

ANALYSIS OF THE LEVEL OF DEVELOPMENT OF LINGUISTIC COMPETENCE

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ABSTRACT

This article analyzes the formation of linguistic competence in foreign language teaching in higher education institutions and its stages of gradual development as a necessity. The importance of lexical skills in the context of interdisciplinary relations as an integral part of the lexical competence of a foreign language is emphasized, their specificity and conditions of formation are described, based on the advantage of structured lexical competencies of a foreign language on an interdisciplinary basis. This involves taking into account the linguistic characteristics of the students as well as the educational and cognitive activities.

Key words: *speech situation, linguistic competence, lexical skills, vocabulary, dynamic unity, professional process.*

АННОТАЦИЯ

В данной статье анализируется формирование языковой компетенции при обучении иностранному языку в вузе и этапы ее поэтапного развития как необходимости. Подчеркивается значение лексических навыков в контексте межпредметных отношений как составной части лексической компетенции иностранного языка, описываются их специфика и условия формирования, исходя из преимущества структурированных лексических компетенций иностранного языка на межпредметной основе. Это предполагает учет языковых особенностей учащихся, а также учебно-познавательной деятельности.

Ключевые слова: *речевая ситуация, языковая компетенция, лексические навыки, лексика, динамическое единство, профессиональный процесс.*

INTRODUCTION

It is known that the modern concept of higher education implies the organization of educational culture based on a set of basic competencies of a general cultural and professional nature and necessary in the relevant areas of activity. The tasks facing students in modern conditions are formed on the basis of professional vocabulary as mastering all types of speech activities, as well as mastering professional communication skills.

Foreign language lexical competence is the linguistic basis of professional and communicative competence. They can be considered as a dynamic unit: lexical competence is formed in the process of students' communicative activity and improves with the development of lexical competence, i.e. their formation is interrelated.

Professional linguistic competence is a holistic concept that represents the ability of students to apply relevant vocabulary, skills and competencies formed on its basis, knowledge speech experience in different situations related to their future professional activity.

Research methods: The main purpose of teaching a foreign language at all stages of education in the Republic of Uzbekistan is the formation of communicative competence in students. Communicative competence is the ability to apply the knowledge, skills and competencies acquired in a foreign language in the process of communication.

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, ie 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.

Linguistics is a set of words and combinations of lexical units that are functionally similar to them. The second is that things, events, words capable of naming their characters, stable expressions, or other linguistic units, so the concepts of "lexical unit" and "word" are synonyms, and here they are interchangeable. 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.

In the context of this article, it is important to explain the concept of “terminological dictionary”, which, as a rule, has a single meaning and is applied in the field of professional activity, giving clear concepts regardless of the context.

Against the background of definitions and emphasis on the lexical component of the linguistic basis of communicative competence, it is necessary to distinguish between the concepts of "linguistic competence" and "linguistic competence" semantically, taking into account their interrelationship .

In the traditional interpretation, the essence of linguistic competence is a set of known elements that are interrelated. 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. Sentence construction and analysis are units that allow the use of the language system for communication purposes.

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. 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. also includes.

In the formation of foreign language linguistic competence, some researchers (A.E.Sizemina, A.N.Shamov) have conditionally distinguished several levels, based on which the process of forming the ability of students to solve communicative problems related to the practical use of a foreign language dictionary speech activities are used based on the knowledge, skills and abilities acquired.

Linguist V.D. Chernyak describing the linguistic competence of the native speaker, speaks about the following features that can determine its level of development: the degree of freedom of speech, which is manifested in the communication process, this description can be linked to students' foreign language lexical competence [8,100 -b]. The level of development of communicative competence and the communicative abilities of students in general are largely

determined by the capabilities of lexical resources. It is it that ensures the freedom and effectiveness of communicative behaviors, the ability to fully comprehend and activate incoming information.

According to, linguist A.N Shamov the formation of linguistic competence begins primarily with the accumulation of empirical knowledge - is to observe the functioning of lexical units in different communicative contexts (oral and written) . At this stage, the presentation and somatization of the new dictionary is organized - students gain an idea of the sound and graphic representation of the lexical unit, the relationship between the word in a foreign language and its meaning is formed. Students will have the skills to identify lexical units in the communicative situations presented.

The third level of formation of linguistic competence is related to the acquisition of theoretical knowledge about the lexical system of the target language, i.e. expanding students 'linguistic experience. This level involves the formation of skills by students to identify the shape, structure, and semantic properties of a word, contributing to the creation of stronger verbal-semantic connections. At this progressive level, the formal aspects of the language being studied are mastered, which helps to develop students philological outlook.

The final, fourth level of formation of linguistic competence involves the development of skills in the use of lexical units to solve various communication tasks, viz. tasks, the solution of which requires students to use previously acquired or learned language tools and individual speaking experience. This qualification degree is related to the implementation of practical actions with a dictionary in a foreign language, assumes the use of the necessary language knowledge, speaking skills and abilities, solves various communication tasks in accordance with the communication conditions aimed at doing.

RESULT AND DISCUSSION

Linguistic competence is the ability to use knowledge and vocabulary consisting of lexical and grammatical elements of language. In the process of forming lexical competence in a foreign language in a non-linguistic university, attention is paid to interdisciplinary relations as a condition for the effectiveness of the formation of relevant competence, which implies professionalization of teaching in the sense of reflecting teaching. The specific features of the university or faculty within it. Given the 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.

Novelty of the article: The complex scientific quality of lexical skills is based on the transfer of semantic associations to the conditions of this learning and cognitive activity, which is present in both speech and cognitive experience of students, and is a characteristic feature of lexical skills formed on an interdisciplinary basis. . As a complex feature, it is effective in strengthening features such as lexical skills such as awareness, which means that there is a hidden rule in the minds of students and stability in fulfilling the ability to apply this rule in a difficult situation. Necessary speech practices, which are determined by the strength of lexical connections, are performed as complex process structures that underlie speech-thinking activity and perform psychophysiological interventions on verbal stimuli (linguistic units). Formation of such skills are the use of the mechanism of similarity and comparison, involuntary memorization, the regularity of the pattern falling on the brain of students, the complexity of mastering (combination of auditory, visual and motor images) meaningful imitation.

Formation of professional lexical competence of a foreign language is one of the important directions of improving the quality of language preparation of students. In order for university students who are non-philological to achieve a high level of formation of lexical competence, it seems necessary to work to ensure the sequence of appropriate stages of its formation in the learning process and the organization of

mastery. On the basis of interdisciplinary connections applied taking into account linguistic features, the linguistic material of the lexical material is also reflected in the knowledge, speech-thinking and educational activities of students .

Performing a nominative function and providing speech with meaningful material, vocabulary seems to be a unique phenomenon in terms of the range of functions it performs. Mastering vocabulary richness helps students develop a linguistic worldview. The meaning of lexical unity reveals the culture of another country, its history and the peculiarities of life. Therefore, the communicative activity-oriented approach has educational, general and communicative features and helps to increase the cognitive activity in the learning process.

CONCLUSION

Achieving a high level of development of linguistic competence is manifested in the ease with which a person can use direct lexical resources in direct and indirect communication, adequate use of phraseological expressions, proverbs, words specific to the speech of native speakers. Vitol A.B wrote, "... just as you cannot build a house without bricks, you cannot master a language without mastering the required number of words." The content is that 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. 'lim includes tasks. 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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