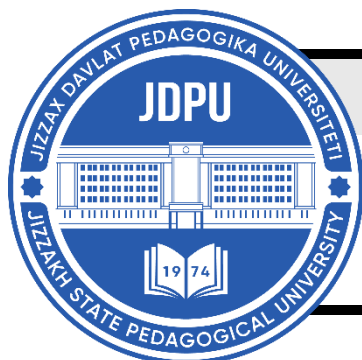


## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### MECHANISMS FOR DEVELOPING LINGUISTIC COMPETENCY IN FUTURE TEACHERS

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#### ABOUT ARTICLE

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**Abstract:** Research is concentrated on enhancing the scientific-methodical foundation and content of competitive teacher preparation programs to meet international qualification requirements and make use of cutting-edge educational technologies in an era of rapid global integration and globalization in the social, economic, and spiritual domains. From this perspective, it is imperative to determine the professional profile of potential English language learners, improve their communicative skills, and increase their linguistic readiness from a scientific and pragmatic perspective. One of the top priorities for research aimed at enhancing the competency of future foreign language speakers is the development of novel technologies for the enhancement of future foreign language learners' linguistic competence, such as creating the framework for independent education both inside and outside of the classroom.

#### INTRODUCTION

Following its independence, Uzbekistan became one of the world's most developed, politically and socioeconomically, as well as a spiritually advanced nation, country's import and export modern economic procedures and technologies have led to a notable improvement in productivity in industry, production, and agriculture. Gradually, these fields are predicted to reach a high level of utilization. The outcome of continuous improvements is the internationally

recognized "Uzbek model" of education. With financial assistance, the nation's continuing education system is being modernized in terms of both content and structure. Education that aims to safeguard the legal interests of its subjects; the creation of a legal basis; the creation of a global workforce; the improvement of educational content; the creation of a comprehensive training mechanism; the adaptation of a system of training and certification to international standards; and the retraining and qualification of pedagogic personnel. The world of the republic built a system targeted at deeper integration into society as part of the implementation of all educational reforms, including "Foreign a complex system of learning languages, i.e. a mature, well-developed, to form a modern thinking young generation. "Due to the fact that Uzbekistan's constitution contains provisions ensuring the respect of the languages, customs, and traditions of all residing countries and peoples. (1992, Republic of Uzbekistan Constitution). In Uzbekistan, 2012 was a significant year for the development of highly skilled personnel with high communicative competence in implementing international cooperation, the ability to speak freely in other languages, and the ability to utilize the resources of global civilization and information. Specifically, the Dec. 10, 2012, No. 1875 "On measures to further improve the system of learning foreign languages" and the May 23, 2013 No. 1971 "Measures to improve the activities of the Uzbekistan State University of World Languages" signed by I. Karimov, the First President of the Republic of Uzbekistan at all educational levels, "the decisions on activities" have become crucial for planning quality, ongoing foreign language instruction, with an emphasis on English. Enhancing the effectiveness of learning foreign languages in these priorities decisions, which are as follows: beginning with the 2013–2014 academic year, general secondary education will begin to emphasize the study of foreign languages, primarily English, beginning in the first grade of schools; some special studies will focus on technical and international specialties to be conducted in languages; all levels of education will have to know foreign languages; precise criteria for level assessment and the National test system development; new state education standards, curricular and plans; textbook creation; and modern information infrastructure The Republican Scientific and Practical Center's methodical provision of English speakers through organization, the development of an accelerated program, reading and art in English publications of literature, television programs, newspapers, and electronic magazines, the introduction of distance education, and significant work on ensuring the quality of professional development is accelerated are all being implemented with. Therefore, it is anticipated that modernizing the teaching of foreign languages, including English, in Uzbekistan will have a number of positive effects. That is, a comprehensive system for developing pedagogical personnel with high linguistic competence and pedagogical creativity has been developed in response to societal demands. The social partnership mechanism was established to train children of all kinds to be modern thinkers, capable of unrestricted idea exchange with people

of diverse nationalities, able to apply scientific advancements to the betterment of society, competitive in the global labor market, flawless individuals, and able to enhance the efficiency of learning foreign languages. Today, there is a focus on raising the standard of education, even if it is anticipated that future English language learners will be at the C1 level of proficiency. Therefore, a key component of preparing future English language learners is an inventive approach to the development of pedagogical competence and creativity as well as the use of contemporary information technology. The goal of the research we did was to determine the form, substance, and strategies of the novel approach to improve the effectiveness of future Uzbek English speakers' competency building and to broadly implement them in practice through experimental work.

During a period of rapid global integration and globalization in the social, economic, and spiritual domains, research is focused on improving the scientific-methodical foundation and content of competitive teacher preparation programs to meet international qualification requirements and make use of cutting-edge educational technologies. From this vantage point, it is crucial from a scientific and practical standpoint to enhance prospective English language learners' communicative abilities, identify their professional profile, and raise their linguistic preparedness. The development of innovative technologies for the development of future foreign language learners' linguistic competence, such as designing the process of organizing independent education in and outside of the classroom, is one of the priority directions for research aimed at improving the competence of future foreign language speakers. Another is the improvement of the pedagogical mechanism of training competent foreign language speakers based on the requirements of the international European CEFR standards.

