METHODS OF DEVELOPING LINGUISTIC COMPETENCY OF STUDENTS

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A R T I C L E I N F O.	Annotation
Keywords: Linguistic competence, young learners, develop teaching, effective, component, element, and speaker.	This article deals with the effective ways of developing young learners' linguistic competence. Linguistic competence is part of a larger theory of linguistic behavior known as universal grammar, which explains language as a natural ability with which young learners are born and which becomes refined as they develop.

Competence is a recognized expertise or ability of a person. This word is of Latin origin (cometare, competentia = to achieve, be better). The term "competence" was first related to language by Chomsky, who defines it as a fluent knowledge of grammar possessed by the native speaker, which enables the said speaker to produce the correct sentences in their native language. Chomsky makes a difference between the competence of the native speaker as an innate knowledge of language and the performance, the real use of language in actual situations.

Linguistic competence is a term used by speech experts and anthropologists to describe how language is defined within a community of speakers. This term applies to mastering the combination of sounds, syntax and semantics known as the grammar of a language. People with such competence have learned to utilize the grammar of their spoken language to generate an unlimited amount of statements.

Nowadays the main goal of teaching any foreign language is to teach young learners to communicate in the target language. However, communication is impossible without knowledge of grammar, phonetics, orthography and especially vocabulary. That is whyat the secondary school teachers should pay much attention to forming linguistic competence as one of the main components of communicative competence.

However, developing young learners' linguistic competence cannot beachieved overnight unless learners are exposed to and practiceauthentic language use. Besides, research into linguistic competenceof young language learners has proven thatlinguistic proficiency does not really guarantee concomitant level oflinguistic proficiency. Even advanced learners with high linguisticproficiency may fail to interpret or to convey messages as nativespeakers do in real life. Therefore, linguistic competence should be animportant asset to a person, and thus rehearsing linguistic skillsalongside other linguistic aspects should be one of the objectives oflanguage teachings in formal education.

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 is 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 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 student's 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.

In order to make young learners become communicativelycompetent in the teaching language, there is today a shift from previous traditionalframeworks which considered language as a formal system based ongrammar rules, towards a more communicative perspective. In fact,teaching a language exceeds the mere acquisition of grammar rule, and should aim at making learners use the teaching language appropriately indifferent contexts.

It is widely agreed among most researchers that the useful way of linguistic developmentis through explicit instruction which comprises awareness raising activities. That is, the teachers who present to their learner's linguistic aspects,for example, speech act in a clear and direct way and assign them some tasks that are intendedto raise their production and comprehension of speech act are likely to have positive results. Here, we will suggest some of these tasks.

Tasks to develop learners' linguistic competence

Among the tasks that are brought into play to develop learners' linguisticcompetence, we can set the following:

1. ***Role-play activities,*** in the role-play activity, learners are given opportunities to use the speech act under study. First, the teacher supplies the learnerswithinformation about the situation and their roles. Then, learners have to perform the rolesafter discussing the appropriate speech act. Acting out different roles in varioussituations makes learners more familiar with the natural use of speech act.

2. ***Contrastive role-play activity,*** is a type of role-play where learners are required to playa set of roles with different sociolinguistic factors, each time. This activity drawslearners' attention to the effect of sociolinguistic elements such as status, social distance ontheir production of linguistic forms.

3. ***What are they saying?*** Is an activity that has been introduced by Edwards and Csizer. It aims to raise the learners' consideration of the sociolinguistic features in theirconstruction of speech act. This task begins by providing learnerswith a situation and distributing randomly the roles. That is, the teacher attaches forevery participant in the play a paper in his/her back which contains his/ her role. Then, the learner has to guess his/her role from the way other participants talking to him/her.Based on his/ her inference s/he can act out appropriately the speech act in the play.

4. ***Feedback and discussion,*** is the space where learners are given opportunity to talkabout their beliefs on the similarities and differences between their MT pragmatic norms and the TL ones.

Providing feedback and discussing with other learnersthe linguistic aspects enriches the learners' sociolinguistic competence (the TL appropriateuse) and draw their attention to the possible areas of the negative transfer or misunderstanding.

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