



ANALYSIS OF VARIOUS STAGES OF DEVELOPMENT OF LINGUISTIC COMPETENCIES

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Article history:	Abstract:
Received: 11 th June 2023 Accepted: 11 th July 2023 Published: 18 th August 2023	This research paper investigates the formation of linguistic competence in foreign language teaching in higher education institutions and its stages of gradual development as a necessity. The significance of lexical skills in the setting of interdisciplinary connections as an integral part of the lexical competence of a foreign language is highlighted, their particularity and situations of formation are depicted, established on the benefit of structured lexical competencies of a foreign language on an interdisciplinary basement. This research requires taking into consideration the linguistic features of the learners as well as the educational and cognitive tasks.
Keywords: activity and tasks, linguistic competence, lexical skills, vocabulary, future teachers, students, professional process.	

INTRODUCTION

It is recognized that the current concept of higher education institutions indicates the system of educational culture basement on a group of fundamental competencies of a common cultural and professional nature and essential in the important space of activity. The activities lining learners in current conditions are established on the basement of professional vocabulary as controlling all sorts of speech activities, moreover having professional communication skills [3].

Lexical competence in foreign language is the linguistic basement of professional and communicative competence. They can be thought as a dynamic unit: lexical competence is established in the procedure of communicative activity of learners and increase with the improvement of lexical competence, i.e. their establishment is interconnected.

Professional linguistic competence is considered a holistic concept that depicts the skill of learners to imply essential vocabulary, abilities and competencies established on its core, awareness speech experience in various situations related to their future professional activity [4].

LITERATURE REVIEW

P.I. Pidkasiy [4,8] states that the components of the structure of professional activity are initiation motivation (inviting to activity), selection motivation (causes the choice of a goal), implementation motivation (ensures management, control of the implementation of existing actions), implementation further motivation (ensures the completion of an action and prompts another action). Therefore, by developing linguistic competence in future English language teachers, it is necessary to have a conscious attitude to professional activity, to acquire qualifications and skills, the need to actively acquire knowledge, and to form a system of goals in higher education.

J.Raven [2], as a scientific task to himself, trying to clarify the nature of professional competence from the point of view of modern society, distinguishes 37 components of competence that ensure the effectiveness of teaching and calls them "motivational ability". It is known that in 1988, during the celebrations of the 900th anniversary of the University of Bologna, rectors of 80 European universities signed the document Magna Charta Universitarum (Great Charter of Universities). This event marked the beginning of the largest project in the history of the European education system, called the "Bologna Process". Later, the "Bologna Declaration" was signed on June 19, 1999, creating a unified and equal opportunity for all in Europe, and its goal was to create a single and unified space of higher education among European countries. The scientists J.J. Jalolov, T.Q. Sattarov [8], G.T. Makhkamova [2], L.T. Ahmedova [9], D.U. Khoshimova [7] on the formation and improvement of professional pedagogical competence of future foreign language teachers in Uzbekistan, on the problems of foreign language teaching at various stages of continuous education. , G.Kh.Bakiyeva [2], K.J.Riskulova [7], E.T.Erkayev, F.B.Azizova, S.A.Ziyayeva [3], M.Sh.Rozmetova [9] conducted research.

CIS scientists: R.S. Arefyev [7], N.I. Arshinova [8], S.A. Balandin [5], S.N. Belokon, L.A. Borkhodoyev [6], T.I. Gustomyasova [9], O.Yu. Pestretsova [7], M.V. Seliverstova, N.A.Sukhova, O.I.Khalupo [10], Ye.I.Shevarshinova [9] studied the issues of organizing the development of linguistic and sociolinguistic competences of students, teaching them on the basis of technologies that guide them to the profession.

Foreign scientists G. Cheetham, M. Daniels, M. Canale, M. Swain studied the theoretical aspects of language competence development, problems of sociolinguistic competence improvement, Graham Stanley [3], in the research of Aisha Walker [6], the issues of organizing the activities of educational subjects on the basis of cooperation were studied. However, from the analysis of literature and scientific sources, it can be seen that there is no scientifically based research in the modern context on improving the methodology of preparation for professional activity by developing linguistic competences of future English language teachers.

RESEARCH METHODOLOGY

The research employs a complex of theoretical and practical teaching methods: testing of the theory and practice of teaching, guiding of lower grades in the mode of course preparation; learners and teachers testing for the aim of forming their linguistic and methodological competence; testing of teachers' and students' lessons. The conditions to improve the linguistic and methodological competence of in-service teachers is identified by the examining of their lessons. The subsequent comparative examining of two lessons of two different teachers on the similar theme of lesson depicts the important role of linguistic and methodological competence in assuring the sufficient of the foreign language lesson on developing subject and meta-subject results [4].

Given the natural integration of lexical competence into the linguistic component of this article, we will focus on the knowledge, skills, and competencies needed to understand a foreign language participant in dialogue and create a unique model of speech behavior. To do this, the basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.) must be properly analyzed, analyzing the text and knowing the skills and communication skills, oral communication in relation to different areas and situations of communication skills need to be formed gradually. Communicative competence is the ability to exercise linguistic competence in different contexts of speech interaction, taking into account social behavioral norms and the communicative expediency of expression. A leading component in the process of forming communicative competence are speech (communication) skills and abilities, which in turn include expression and skills in all types of speech activities. Specialty literature serves as the basis for a professional dictionary, and we teach students about the acquisition of a particular vocabulary in a professional field, in the field of their specialization, a vocabulary consisting mainly of terms we can talk.