Researchers from a variety of fields have conducted scientific research in relation to the issue of developing future foreign language learners' competence. However, there hasn't been any specific research done on how to improve the system of sociolinguistic competence formation of future English language learners in line with international education standards based on the demands of globalization conditions.

## **RESULT AND DISCUSSION**

Future English speakers' linguistic competency will be shaped in large part by the scientific-theoretical views, concepts, and advanced judgments of foreign and domestic scientists working in the field. Find the author's method to substance and essence before conducting theoretical and scientific investigation on this topic. Specifically, the term "competence" has a broad definition, and scientists in different domains would interpret its meaning and substance differently. Being competent means having expertise in a certain area, "competence" is derived from the Latin *competere*, which means "I achieve, match." The "National Encyclopedia of Uzbekistan" states that "authority given to a specific organization or a person in a position by law, regulation, or other

document. "Competo is a term that translates to "I am achieving, I am worthy" and can refer to a particular state entity (locally, the extent of the rights, powers, and responsibilities of a self-governing body) or an official designated by a law, charter, or other instrument; it also denotes expertise in a certain field. The Latin word "compete," which meaning "to achieve," "to be worthy," and to possess consciousness, knowledge, and expertise in a certain subject, is where the word "compete" originates. This term is also defined as follows in the "Annotated Dictionary of the Uzbek Language": "competence" (Latin *competere*-capable, worthy) is the spectrum of powers of a particular body or official defined in official documents, authority; is an individual's awareness of a particular field, the degree of knowledge of this field.

Educators, psychologists, economics, and Methodist scientists all have differing interpretations of the meaning and core of this phrase. Conversations are conducted according to the unique features of every field. "Competence is the ability to demonstrate the proportionality of the characteristics of some individuals (related to knowledge and its use, vital position, skills, and responsibility)," says scientist and pedagogue V.I. Baydenko. Using the advice of experienced experts, we also created a rule that captures the spirit and meaning of this term. From our perspective, the term "competence" refers to a set of linguistic circumstances, norms, duties, tasks, and obligations, as well as individual deontological standards, that are essential for the holder of this or that profession. The ability to display standards of competence in work experience based on innovation based on societal criteria and to be consistent with one's practical activities is what is meant by competence. Despite sharing a similar objective in content, the ideas of "compete" and "competence" are fundamentally different from one another. "Competence" refers to the degree to which the needs of competence are manifested through experience, knowledge, skills, or abilities. It is associated with practical activity. A linguistic activity called "competence" is founded on human knowledge as well as academic and life experience. Changes to society and the curriculum of higher education the active use of a system to raise language speakers' linguistic competency is necessary, according to linguistics and the Future of Globalization. To do this, a scientific investigation of the cutting-edge theoretical perspectives presented by linguists, pedagogues, and methodist scientists on enhancing the system of listening competence and sociolinguistic competence formation in global science is required. Numerous globally renowned research institutes and universities are investigating this issue, according to scientific studies. For instance, English language experts at Oxford University, who are American, have created an Anglocentrism approach that enables students to learn about and analyze not only the historical, geographical, and social aspects of English-speaking cultures, but also the logical comprehension of these cultures. As a result, academics focused especially on considering and analyzing current disparities that may have an impact on cross-cultural communication. It is in such an environment that

bilingualism and interculturalism—the term for the sociolinguistic application of knowledge about the traits of other cultures—are developing. This strategy is now supported by a large number of academics from higher education institutions that want to operate in a global setting. Additionally, via the comprehensive understanding of the language's culture that American scientists at the Monterey Institute have gained, along with their analytical, linguistic, and sociocultural competency, a bicultural method geared at formation has been designed and implemented. Because different approaches are employed to examine different facts of the cultural phenomena, the researchers at this center have established a strong link between cultural studies and other fields. The bicultural approach necessitates the application of general research methods of knowledge that are grounded in philosophy, such as rationality, determinism, general relations and development, experimentation, analogy, design, analysis, synthesis, induction, deduction, hypothesis development, and textual analysis. The cross-cultural method, according to English scientist H. Cairns, looks at the gaps in our traditional knowledge by researching people from many cultures, in addition to examining the parallels and variations in our knowledge of people. In its most basic form, cross-cultural research just involves individuals from various cultural contexts and looks at the distinctions between them. Cultural identification (some people confidently representing some cultures) and universal or culturally specific understandings of truth and psychological principles (some persons confidently representing all cultures) are two main applications of the cross-cultural approach. The "double qualification" program at The University of Eastern Finland was created with the goal of forming foreign language learners' communicative ability via theoretical and practical disciplines. Students are consistently and powerfully conveying knowledge in today's English language education, and research in the area of "subject-centeredness" based on ongoing studies is given importance. In this sense, the approach to English language teaching is integrative-stratified, combining stratification with a unifying tendency. The process of establishing dynamic parity is underway. In his research, A.G.Bermus identifies broad competences and their constituent parts, which include instrumental, interpersonal, system, and specific competencies. The following are examples of instrumental competence: the ability to analyze and synthesize; organizational and planning ability; basic general knowledge; general knowledge of the profession; communicative skills in the mother tongue; basic computer skills; skills to find and analyze information from various sources; ability to solve problems; ability to accept decisions. Cognitive ability, understanding of ideas and thoughts; ability to learn, understand, and manage the environment; ability to organize time properly, to determine educational strategies. The ability to communicate feelings and relationships, think critically, exhibit a critical attitude toward oneself, engage in social interactions, collaborate with others, and take on moral and social responsibilities are all examples of interpersonal competence. the capacity

