

Peculiarities of Developing Linguistic Competence of Students in Higher Education

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Abstract. The article describes analysis and main approaches to the interpretation of the content of language competence, the fundamental structural components of this concept, identified by foreign and domestic methodologists, are established.

Key words: linguistic competence; knowledge, lexical, grammatical, phonological, competence.

As we know, education in the field of foreign languages is aimed at the formation of a secondary linguistic personality of students as an indicator of their ability to fully participate and carry out intercultural communication. A linguistic personality must have a multicomponent set of language abilities and skills, as well as a readiness to perform speech acts, which implies the presence of a foreign language communicative competence in the aggregate of all its components: language, speech, sociocultural, compensatory and educational and cognitive. It should be noted that language competence is the basis for the formation of all components of communicative competence, and an insufficient level of its formation leads to difficulties both in direct communication (listening, speaking) and indirect (writing, reading).

Language competence is a complex multidimensional concept, which is denoted by -. there is a set of language knowledge, skills and abilities, the mastery of which allows to carry out foreign language speech activity in accordance with the language norms of the language being studied in various fields of activity, and also contributes to the development of the language abilities of students [1, p. 93].

In the theory of teaching foreign languages, a number of foreign and domestic scientists dealt with the problem of developing language competence (LC) and analyzing its structure. In foreign science, a prominent scientist who developed this concept was Jan van Eck. According to his definition, language competence is one of the main components of communicative competence at any level of its formation and is expressed in the ability to create and interpret grammatically correct statements consisting of words used in their traditional, out of context meaning, i.e. in the meaning that native speakers usually attach to

these words. Therefore, in the basis of linguistic competence, in his opinion, lies the ability of a person to correctly construct grammatical forms and perform syntactic constructions in accordance with the norms of a particular language [1].

According to the Council of Europe in 2001 “Common European competences of foreign language proficiency: study, teaching, assessment”, this concept is defined as knowledge of vocabulary units and possession of certain formal rules, through which vocabulary units are transformed into a meaningful statement. The following components are distinguished in the structure of language competence: 1) lexical, 2) grammatical, 3) semantic, 4) phonological, 5) spelling and 6) orthoepic competence [1].

The basis of lexical competence in this document is knowledge of the vocabulary of the language, including lexical and grammatical elements, as well as the ability to use them in speech.

Lexical elements include:

a) phraseological units:

- phraseological units-sentences: speech stamps that carry a certain functional load; Proverbs and sayings; outdated stable combinations;
- stable combinations: idioms that have lost their motivation for meaning; reinforcing structures (the use of such structures is often limited by context or style;

b) individual words: members of individual classes (nouns, adjectives, verbs, adverbs), as well as closed thematic groups of words (days of the week, months, units of measurement, etc.). The same form of the word with several different meanings (polysemy), for example, tank - a container for storing liquid and an armored military vehicle.

Grammatical elements belong to closed word classes and include: articles, qualifiers, demonstrative pronouns, personal pronouns, interrogative and relative pronouns, possessive pronouns, prepositions, auxiliary verbs, conjunctions, particles.

In my point of view, “linguistic competence” is the achievement of a certain level of proficiency in the spelling, phonetic, lexical and grammatical aspects of speech and the ability to use language tools to build correctly formulated statements. Language competence is formed in various types of speech activity, which is carried out both orally and in writing.

At the foreign language lessons at Higher education, we should strive to develop all types of speech activity in students: lexical and grammatical, listening, speaking, reading, writing. A student has language competence if he has an understanding of the system of the language being studied and can use this system in practice.

Today, the student needs to use knowledge in active practical activities. The ability to work with information in a foreign language and the ability to apply it in one's practice is one of the most important qualities of a highly qualified specialist.

References:

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