceives the environment, feels internal satisfaction from seeing the results of his labor, which forms in him the habit of consistency, diligence, and work on himself. The regular continuation of the labor process develops in students such life skills as starting work on time, completing the assigned task, working with a team, and overcoming difficulties.

Also, primary school labor education serves as a basis for areas such as technology, design, and technical creativity in higher grades. The labor culture, interest, and responsibility formed by students at the initial stage are deepened in subsequent stages. This process creates an important foundation for their future career choice, social activity, independent thinking, and self-development.

The importance of labor is incomparable not only in child education, but also in the development of each person as a complete person. A student who works regularly is also more active in skills such as language learning, mastering linguistic competencies, creative thinking, and problem-solving. Therefore, the upbringing of diligence in the educational process, its combination with linguistic, communicative, and personal competencies, is one of the most urgent issues of modern pedagogy.

Diligence is one of the most important qualities that glorify a person. It expresses the sincere, sincere and objective performance of socially useful activities by a person in the direction of a certain goal and is manifested as a spiritual value. The sustainable development of society and the improvement of the living conditions of humanity are directly related to diligence, because through labor, material and spiritual wealth necessary for humanity are created.

It is important to form a sense of diligence and desire for work in children from a young age. In this regard, labor education is an integral part of the comprehensive development of the individual, allowing the child to mature as a person and consciously express himself. Through regular labor processes, the child develops his mind, will, emotions, and character, and at the same time learns to identify his abilities and strengthen his practical skills.

From the point of view of linguistic competencies, labor education also serves to form communicative abilities expressed through language. In the process of labor activity, the child clearly and logically expresses his thoughts, communicates effectively with others, and develops vocabulary, grammatical, and syntactic competence by describing and directing tasks. At the same time, various forms of labor activity (domestic labor, educational labor, educational production labor, technical

labor, socially productive and socially useful labor) allow the child to strengthen not only practical skills, but also communicative and semantic competencies.

The family plays an important role as the initial place of labor education. From an early age, a child develops an interest and an aspiration for labor by helping adults, realizing his capabilities, and systematically preparing for educational activities. In this process, children strengthen their linguistic competencies, that is, phonological, morphological, syntactic, and semantic abilities, in the context of practical labor.

Thus, labor education not only increases the individual's readiness for social activity but also forms communicative and logical thinking skills by developing their linguistic competencies. Appreciation of the labor process and its results, and a satisfying approach to labor, are strengthened in the individual's character as the main feature of hard work.

The foundation of any upbringing is laid in the family. In this regard, labor education begins in the child, first of all, at home, by helping with daily household chores. The child, realizing his own capabilities and feeling love and respect for labor as a result of helping family members, develops certain professional skills and qualifications in the future.

Later, labor education was gradually formed in educational institutions - kindergartens, schools, vocational colleges, and higher educational institutions. This process serves to direct the child to the right profession in accordance with his physical, mental abilities, interests, and capabilities. In this way, it is possible to develop self-awareness, a sense of responsibility, and a positive attitude towards work in the child.

From the point of view of linguistic competencies, labor education also allows the child to strengthen their communicative and language skills. For example, in the process of describing, explaining, and explaining to others the work tasks performed at home or in an educational institution, the child develops phonological, morphological, syntactic, and semantic abilities. At the same time, through teamwork, children acquire communication, cooperation, and social competencies, which serve their personal and professional development.

Therefore, the cooperation of parents and teachers is important in raising a child to be hardworking. Their joint activities create an effective basis for the child to appreciate work, act confidently, and develop linguistic and communicative competencies [8].

Conclusion

In conclusion, the process of developing linguistic competencies is a complex pedagogical process that requires the enrichment of students with personal qualities. The formation of the virtue of hard work increases the effectiveness of language teaching, develops the culture of self-improvement in the student and gives consistent results in speech activity. By integrating pedagogical mechanisms,

it is possible to develop a solid formation of language competencies in the student and a positive attitude towards work.

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