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DEVELOPING LINGUISTIC AND COMMUNICATIVE COMPETENCE OF FUTURE ENGLISH TEACHERS

Annotation

The following article provides with information about the growth of issue of linguistic competences of future teachers and the ways of improving its theoretical basis. Since, linguistic competence tends to play the important role in leading teaching career.

Key words: linguistic competence, theory, interaction, syntax, pragmatics, semantics, communicative competence.

BO'LAJAK INGLIZ TILI O'QITUVCHILARINING LINGVISTIK VA KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

Annotatsiya

Mazkur maqola bo'lajak ingliz tili o'qituvchilarining lingvistik va kommunikativ kompetensiyasini oshirish bo'yicha firk va mulohazalar taqdim etadi. Zero, lingvistik kompetensiya kommunikativ kompetensiya bilan uzviy bog'liq bo'lib, muloqotni o'rganish pedagogik faoliyatni boshlashda lingvistik kompetensiya asosida sodir bo'ladi.

Kalit so'zlar: lingvistik kompetensiya, kommunikativ kompetensiya, nazariya, muloqot, sintaksis, pragmatika, semantika.

РАЗВИТИЕ ЛИНГВИСТИЧЕСКОЙ И КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В следующей статье приводятся некоторые данные о росте проблемы языковой компетентности будущих учителей и путей совершенствования ее теоретической основы. Поскольку лингвистическая компетентность имеет тенденцию играть важную роль в ведении педагогической карьеры.

Ключевые слова: языковая компетентность, теория, взаимодействие, синтаксис, прагматика, семантика, коммуникативная компетентность.

Introduction. Significant improvements have been made in our nation's general and higher professional education systems, as well as the language education system specifically, in recent years. Uzbekistan's international integration in the global arena is connected to these dynamics. The communicative-activity method in language education, which focuses on improving speech and communication abilities, has been superseded by the personal-activity approach, which uses foreign language instruction to help students' personalities grow.

Developing competences in schooling is crucial. Competence is defined as the capacity to accomplish any task as well as the collection of information and abilities acquired through study of a certain subject or sector. Furthermore, in order to receive a professional education in higher education, a specialist must be able to speak and understand English in a variety of contexts, a skill known as communicative language competence. Native speakers are the primary source of accurate information highlights the importance of conversational skills in acquiring the mother tongue, which is the foundation of language.

A review of both domestic and international studies on teacher preparation has revealed that there is currently no agreement on the nature and quantity of competencies required of a future specialist. This is because the question of what constitutes "competence" and how to define it is still up for debate, with the modern methodological, psychological, and pedagogical sciences actively working to define and correlate these concepts.

Literature review. Currently, a number of subjects are studied in relation to the issue of prospective teachers' language competency. These ideas are viewed through the lens of ideas like "competence", "an approach based on competence", "communicative competence", etc [3].

The phrases "competence" and "qualification" are synonymous with competency-based education. Competence and competence are seen as two distinct notions in certain contexts, but not in others. While competence is described as "a person having experience, knowledge, and authority over a number of issues and events", it is also defined as "a person having good knowledge of a number of issues and events" in explanatory dictionaries. Competence is not so much a trait as it is a phenomenon, including a variety of inquiries and issues. One can define competence as a field of expertise that an individual is aware [1]. Generally speaking, competence denotes a high degree of proficiency in a certain area.

According to scientist V.I. Kapinos, competence is the idea of a collection of elements that characterize the subject of study, teaching strategies, learning objectives, and should guarantee mastery. The idea of competence is that of a student who has mastered the sets of knowledge and components that characterize the field of study [5]. Scientists understand the term "competence" in dictionaries of methodological concepts in two ways:

1) The definition of competence is "a range of questions", which refers to developed knowledge, skills, a set of skills, and the process of teaching a particular topic;

2) Competence is characterized as a personal quality, such as the "ability to perform any work".

The word competence in a broad sense is the result of the educational process, and the educational process in educational institutions should be directed to the formation of competence. In comparison with other results of education, it should be noted that competence is related to the structures of self - management of knowledge, skills, and the subject and consists of the following: - appears depending on the situation; - exists as a potential

manifested in a specific situation; - to be conscious in contrast to skill; - in contrast to the qualification - it is portable - it is improved not by the development of skills, but by other structures of competence; - unlike knowledge, it exists in the form of activity [2].

Research methodology. Linguistic competence is the possession of knowledge about the language system, the rules for the functioning of language units in speech, as well as the ability, with the help of this knowledge, to understand and correctly interpret the thoughts of another person and to express one's own thoughts orally and in written form. Linguistic competence is one of the components of communicative competence.

