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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE PROBLEM OF FORMING LINGUISTIC COMPETENCE OF
STUDENTS OF GRADES 7-9 OF SCHOOLS WITH THE UZBEK LANGUAGE OF
TEACHING ON THE MATERIAL OF EXPRESSING COMPARATIVE RELATIONS IN
THE MODERN RUSSIAN LANGUAGE***Marlen Z. Djelyalov**Senior Lecturer**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: dzjelalovm@gmail.com***ABOUT ARTICLE**

Key words: linguistic personality, linguistic competence, principle of fundamental education, scientific principle, scientific understanding of language, language as a social phenomenon, systemic nature of language, units of language, levels of the language system, status and functions of the Russian language, bilingualism, intermediary language, laws about languages, language policy and language building.

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Abstract: The article deals with the problem of forming the linguistic competence of schoolchildren in grades 7-9 with the Uzbek language of instruction in the process of studying the academic discipline "Russian language". Guidelines are given for those linguistic knowledge that will contribute to the creation of a scientific understanding of the Russian language in schoolchildren as a linguistic discipline. The problem under consideration is covered from the standpoint of educating a full-fledged linguistic personality.

INTRODUCTION

The modern development of society and communication technologies have increased the need to study non-native languages (including Russian).

In the Republic of Uzbekistan, for many years, close attention has been paid to linguistic education. In the field of continuing education, at least three languages are studied - state, Russian and foreign. In connection with the reforms in the field of education of the Republic of Uzbekistan, there was a need to update the content of education in the field of the Russian language with an emphasis on a competency-based approach.

The competence-based approach is based on the ability to use all the necessary knowledge, skills and abilities in solving the tasks.

In the modern methodology of teaching languages, the communicative approach has become the most recognized in the education system in the world. Due to the fact that the development of communicative competence has become relevant at all stages of education, the acquisition of the Russian (non-native) language as a means of communication is a rather complex and multifaceted process, and communicative competence itself is a multifaceted phenomenon.

Russian researcher I.L. Beam explains communicative competencies as “the ability and real willingness to communicate in a foreign language with a native speaker, as well as familiarize students with the culture of the country of the language being studied, a deeper understanding of the culture of their country, the ability to represent it in the process of intercultural communication” [6, p. 159-160].

MATERIALS AND METHODS

Scientist A.V. Khutorsky speaks of competence as “a person’s readiness to mobilize knowledge, skills and external resources for effective performance in a specific life situation. Competence is a set of personal qualities of a student (value orientations, knowledge, skills, abilities), it is the ability to work in a certain personally significant area” [20, p. 60].

A.N. Shchukin defines competence as the ability, by means of the language being studied, to carry out speech activity, in accordance with the goals and situation of communication, within a particular field of activity. It is based on a set of skills that allow you to participate in verbal communication, in its productive and receptive forms” [22, p.141].

Russian linguist M.R. Lvov in his "Dictionary-Reference" says: "communicative competence is a concept denoting knowledge of a language (native and non-native), its phonetic features, lexical and grammatical units, stylistics, culture of speech, possession of these means of language and types of speech activity - speaking, listening, reading, writing - within the social, professional, cultural requirements of a person. Communicative competence is acquired as a result of natural speech activity and as a result of special training” [14, p.92-93].

Professor V.V. Safonova points out that communicative competence is “a certain level of proficiency in language, speech and sociocultural knowledge, skills, abilities, which allows the student to modify his speech behavior based on the functional factors of communication” [17, p.97].

Uzbek scientist V.I. Andriyanova believed that the communicative principle serves as the basis for teaching a non-native (Russian) language [3]. In this regard, the researcher considered it necessary “to create such a system of education that would ensure the mastery of the language in its main functions - as a means of communication, communication, cognition, planning and organization of activities (especially collective), emotional, aesthetic and moral impact and education - with priority of the communicative function” [3, p.3].

In the system of higher and secondary specialized education of the Republic of Uzbekistan, the competence-based approach began to be considered after Presidential Decree No. 1875 “On measures to further improve the system of studying foreign languages” [16]. On the basis of this Decree of the President, the Decree of the Cabinet of Ministers of the Republic of Uzbekistan No.-124 “On approval of the state educational standard in foreign languages of the system of continuous education” [15] was adopted, on the basis of which the entire education system in the Republic of Uzbekistan began to be updated.

