# PERSPECTIVES ON THE COMPETENCY PARADIGM OF MOTHER TONGUE EDUCATION IN THE LINGUISTIC-COGNITIVE APPROACH

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**ANNOTATION**
This article is written about the views on the competency paradigm of mother tongue education in the Lingvocognitive approach. Education aimed at the formation of competences is an education aimed at the formation of competences for practical application of acquired knowledge, skills and qualifications in personal, professional and social activities.

**Keywords**: Linguistic, approach, native language, education, paradigm, competence, form, student.

**INTRODUCTION**
Competence is the ability to use the theoretical knowledge, practical skills and qualifications acquired in science to solve practical and theoretical problems encountered in everyday life.

Competence - (Latin: competence is capable, has the ability) competence includes, in addition to purely professional knowledge, skills and qualifications, initiative, cooperation, the ability to work in a group, communicative ability, the ability to realistically evaluate, think logically, sort and use information. .

Education aimed at the formation of competences is an education aimed at the formation of competences for practical application of acquired knowledge, skills and qualifications in personal, professional and social activities.

Core competencies:

Communicative competence[1].

to master the native language and any foreign language and be able to use it effectively in communication in order to communicate in society;

to be able to clearly and clearly express one's opinion orally and in writing, to be able to logically ask and answer questions based on the topic;

social flexibility, adherence to the culture of interaction in mutual communication, ability to work in team cooperation;

being able to defend one's position while respecting the interlocutor's opinion in communication, being able to convince him;

being able to manage one's passions in various conflict situations, to make necessary (constructive) decisions in solving problems and disagreements.
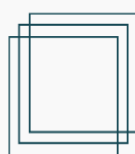
Work with information.

being able to use available information sources (internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.);

to be able to search for, sort, process, transfer, store, secure and use the necessary information from the media, and observe the media culture in using it;

to be able to create a database, to be able to select the main ones and to be able to analyze them;

able to work with documents found in daily activities (writing simple greetings, filling out questionnaires, recording information about oneself in the hotel list, etc.).

Competence of self-development as a person[2].

continuous self-development as a person, striving for physical, spiritual, mental and intellectual perfection;

regularly increase learning, knowledge, and experience throughout life;

to have qualities such as fair assessment of one's own behavior, self-control, honesty, correctness;

to be able to solve problems encountered in everyday life using what they have learned and life experience.

Socially active citizenship competence[3].

to feel and participate in events, events and processes happening in the society;

to know one's civil duties and rights, to comply with them (that is, to be able to act as a buyer, voter, client, producer);

to have social, economic and legal culture in labor and civil relations;

To serve the interests of society and family, to be generous to those who need help, striving for professional growth.

Universal competences.

to be loyal to the motherland, love for people is consequential and believe in universal and national values;

to be able to understand and be influenced by works of art;

following cultural standards and a healthy lifestyle in dressing, walking and walking;

to know values of universal importance (customs, ceremonies, national-cultural traditions, etc.), to treat them with respect;

kindness, generosity towards others, respect for other people's worldview, religious beliefs, national and ethnic characteristics, traditions and rituals;

to carefully preserve the historical, spiritual and cultural heritage of the people, to observe the rules of etiquette established in the society[4].

Mathematical literacy, awareness of science and technology achievements, and competence to use them.

be able to make personal, family, professional and economic plans based on accurate calculations;

accounting in personal, social and economic relations;

being able to read and use various formulas, models, drawings, graphs and diagrams in daily activities;

to be aware of and be able to use science and technology innovations that ease human labor, increase labor productivity, and lead to favorable conditions.

The linguocognitive approach to mother tongue education includes the following aspects:

Linguistic-cognitive approach is a component of the methodology of teaching the vocabulary of foreigners and determines the effective formation of communicative competence.

## ANALYSIS AND RESULTS

Linguistic-cognitive approach is implemented through the system of principles of teaching Russian vocabulary to foreigners. The specific methodological principles of teaching and selection of educational material are based on several principles, i.e., the principle based on social material lexical material, the principle of reducing communicative control, the principle of linguocognitive systematized word level, linguocognitive semanticization, lexical knowledge. It is formed on the basis of the principle of expansion of the restrictions at the expense of words in accounting, the principle of paradigmatic communication based on lexical elements, the principle of awareness of conceptual lexical knowledge, management of formed lexical knowledge. Linguistic-cognitive conceptual lexicon is created within the framework of the conceptual representation of the minimal Russian vocabulary, which is related to the division of the "image of the world" for native speakers of Russian.