Linguistic competence presupposes knowledge of the language system at all linguistic levels: phonemic, morphemic, lexical, syntactic, stylistic. Linguistic competence is based on the ability to apply in practice a set of rules governing linguistic activity; in this regard, the following types of competence are distinguished:

-syntactic competence is the ability to structure oral and written speech grammatically correctly;

-semantic competence is the ability to use the rules for interpreting linguistic expressions;

-pragmatic competence is the ability to correctly use linguistic expressions in communication.

The use of language to communicate and interpret ideas, feelings, facts, and views in order to conduct oral and written discussions is referred to as linguistic competence. These exchanges might occur in a variety of social and cultural settings, which will affect the written and spoken language's grammatical, pragmatic, and sociolinguistic features.

Discussion and results. Communication and linguistic competencies are closely associated and often viewed as being on par. Linguistic competences in scientific production and communication are associated with the appropriate use of language, particularly written language. They are defined as follows:

1. the appropriate use of written language and content structuring;

2. reading and writing scientific documents in the reader's native language;

3. reading, writing, and translating documents to other non-native languages, especially the most commonly used [4].

Translation may not always imply perfect language proficiency, but it must be sufficient to allow reading and interpretation. The reason of accurate writing of scientific papers and the presentation of research findings necessitate the display of information seeking, selection, compilation, and processing competences—competences that are bolstered by the understanding and creation of scientific texts for a variety of audiences - linguistic competences and information competences are closely related. In order to conduct an effective scientific communication that may be directed towards various communities or audiences (scientific or general public), linguistic competences involve a set of interrelated and mutually supporting skills, knowledge, and attitudes. These audiences will be able to comprehend and even apply the communicated knowledge, provided that it has been correctly materialized from a linguistic point of view.

The underlying grammatical system, linguistic competence, is acquired accidentally, stored without awareness of its form, and employed automatically (i.e., without conscious control). Linguists deduce its presence from speakers' systematic verbal conduct [7].

Linguistic competence, as defined by linguists such as Noam Chomsky, is not an evaluative phrase. Instead, it alludes to the natural language comprehension that enables a person to associate sounds with meanings. In 1965, Chomsky stated in *Aspects of the Theory of Syntax*, "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in

concrete situations)" [8]. This theory holds that linguistic competence only operates "properly" in idealized settings, which would presumably eliminate any memory, attention, emotion, and other barriers that could lead even a highly articulate native speaker to commit or overlook grammatical errors. It is strongly related to the idea of generative grammar, which holds that all native speakers of a language are aware of the "rules" that govern the language without even realizing it.

Lehmann asserts that language proficiency is extremely important for one's career [6]. This implies that in order to be deemed competent, English teachers need to possess a solid understanding of the subject matter and know how to use the English language. The data explain that the very low linguistic competence of teachers is not acceptable if English teachers are to produce quality students. We believe that varying perspectives on how to understand this idea stem from the differences in the practices of experts in various sectors of expertise. Our study leads us to the conclusion that the foundation of competence is the degree to which an expert's complex of knowledge, skills, and abilities has developed. This, together with experience and personal traits, enables a specialist to undertake professional tasks in an effective manner. As a result, the term "competency" was originally used more generally than the word "competence". Nevertheless, a review of the research on this issue leads us to the conclusion that, at the moment, there is no clear meaning of the terms "competence" and "competency", which are frequently used interchangeably in the scientific and educational domains. There is another perspective on this issue in the scientific literature, which holds that the writers distinguish the ideas under discussion for various reasons.

By presenting the concepts in contrast to one another, we are able to define competence as the intended outcome of educational activity and personality as a created characteristic resulting from the learning process. The ability to create criteria and degrees of assessment for educational activity based on the words "competency" and "competence" makes this split of terms based on the issue of "model – personal perception" crucial, in our opinion. This concept explains how competences may function as markers of the learning process's success and how they can define a specific collection of system attributes required for an expert.

Our study of the meanings attributed to the terms "competency" and "competence" led us to the important and profound conclusion that these two concepts differ from one another. Specifically:

1) most writers employ these terms to distinguish between the personal and the general, where "competency" is one of the components of "competence" and the former is a more expansive, generalizing concept;

2) keeping in mind N. Chomsky's viewpoint (competence - performance), the words are differentiated based on potential - actual, where competence is a particular scenario, program, or picture and competence is a particular embodiment, the manifestation of this potency by humans;

3) There are other aspects where the words diverge, including those that are objective (such as the extent of an activity, obligations, and level of accountability for acts taken) and subjective (knowledge, skills, talents, motivations, and personality traits).

Conclusion. Thus, language teachers should improve their linguistic competence to be considered competent in teaching the English language to striving learner. EFL teachers should focus on developing language abilities based on the language's grammar, syntax, and vocabulary because a teacher's competency may be questioned in the absence of this topic expertise. Therefore, it is appropriate to underline how important it is for a language instructor to have a thorough understanding of the English language in order to be able to impart correct knowledge and thorough usage of the language in both written and spoken forms.

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