

DEVELOPMENT OF THE CONTENT OF THE CONCEPT OF "LANGUAGE COMPETENCE" IN THE HISTORY OF LINGUISTICS AND THE THEORY OF TEACHING FOREIGN LANGUAGES

Lailo Elmurodova Normuratovna

Higher Military Aviation Educational Institution of the Republic of Uzbekistan

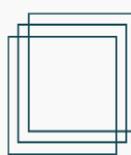
Associate Professor of the Department of Languages

+998 88 951 60 06

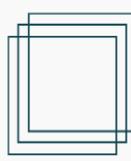
The development of the content of the concept of «language competence» in the history of linguistics and the theory and methodology of teaching foreign languages is considered, an overview of the basic concepts of foreign and domestic scientists to the interpretation of this term is given, the structure of language competence in different authors is presented. Based on the analysis of the main approaches to this concept, the definition of language competence in the methodology of teaching a foreign language is established.

Keywords: language (linguistic) competence, communicative competence, language knowledge, skills and abilities, language abilities, speech activity, communication.

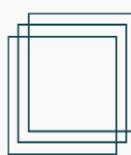
For the first time, the term "linguistic competence" (or linguistic competence - borrowing a foreign language word linguistic from foreign linguistics) was introduced by the American linguist N. Chomsky in the middle of the XX century. This implies the ability necessary to perform a certain, predominantly linguistic activity in the native language. According to the scientist's theory, a competent speaker/listener should: (a) form/understand an unlimited number of model sentences; b) have judgments about the statement, i.e. to see a formal similarity / difference in the meanings of the two expressions. Language competence in N. Chomsky is an ideal grammatical knowledge, always correlated with the knowledge of the language system (denotes a state, not a process) [1], which served as the basis for criticism from sociolinguists. Thus, the American scientist D. Himes, criticizing the concept of N. Chomsky, notes that "there are rules of use, without which the rules of grammar are useless" [2, p. 278]. These rules regulate the production and understanding of utterances in accordance with the situation in which speech activity is carried out. Thus, D. Himes expanded the concept of language competence, previously understood as language ability, and introduced the concept of communicative competence, denoting the sum of the language skills and knowledge of the speaker / listener about the use of language in changing situations and conditions of speech. N. Chomsky semantically contrasted linguistic competence with the term "use of language".



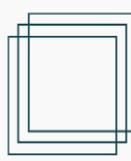
The difference in the meanings of these terms was revealed as the difference between the knowledge of the speaker or listener about the language and the use of language in the practice of communication and human activity. By the end of the 60s and the beginning of the 70s, the followers of N. Chomsky (and with some reservations he himself) began to understand these terms as linguistic ability, that is, potential knowledge of the language of its real native speaker, and language activity, that is, real speech in real conditions. The content of these concepts was clearly formulated by D. Slobin, pointing out the difference "between what a person is theoretically able to speak and understand, and what he actually speaks and understands in specific situations" [3, p. 23]. Thus, in a short time in the process of development of the concept there was a shift towards the so-called human factor, but this exacerbated the problem of the origin and development of linguistic competence. Consider the further development of this concept in linguistics and the theory of teaching a foreign language. In foreign science, the problem of language competence was dealt with by a number of scientists. The French researcher S. Moirand understands linguistic competence as knowledge of phonetic, lexical, grammatical and textual models of the language system, as well as the ability to operate with them in her statement [4, p. 23]. For the French scientist S. Savignon, linguistic competence means grammatical competence - the ability to recognize the lexical, morphological, syntactic and phonological features of the language and manipulate them [5, p. 14]. The American linguist L. F. Bachmann presented a detailed structure of linguistic competence, which includes the competencies: 1) organizational, consisting of grammatical and textual, and 2) pragmatic, consisting of illocutive and sociolinguistic. Organizational competence includes abilities related to the formal structure of the language, which are necessary for the creation or recognition of grammatically correct sentences, the coverage of their propositional content and the orderly connection into the text, i.e. consists of grammatical and textual competencies. Grammatical competence determines the choice of words for the expression of specific meanings, their form and arrangement in statements for the expression of propositions, as well as their material embodiment in the form of sounds or written signs. Textual competence includes knowledge of the conventions of combining statements into text. Pragmatic competence, unlike organizational competence, is concerned with the relationship between persons using language and the specific context of communication. According to L. F. Bahman, it includes illocutive competence, i.e. knowledge of pragmatic conventions for the performance of the necessary functions of language, and sociolinguistic, i.e. knowledge of the corresponding socio-cultural conventions for the use of these functions in a given context [6, p. 89]. Illocutive competence is the ability to form illocutive (speech) acts (ask for something, invite, inform someone) in accordance with the situation of communication.