Language competence is defined as a set of knowledge, skills and competencies implemented in the process of activity (communication), the ability to change information in accordance with personal communication tasks, a set of rules for language analysis and synthesis. In contrast to language competence, lexical competence is the acquisition of lexical knowledge, skills, and competencies that determine students' ability to find the contextual meaning of a word, compare its meaning in two languages, and use the word in the appropriate context [8]. In other words, it is the organization and interdependence of learners' vocabulary acquisition efforts with lexical units; it is to know the meaning of a lexical unit, its graphic structure and pronunciation, the grammatical forms of a word, and the rules of association with other lexical units. Despite the definitions presented, the concept of "lexical competence" was incomplete, if it only covered lexical knowledge and skills, so lexical competence as a complex, structural formation would affect students' linguistic, speech experience, and personal quality.

RESULTS AND DISCUSSIONS

Linguistic competence is the skill to apply awareness and vocabulary consisting of lexical and grammatical systems of language. In the procedure of forming lexical competence in a foreign language in the university, focus is paid to interdisciplinary connections as a condition for the productive of the formation of essential competence, which applies professionalization of teaching in the sense of reflecting teaching. The special features of the university or faculty within it. Presenting factor of interdisciplinary communication, students' professional lexical competence in a foreign language is a set of knowledge, skills and competencies formed in the learning process as the ability to use active vocabulary independently in the interaction of oral speech. Previous mental activity (mnemonic work outcomes) expressed in the presence of knowledge and skills in certain disciplinary aspects that contribute to the formation of stable verbal-semantic connections as a result of associative-mental activity in the temporal aspect.

A foreign language professional linguistic competence can be defined as a resource quality that provides a special type of organization of students' knowledge and experience in the interpretation of certain knowledge acquired by the subject of educational activity. In the consistent formation of professional communicative competence in the profession-oriented intelligence, in the ability to engage and interconnect professional linguistic knowledge, in the process of interaction of oral speech is relevant to the implementation of the filling of oral structures ability and the ability to apply it. In this regard, as a conditional factor of relevant influence in the context of interdisciplinary relations, it is necessary to emphasize the quality of the full basis of linguistic skills and competencies as an integral part of the linguistic competence of foreign languages. It is interdisciplinary as an important feature and superior feature of relevant skills and competencies [5].

Instrumental competencies include: a) cognitive ability, that is, the ability to understand and apply basic knowledge, ideas and reasoning in various fields; b) methodological ability, i.e. understanding and managing the environment,

organizing time, developing a teaching strategy, accepting and solving problems, knowing and applying basic universal methods, organizing and planning skills, information management skills; c) technical ability, that is, knowledge related to the use of technology, computer skills and information management ability; g) includes linguistic skills, communicative competence, literate oral and written communication in the mother tongue.

Interpersonal competence - the ability to establish relationships, critical thinking and self-criticism, social skills related to social interactions and cooperation processes, communicating with other professionals, fulfilling social and ethical obligations, accepting diversity and intercultural differences, includes the ability to work in an international environment.

Systemic competence is a set of understanding, attitudes and knowledge that allows understanding how the parts of the whole are related to each other and the place of each of its components in the system, the ability to plan changes to improve the system and build new systems. These include practical application of knowledge, research skills, ability to adapt to new conditions, ability to generate new ideas (creativity), ability to work independently, produce and manage projects, and concern for quality. Occupational competence is a standardized set of requirements for a person to perform a specific job.

The following ideas that contrast thinking with language in English language teaching methodology can be traditionally considered.

1. Thinking reflects reality; language represents reality.
2. Thinking is ideal (does not have the properties of matter: mass, expansion, density); language is material (all its units are covered with sounds and symbols).

It is also reflected in the relationship between language and thinking. Language, a tool for correcting, transmitting and storing information, is closely related to thinking, all spiritual activities of people aimed at understanding the objectively existing world, reflecting (modeling) it in the human mind. At the same time, forming a close dialectical unity, language and thinking are not identical: they are different from each other, although they are interconnected phenomena, their spheres intersect, but do not completely correspond.

Like communication, thinking can be both verbal and non-verbal. Non-verbal thinking is carried out with the help of visual-sensory images, which arise as a result of the perception of impressions of reality, and then are stored in memory and reproduced by imagination [7]. Highly developed forms of non-verbal thinking (combined with verbal thinking) are found in humans. Thus, in solving creative problems of a non-verbal - technical nature, there is mental activity (for example, related to spatial coordination and the movement of machine parts) thinking, which does not usually continue in the form of internal (and even more so external) speech to solve problems. This is specifically "technical" or "engineering" thinking. The mindset of a chess player is close to this. A special type of visual-figurative thinking is characteristic of the work of artists, sculptors and composers.

CONCLUSION

To conclude, the learning competence is a set of competencies for the study of foreign languages and cultures in the independent learning activities of the learner, the logical, methodological and general aspects associated with the use of modern educational technologies. Foreign language teaching is based on didactic, methodological, linguistic principles and the use of modern educational technologies. The existence of special tasks in all forms of international examinations aimed at assessing the ability to use vocabulary in different types of speech activities also indicates the recognition of the special importance of lexical material mastery. This will help students establish a new vocabulary, ideas about the sound and graphic representation of a particular lexical unit, and the connections between a word in a foreign language and its meaning.

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