Conceptual Bases of Linguistic Competences in Updating the Content of Education

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ABSTRACT

This article provides information about the content, conceptual foundations, and educational content of linguistic competences. Therefore, in the article, the importance of linguistic competences in the educational system today, four types of speech activities acquired in this language by teaching the student a certain topic are widely discussed.

KEYWORDS: *educational content, conceptual basis, linguistic competence, skill knowledge, competence-based education*
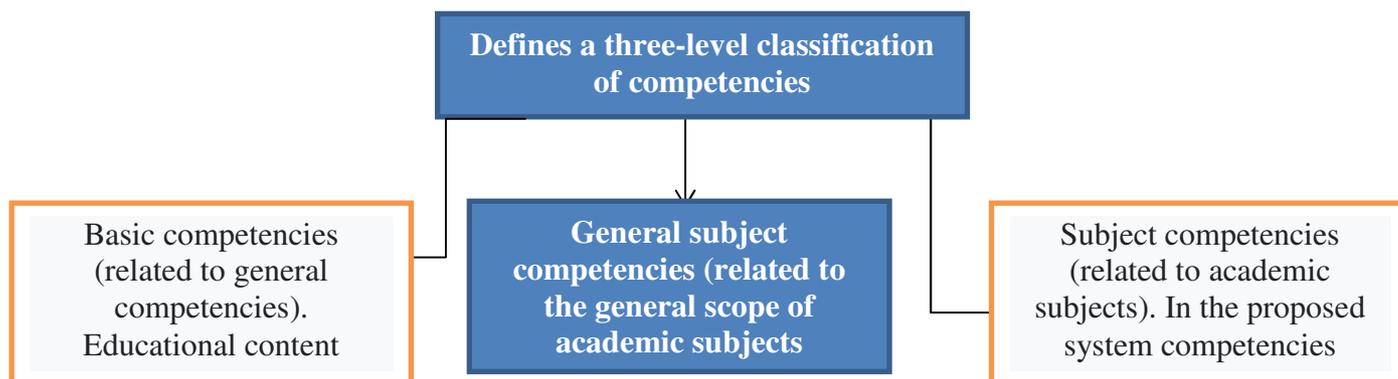
I. INTRODUCTION

Today, a number of studies are being carried out on the development of education and the use of modern methods in the formation of students' competence on a global scale. The content and essence of education is determined by the level of material and cultural development of society. Depending on social relations, the need for general information, professional training of people, pedagogical ideas about education, the nature, method, and organizational forms of education have changed at different stages of the development of human society.

Formation of students' logical thinking, increase and development of their intellectual literacy; self-awareness, self-control in communication with others, understanding of other people's opinions, free thinking, ability and ability to make one's own opinion, ability and formation and development of competencies such as teaching to express one's opinion boldly is required.

In the modern education system, education of a free person through the formation of competence knowledge, the formation of independent thinking skills in children, the acquisition and application of knowledge, quick and thorough thinking of decisions and clear planning of actions, effective cooperation in different groups, and openness to new contacts are more important. attention is paid. This requires a wide introduction of alternative forms and methods of acquiring competence skills along with learning activities into the educational process. A person's linguistic competence is distinct in two ways. First, it was designed specifically for one function: the construction and interpretation of linguistic expressions. Second, no one is aware of their mental grammar. Since no one knows the rules and principles used in the creation and interpretation of linguistic expressions, such rules and principles and other things in the mental grammar of the speaker, as well as the functioning of such mental subsystems, are called hidden. The importance of linguistic competences to science has been studied by a number of scientists of the world. Among the researchers, it is worth noting the works of **Noam Xomskiy E.I. Vovk, I. Glukhova, L.I. Karpova, T.A. Lopareva, E.A. Rubleva, L.A. Shirokova** and others.