The three-level system of exercises based on the linguistic-cognitive approach is based on the three-level structure of lexical knowledge, which allows connecting its components, as well as forming lexical knowledge and lexical skills step by step.

The leading tool for implementing the linguistic-cognitive concept of teaching Russian vocabulary to foreigners at different stages is the Russian vocabulary workbook, which performs the tasks of explanation, understanding, and control, as well as vocabulary materials taking into account systematic relationships. image of the world" is organized among native speakers. The use of the lexico-semantic paradigm and syntagmatics allows solving many practical tasks of the training (introduction of words, its activation, word expansion, molecular sharing, development of language estimation, growth, learning, motivation, self-control).

The level of formation of lexical knowledge is based on the use of not only quantitative but also qualitative indicators to assess the lexical component of communicative competence.
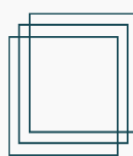
Lexical knowledge, in their definition, the formation of the personality of a modern linguist is in the conditions of multilingualism, and it is connected with a competent approach to learning, in particular, taking into account the communicative-active approach and person-oriented paradigm in language teaching. (I.A.Zimnyaya, M.N. Vyatyutnev, E.I.Passov) this includes not only the acquisition of methods of activity, but also the acquisition of knowledge. The most important requirement in language teaching is the formation of the personality of a linguist in order to methodically process ideas about the "ideal" student, a modern conceptual linguist[9].

Cognitive psychology studies how people acquire information about the world, how people present this information, how it is stored in memory and transformed into knowledge, and how this knowledge affects our attention and behavior. Cognitive psychology covers the entire spectrum of mental processes - from sensations to perception, pattern recognition, attention, learning, memory, concept formation, thinking, imagination, memorization, language, emotions and developmental processes; it covers all types of behavior[5]. The direction we've taken—the direction of understanding the essence of human thought—is both ambitious and exciting. This requires a very broad knowledge, so the scope of study will be wide; and since the subject involves a new perspective on human thought, your view of the intellectual nature of man may be radically altered.

Psycholinguistics is the study of the mental aspects of language and speech. This is primarily related to the way language is manifested and processed in the brain.

The fields of linguistics and psychology, psycholinguistics are part of the science of knowledge[6].

The concept of psycholinguists was introduced by the American psychologist Jacob Robert Cantor in the book "Psychology of Purposeful Grammar" (1936).

"Psycholinguistics is the study of the mental mechanisms that enable people to use language, which is a scientific discipline that has a clear theory of language production and understanding."

There are two main questions facing psycholinguists:

One is the language, what do we need to know the language? In a sense, we need to know a language to use it, but we do not always understand this knowledge well...

Another key psycholinguistic question is: what cognitive processes are involved in the normal use of language?

By "normal use of language" I mean lecturing, reading, writing letters, and having conversations. By "cognitive processes" I mean processes such as perception, memory, and thinking. When you do things that aren't fast or easy, like speaking and listening, we begin to process a lot of knowledge during these activities."

"In general, psycholinguistic research has shown that many of the concepts used in the analysis of sound structure, word structure, and sentence structure also play a role in language processing, but the language processing account-book, as well as this
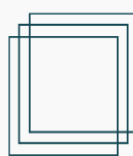
linguistics development of languages interrelated with other aspects of human processing to produce and understand"[7].

Psycholinguistics studies ideas and knowledge from a number of related fields, such as phonetics, semantics, and linguistics.

**CONCLUSION**

There is an ongoing exchange of information between psycholinguists and those working with neurolinguists, who study how language is represented in the brain[8]. There are also close ties to artificial intelligence research, in fact, much of the interest in language processing has come from the goals of A.I. to develop computer programs that convert speech into speech and programs that recognize the human voice. Psycholinguists have classically paid attention to the processes experienced in determining the timing of innate press tasks and reactions, the emergence of a neural process has opened up new research perspectives for psycholinguistics, because it will be possible to look at the mass activity of neurons based on language processing. Brain connections of psycholinguistic processes can complement the results of behavior, and in some cases ... can have direct information about the basis of psycholinguistic processes.

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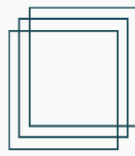
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