The formation of competencies, at the present stage, is significant in the entire process of education. The development of modern information technologies has led to the fact that the information that students encounter in everyday life instantly becomes outdated, and this leads to changes in the educational activities of the student and the professional activities of the teacher.

Modern educational policy, from the point of view of I.A. Zimnyaya, is expressed in “competence and competence” [11].

The concept of "competence" in the scientific literature is interpreted in different ways. Here are some of the available definitions:

In his study, A.A. Dragunova gives several examples of the interpretation of the concept of "competence" -

1. “I.A. Zimnyaya interprets as a basic set of psychological factors of a person's personality, which underlie a person's competence as actual and activity manifestations” [8, p.21].

2. According to “G.K. Selevko, the concept of “competence” is used to designate an educational result ... By “competence”, a scientist means an integral quality of a person, manifested in a general ability and readiness for activity based on knowledge and experience acquired in the process of learning and socialization, as well as focused on independent and successful participation in activities” [8, p.22].

With a competency-based approach, school education should prepare students for life, educate and develop in them mobility, constructiveness, and the ability to learn. Therefore, in the State educational standard for a general education school (with Uzbek and other languages of instruction) in Russian, such concepts as “communicative competencies”, “language competencies”, “linguistic competencies” and “cultural competencies” are introduced.

From a linguo-methodological point of view, the term "linguistic competence" was first used by the American scientist N. Chomsky (mid-twentieth century.). N. Khomsky, understood linguistic competence “as the ability to understand and produce an unlimited number of correct signs and rules for their connection. This implies the ability necessary to perform a certain, predominantly linguistic activity in the native language” [19].

The widespread use of the term "competence" in the scientific and pedagogical literature of recent decades has led to the introduction of a competency-based approach into the education system of many countries (including Uzbekistan).

Considering and taking into account the different points of view of the classifications of competencies, we can conclude that they are conditionally divided, based on the fact that the process of developing competencies is interconnected and interdisciplinary and is impossible without basic (key) competencies.

Researcher A.A. Dragunova in her work describes a number of studies of Russian and Western scientists in the field of communicative competence. She points out that "in Western linguistics, D. Hymes first introduced the concept of "communicative competence", which he distinguishes from the constituent competencies as an internal understanding of the situational relevance of the language, including grammatical (language rules - vocabulary, phonetics, spelling, semantics and syntax) , sociolinguistic (rules of dialect speech - the correspondence of statements in form and meaning in a specific situation, contextual background), strategic (rules for maintaining contact with the interlocutor), discursive (the ability to build holistic, coherent and logical statements in oral and written speech) competence" [8 , p.29].

In Russian linguistic methodology, the foundation of communicative competence is the base based on the theory of V.V. Safonova, modified by I.L. Bim, and including "linguistic, thematic, sociocultural, compensatory and educational competencies. Then the composition of this model was clarified: language, speech, sociocultural, compensatory and educational-cognitive competencies" [8, p. 29].

RESULTS AND DISCUSSION

In 1997, in the work of the commissions of UNESCO and the Council of Europe on the unification of the competence-based approach, the document "Modern languages: study, teaching, assessment. Common European competence" [8, p. 36]. This document describes language levels using unified competency categories.

As a result, the following components of foreign language communicative competence were adopted by the Council of Europe:

"Linguistic (grammatical) competence is the systematic understanding of grammatical rules, vocabulary units and phonology, which transform lexical units into a reasonable statement;

Sociolinguistic competence - the ability to select and apply the appropriate language forms and means, depending on the purpose and situation of communication, on the social roles of communication participants;

Discursive - the ability to build coherent, coherent and logical statements in written and oral forms based on understanding various types of texts when reading and listening;

Sociocultural competence - knowledge of the cultural characteristics of native speakers, norms of behavior, their traditions, habits, the ability to understand and correctly use them in the process of communication, while remaining a carrier of a different culture; introduction of personality into the world culture" [8, p. 37].

All of the above types of competence have a certain multicomponent composition:

Within the framework of linguistic (grammatical) competence, G.A. Kitaygorodskaya singles out the phonological, lexical and grammatical components [12].

