

Key Elements Influencing the Advancement of Linguistic Competence of Students

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Abstract:

These days, there is a growing need for competent people training worldwide, as well as time-appropriate foreign language instruction. It is increasingly necessary to apply a variety of cutting-edge technology to enhance foreign language instruction based on a competency approach. The stages of the competence approach's adoption in the field of education are covered in this article. Information regarding the variables influencing students' classification and the growth of their language skills is also provided.

Keywords: Competence, competent, competency approach, linguistic competence, knowledge, skill, communicative competence.

Currently, in almost all areas of education, there is a requirement to teach foreign languages based on a competence-based approach. The origin of the word competence, which has become one of the main terms in the field of pedagogy today, dates back to 1965. The word "competence" was first introduced into science by Avram Noam Chomsky. The word "competence" comes from the Latin word *competentia*, meaning ability, giftedness, skill. It follows that competence is the ability to independently apply the theoretical knowledge, skills and abilities acquired in practice. J.Zhalalov notes that in the Uzbek language the term "competence" does not yet have an equivalent, none of the translated words used can fully express its semantic scope[5].

Based on the opinions of researchers, it is possible to note such equivalents of competence as maturity, high qualifications in the Uzbek language. Competence-based learning is a complex process that has been formed over the years. I.A. Zimmaya N. Chomsky, R. White, DJ. Raven, N.V. Kuzmina, A.K. Markova, V.N. Kunitsina, G.E. Belisskaya, L.I. Berestova, V.I. Baydenko, A.V. Khutorskoy, N.A. Based on the concepts of competence and competence, we can observe how

Grishanova studied the competence approach in three stages [8]. Stages of implementation of the competence approach:

The first stage (1960-1970): introduction to linguistics of the expression "competence, "communicative competence" and the process of grammatical transformation, that is, language learning with an emphasis on syntax rather than morphology and phonetics;

The second stage (1970-1990): In addition to language education, the categories of "competence" management, management and communication culture are also taught based on this approach;

The third stage (1990s): in these years, the issue of considering professional competence in a general context has now begun to be considered [8].

Linguistic competence is the idea of a language system, linguistic thinking, the ability to know language sections (phonetics, lexicology, phraseology, morphology, syntax, spelling) about the structure and functions of a language. Linguistic competence is a set of language-related abilities that people have, including their native language and foreign languages. This means not only simple communication, but also language structures, their use and the ability to intelligibly convey thoughts. The development of linguistic competence is a lifelong process that is constantly evolving when working with different linguistic contexts. The development of linguistic competence among students is also a complex process that requires a special approach. A number of factors influence the development of students' language abilities. Knowing these factors helps to create various effective learning strategies in the learning process.

- Individual factors at the same time, students' knowledge, skills, abilities and personal abilities, including memory, strong attention, are important factors in language acquisition. This will certainly be useful for students in the process of learning a language. For example, having a strong memory helps you memorize new words and grammatical rules.
- Socio-cultural factors in an environment where representatives of different cultures and different languages live, the need for language learning will also be higher. Language is an integral part of culture. Conducting an individual conversation on issues of spiritual and moral education; when conducting national customs and rituals, they must have the ability to reveal such high human qualities as universal values, kindness, tolerance, patriotism, loyalty; conduct explanatory work on the role and influence of information and communication technologies in the processes taking place in the context of globalization; instilling the idea of national independence into the consciousness of students are all sociocultural factors.
- Educational factors Mature specialists with strong knowledge in the educational process advanced training consists in the effective use of technologies, the introduction of strategies for the development of language competencies, not limited to educating students with language competencies, but forming the ability to apply these competencies in practice.
- The language factor Students' knowledge of the structure of the language, its sections, and the rules of the language in their native language has an impact on learning a foreign language. The influence of the native language on learning a foreign language is an integral part of the language learning process. The native language serves as the basis for learning a new language and helps language learners to master a new language. While the similarity between a native and a foreign language facilitates the process of learning a language, differences can make it difficult [6]. Among the positive effects of a native language in learning a foreign language are:

Learn a new language faster: the similarity between a native and a foreign language helps you learn a new language faster. Language learners can easily memorize similar words and grammatical structures in their native language and apply them in a new language [1].

Facilitating the understanding and memorization of grammatical structures: understanding and memorizing the grammatical structures of the native language facilitates the assimilation of the grammatical structures of a new language. Language learners can apply the grammatical rules of their native language in a new language and learn the grammatical structures of the new language faster [2].

Among the negative consequences of the native language when learning a foreign language are:

* Increase in the number of foreign language errors: language as a result of the influence of the native language, students may make more mistakes in a foreign language. Incorrect translation of grammatical rules and vocabulary of the native language into a foreign language led to an increase in the number of errors [6].

* Incorrect command of foreign pronunciation and tone: the influence of the native language as a result, language learners may incorrectly learn the pronunciation and tone of a foreign language. The transfer of sounds and tones of the native language to a foreign language led to errors in pronunciation and tone [11].

To summarize, we can say that the basis of linguistic competence is clear, fluent speech of students in compliance with the norms of the literary language; possession of spelling literacy; possession of knowledge, skills, skills in language sections (morphology, phonetics, syntax, lexicology, spelling, punctuation). The development of linguistic competence in requirements is a multifaceted process that develops gradually over the years. The factors influencing the development of linguistic competence stimulate the creation of effective teaching methods and strategies in the educational process. It is important that students have not only theoretical knowledge about linguistic competence, but also practical skills so that they can adequately use this knowledge in problematic situations.

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