for self-destruction; interpersonal skills; teamwork; interdisciplinary teamwork; capacity to collaborate with scientists in other fields; accurate acceptance of cultural differences and distinctive features; capacity to operate globally; and respect for moral principles. Understanding, relating, and connecting knowledge—such as the relationships between system components and each component's role—as well as planning for changes, enhancing existing systems, and developing new ones are all part of systemic competence. Therefore, the competencies included in the system are: applying knowledge in practice; conducting research; learning; adapting to novel situations; comprehending concepts; exercising leadership; being aware of the attitudes and practices of other nations; working independently; initiating and overseeing projects; taking initiative and being entrepreneurial; being accountable for quality; and desiring success. Linguistic theory explains how the ability of the speaker in every speech circumstance, the communicative goal, and the desired linguistic form or expression enable you to select a method. This theory is supported by scientific and theoretical literature. As a result, it's important to remember that higher education and vocational institutions use distinct language and expression systems. Knowledge of the national features of authentic speech, such as customs, personalities, rituals, and other national-cultural traits of the nation one resides in, as well as the capacity to present the language in contrast to the nation of study, are all included in linguistic competence, which also includes cultural competence. It is analyzed such as being able to communicate in a way that is considered natural and usual for them, which does not arouse surprise or bitterness in the language speakers. That is, to be able to choose a discourse in a suitable communicative situation; to be able to explain the essence of the problem that has arisen and, if necessary, explain to the person providing the service regarding consent to the client; to be able to choose language forms and to be able to use and change them in accordance with the linguistic text within communicative situations on the speech topic. We were able to pinpoint the precise psychological facts of the competency idea by analyzing scientific psychological sources. Psychologists' opinions can be used to explain the essence of this term, which includes being suitable for linguistic tasks, having knowledge and skills that are appropriate for the goals and tasks that should be completed from a linguistic perspective, and having a unique suitability that sets one apart from others in the field. According to a broad interpretation of this concept, competence is the level of individual formation of linguistic activity that consists of assisting a person in applying his abilities widely and successfully to the level of linguistic requirements for his development. Competence is defined as the degree of formation of the subject's linguistic skills from a scientific, theoretical, practical, and methodological point of view. In addition to being studied within the field of pedagogy, the term "competence" is also studied from the perspectives of psychology, psycholinguistics, general psychology, and psychological-pedagogy.



## CONCLUSION

Communicative competence is regarded as the primary fundamental competency in the development of future English speakers' linguistic competence. However, it is developed based on pragmatic and linguistic competence. The linguistic competencies of future modern English speakers are particularly influenced by their cultural, educational, historical, communicative, psychological, pedagogical, logical analysis, prognostic, and information culture components. From a technology perspective, modernizing the teaching process in higher education institutions lays the groundwork for future advancements in the public open system. This is a self-organizing system, after all, and it is crucial to the development of creative staff members. Based on the relationship between the teacher, the student, and the student—rather than the direct transmission of knowledge, but rather the creation of a virtual learning environment (virtual auditorium, virtual laboratory—it is suitable) to apply the most recent technology advancements in e-learning today.

Throughout history, studying and speaking multiple languages has been regarded as a valuable skill. Today, many countries have a multilingual environment. Knowing and utilizing other languages in everyday life, as well as having mutual respect for representatives of other nationalities, helps to ensure one's needs. The multilingual environment places a burden on the educational system to provide students with the opportunity to adapt to such a complicated setting while also ensuring that they obtain a quality education that takes into account their social, cultural, and political needs. The purpose of language education is to master the many forms of speech activities (hearing, speaking, reading, and writing), and the language being studied is also a means of acquiring new and useful information and communicating it to the interlocutor. As a result, the student serves not just as a simple communicator through language use, but also as an information conveyer. While learning a language, the learner not only gains linguistic knowledge, but also enhances his outlook, speech, and cultural abilities. All of these components of language instruction are reflected in the state educational standard requirements and the curriculum content developed on this basis. Future English language learners have countless options in this area, and making wise use of them calls for both the listener and the student to be creative and autonomous.

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