T.M. Balykhina also includes orthoepic competence associated with the articulation and intonational design of the text and its reproduction in oral form [5].

"Linguistic competence is the knowledge of language units of all levels (phonetic, lexical, morphological, derivational and syntactic). It is necessary to know the rules for operating communicative syntactic units in order to be able to build an unlimited number of communicative statements on the basis of linguistic material" [13].

E.A. Bystrova interprets linguistic competence "as the presence and understanding of speech experience, which includes knowledge of the foundations of the science of language, the assimilation of the conceptual language base, a certain set of concepts (units and categories of language)" [7].

The content of these concepts was formulated in detail by D. Slobin [18]. D. Slobin shows the difference between the knowledge and skills that a person is theoretically able to speak and understand, and the practical ability to speak and understand in real situations.

American linguist L.F. Bachman [1] describes the detailed structure of linguistic competence: 1) organizational competence (textual and grammatical); 2) pragmatic competence (sociolinguistic).

The Dutch scholar Jan Van Eck interprets "linguistic competence on the part of the individual ability of students to interpret correct statements, which the student can use in the traditional sense, or in the sense that native speakers usually have in mind. The scientist also believes that linguistic competence is the basis of communicative activity for any level of its formation" [2].

Based on the foregoing, we can conclude that linguistic competence belongs to the category of subject competencies, since its content is made up of skills and methods of working with language units of different levels and educational and language skills and subject (linguistic) knowledge.

After analyzing the views of linguists, we understand that linguistic competence provides the improvement of thinking, the cognitive culture of the student's personality, the development of introspection skills, as well as the formation of linguistic reflection as a process of understanding one's speech activity [10].

Sociocultural competence is a communicative competence, which includes knowledge about the spiritual values and traditions of the country of the language being studied, reflecting the ability to use them in the process of communication. In the first decade of the 21st century, the concept of

"sociocultural competence" was revealed as a component of the professional competence of a teacher of foreign languages. There is still no single interpretation of this competence [9].

Researcher I.L. Beam included subject, sociolinguistic, regional studies and general cultural competences as part of sociocultural competence [6, p.160].

Sociolinguistic competence is a kind of competence that means "the ability to choose and modify language forms depending on the type of communication. Sociolinguistic competence includes the required knowledge and skills for the effective use of linguistic means in a social context. This is expressed in the right choice of language forms and speech constructions, depending on the purpose of the statement and the situation of communication" [8, p.39].

Professor T.M. Balykhina interprets "sociolinguistic competence as a system that includes rules of politeness, communication stamps, etiquette forms, as well as identification of a person in terms of origin, professional activity, etc." [5, p.39].

Pragmatic competence is understood as the relevance in the current conditions of the dialogue of cultures, since it is precisely this that provides the listener and speaker with the correct interpretation of the speech act, taking into account the situational relevance of the statement, age, mentality, sociocultural context, education and social status of the speakers. In a fair opinion, S.R. Baluyan, thanks to pragmatic competence, students can reproduce and perceive speech themselves, linking texts and sentences with their meaning and communicative situation [4].

Discursive competence refers to the skills and abilities of understanding various types of utterance and the correct use of lexico-grammatical and phonetic means. The English term "discursive competence" is a synonym for the term "speech competence", and is interpreted as: "including linguistic competence, it is realized, as you know, in four main types of speech activity: listening, speaking, reading and writing" [6, p. 12].

CONCLUSION

Thus, it should be noted that all of the above competencies are interconnected. All students, without exception, must have the ability to correctly compose sentences (linguistic competence) that correspond to the real situation and all the norms of the language (sociolinguistic competence). As a result, there is a high probability of the emergence of statements in order to exchange information among the participants in communication (discursive competence), which will take into account the cultural characteristics of their speech behavior. Thus, the main task of mastering the Russian language is the formation of communicative competence and the competences included in it, i.e. fluent communication skills and the ability to understand each other in the language in real life situations.

So, considering all of the above competencies, it should be taken into account that communicative competence is the most basic in the educational process, since the Russian language

teacher helps students develop practical skills and abilities, i.e. the ability to express one's ideas and thoughts in a non-native (Russian) language, to try to correctly use language and speech norms, as well as the necessary communicative behavior that corresponds to the situation of communication.

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