The Dutch scholar Jan van Eck considers linguistic competence as the ability to create and interpret grammatically correct statements consisting of words used in their traditional, non-contextual meaning, that is, in the meaning that is usually attached to these words by native speakers [7, p. 39]. The researcher recognizes that language competence is the basis of communicative ability for any level of its formation. In the council of Europe's materials on cultural cooperation (1996), language competence is understood as knowledge and the ability to use formal means to create grammatically correct and meaningful statements in the language and is divided into lexical, grammatical, semantic and phonological competencies [8, p. 42]. In more recent Council of Europe documents (2001), language competence implies knowledge of vocabulary units and possession of certain formal rules by which dictionary units are transformed into a meaningful statement. In the structure of language competence, along with the components already existing earlier, spelling and orthoepic competencies are distinguished [9]. In domestic linguistics, the problem of linguistic competence has also been reflected. From the point of view of M. N. Vyatyutnev, language competence is "the acquired intuitive knowledge of a small number of rules that underlie the construction of deep structures of language, transformed in the process of communication into a variety of statements, i.e. into superficial structures. Knowledge of the rules does not mean the obligatory ability to formulate them" [10, p. 58]. According to the author, language competence is only a link in the process of language acquisition. The development of language competence alone is not sufficient for speech practice. Thus, language proficiency includes language and communicative competencies. G. V. Kolshansky interprets the concept of linguistic competence more broadly, it means "the ability of any person to assimilate any language system on the basis of a single logical thinking apparatus inherent in a person and his thinking as a reflection of the laws of a single material world" [11, p. 11]. He emphasizes its unity as a system, the parts of which are subordinated to the goals of expressing certain mental forms and categories. However, neither the dictionary, nor the grammar, nor the phonetic composition of the language alone can ensure the functioning of the language as a means of communication. In this regard, language competence also implies "compliance with the adequacy of the language form and the situational role of communication partners" [11, p. 14]. Thus, the ultimate goal of mastering a foreign language is "the ability and ability to participate in foreign language communication - to generate and perceive foreign language speech in accordance with the real situation of communication and to the extent given by the pragmatic goal of training" [11, p. 14]. In the domestic science of the late 80s - early 90s, A. L. Berdichevsky expressed the idea of the formation of linguistic, linguistic and cultural and communicative competencies. This formulation indicates that linguistic and linguistic and cultural competences are the basis for mastering communicative competence, that is, they are its components.



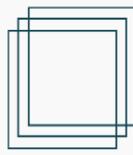
Following I. A. Zimnaya, the author understands linguistic competence as "knowledge of the language system and the rules of its functioning in foreign communication, i.e. linguistic competence includes the availability of language tools with a certain communicative potential, knowledge of language tools and their functions, possession of the background mechanisms of speech activity" [12, p. 17]. Linguistic competence includes the mastery of language activity in a foreign language on a functional basis and involves the "flexibility of language consciousness" (according to T. M. Dridze) of students; this ability to operate with linguistic means for the purposes of communication, and also allows you to distinguish linguistically correct statements from incorrect ones and formulate the rules of language. In order to master the language in the course of speech activity, as indicated by A. L. Berdichevsky, - 93 - T. P. Ogluzdina. The development of the content of the concept of "linguistic competence" in the history of linguistics... knowledge of the language, mastery of language activity, the system of a foreign language is necessary, that is, linguistic competence is a prerequisite for communicative, since speech activity occurs only due to the fact that communicants own the language system. I. L. Beam includes sociolinguistic aspects in linguistic competence, defining it as "possession of linguistic means, the process of generating and recognizing text" [13, p. 10]. E. V. Tikhomirova in her dissertation research notes that linguistic competence is manifested in the correct use of linguistic forms in a foreign language (phonology, morphology, vocabulary, syntax), and highlights the following communicative skill of linguistic competence: the ability to build correct, from the point of view of the norms of the language being studied, own statements and perceive someone else's [14, p. 130]. D. I. Isarenkov understands language competence as "knowledge of language units of all levels (phonetic, lexical, word-forming, morphological and syntactic). It is also important to know the rules for operating with these units of each level in order to build units of a higher level of hierarchy up to communicative syntactic units. The other side of the formation of language competence is associated with the formation of the ability, on the basis of building language material and the rules of combining units of language, to build an unlimited number of communicative units of a certain semantics" [15, p. 55]. According to the dictionary of methodological terms, language competence involves "mastery of the system of information about the studied language at its levels: phonetics, vocabulary, word composition and word formation, morphology, syntax of a simple and complex sentence, the basics of text stylistics. A student has language competence if he has an idea of the system of the language being studied and can use this system in practice" [16, p. 407]. V. V. Safonova in her monograph includes in the structure of language competence the following components: 1) language knowledge about: the rules of lexicogrammatical design of phrases and SFU in the studied types of speech works (RP); pronunciation norms for



the design of foreign music; intonation-syntactic norms of the construction of the studied phrases, SFU, discourse; general and specific ways of expressing universal categories in the native and foreign languages; 2) language skills: recognition of lexically and grammatically acceptable statements in a foreign language; decoding of language concepts and representations in the RP in a foreign language; figurative and schematic representation of language information on the rules for the construction and design of phrases and superphrase unities in a foreign language; phonetic, lexicogrammatical, intonation-syntactic design of statements in accordance with literary norms; 3) linguistic abilities to linguistic observation and generalization of its results in the form of rules (verbal and figurative-schematic) and language algorithms [17, p. 100]. Analyzing the interpretation of language competence by foreign and domestic researchers, the following conclusions can be drawn: 1) language competence is recognized as a basic component of communicative competence, without language competence, communicative competence cannot be formed; 2) most scientists consider language competence as knowledge of the language system of the studied language at all levels (phonological, lexical, grammatical) of grammatical rules of sentence construction; 3) some researchers (I. L. Beam, V. V. Safonova, S. Muaran, Jan van Eck, etc.) include in the language competence the skills and abilities of using this knowledge in speech activity in a foreign language. As the analysis of the development of the content of the concept of "language competence" in the modern theory of teaching foreign languages shows, this term denotes a set of language knowledge, skills and abilities, the mastery of which allows for foreign language speech activity in accordance with the language norms of the studied language in various fields of activity, and also contributes to the development of the language abilities of students. Summing up the above, it should be noted that the term "language competence", having originally arisen in linguistics, penetrates into the theory of teaching a foreign language, rapidly developing and enriching methodological science with new concepts, the key of which are communicative competence and communicative competence. The formation of the latter is the main purpose of the subject of a foreign language at school, since school graduates should be able to carry out foreign language communication with native speakers, communicate through new information technologies, have access to the diversity of world culture and political life [18, p. 80]

References

1. Chomsky N. Aspects of the theory of syntax. A.
2. Hymes D. H. Sociolinguistics. Penguin Education.
3. Slobin D., Green J. Psycholinguistics. M.: Progress. 350 s.
4. Moirand S. Teaching to start in a foreign language. Paris. 188 pp.



5. Mikhalkina I. V. Communicative and linguistic content of training in professional communication of specialists in the field of foreign economic relations: dis. ... cand. Ped. Sciences. M. 179 s.
6. Bachman L. F. Fundamental Considerations in Language Testing. Oxford: Oxford University Press. 408 p.
7. Van Ek J. A. Objectives for foreign language learning. Vol. 1: Scope. Strasbourg, Council of Europe Press