- ➤ It is designed to increase the level of approach based on linguistic competence
- ➤ in the process of teaching elementary school students. A.V. Khutorskoy (2005)
- ➤ defines a three-level classification of competencies:

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                    ┌─────────────────────────────────┐
                    │  Defines a three-level classification
                    │       of competencies            │
                    └─────────────────────────────────┘

┌──────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│ Basic competencies│   │  General subject      │   │ Subject competencies │
│ (related to general│   │ competencies (related to│   │ (related to academic │
│ competencies).    │   │  the general scope of │   │ subjects). In the proposed│
│ Educational content│   │  academic subjects)   │   │ system competencies  │
└──────────────────┘   └──────────────────────┘   └──────────────────────┘
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II. MATERIALS AND METHODS

Linguistic competence reflects knowledge about language system, rules, abilities accepting other people's ideas and making comments in writing and speaking.

Sociolinguistic competence is called discourse competence because it is related the ability to realize communicative intentions, express them according to the communicative goals. According to Chomsky, competence is an ideal language system that enables speakers to produce and understand an infinite number of sentences in their own language, and to distinguish grammatical from ungrammatical sentences. It is not affected by "grammatically irrelevant conditions" such as speech errors. According to Chomsky, competence can be learned independently of language use, which falls under the category of "performance", for example through introspection and grammatical reasoning by native speakers. Chomsky distinguishes competence, which is an idealized ability, from actual word production. According to him, competence is a "mental reality" that accounts for the speaker-hearer's knowledge of his language and all aspects of that language use that can be characterized as "linguistic page required. Chomsky argued that only in an idealized situation would the speaker-hearer be unaffected by grammatically irrelevant conditions such as memory constraints and distractions

Chomsky dismissed criticisms of limiting performance learning in favor of core competency learning as unfounded and completely misguided. He claims that the limitation of the descriptive principle of data classification and organization, the practice of **"extracting patterns"** from the observed corpus of speech, and the description of **"speech habits"** are the main factors that prevent the development of a true performance theory page required. Linguistic competence is one of the four competencies, but the four competencies cannot be separated into separate elements. For example, using appropriate vocabulary involves understanding and being aware of the context in which a particular communicative event is situated. An awareness of formality allows a person to decide whether to use you, my friends, or fellow teachers depending on the context.

Not only the scientists of the world, but also the scientists of our republic today, a number of works are being carried out within the framework of basic competences, linguistic competences and their importance. They include B. SAbdullaeva, R. G. Safarova, Yu. M. Asadov, J. E. Osarov.

Linguistic competences for elementary grades in the national curriculum of general secondary education enable each student to think creatively, understand the opinions of others, express his or her own opinion in oral and written form. It includes speech and linguistic competences aimed at being able to express clearly and fluently.

Also, as the child goes up in class, exercises on linguistic competence become more complicated

- ➤ knowing the spelling of vowels and consonants,
- ➤ to be able to use it correctly in oral and written speech,
- ➤ transpose syllables and follow the spelling of capital letters;
- ➤ making sentences by joining words together;
- ➤ being able to distinguish sentences according to the purpose of expression and use them correctly in speech, this knowledge requires the student to know a deeper concept of knowledge after moving to the second grade. For example, the second grade o in addition to it after the student is able to distinguish the sentences according to the purpose of expression

- ➢ to be able to classify words by questioning them into categories and use them correctly in speech;

- ➢ to distinguish the types of sentences according to the purpose of expression and to follow the spelling

- ➢ to be able to distinguish between words and sentences; to form sentences by combining words;

Such linguistic competences become more complex after the student moves to the third grade. In addition to the above, the pupil

- ➢ dictionary and dictionary types, following the rules of dictionary use;

- ➢ word, its constituent parts, dividing words into bases and suffixes, distinguishing artificial words;

After the student moves to the fourth grade, the linguistic competences are added to the linguistic competences of the third grade and become more complicated:

- ➢ distinguish between nouns, adjectives, numbers, pronouns, and verbs, and be able to use them correctly in speech;

- ➢ being able to form a sentence by joining words together;

- ➢ knowing the types of sentences according to the purpose of expression, observing their spelling;

- ➢ distinguishing between parts of speech and being able to use them correctly in speech;

- ➢ to know the characteristics of words, sentences and text, to be able to create a text following the rules.

The tasks and exercises given to the student become more complicated as the student advances in terms of class.

In the textbook of mother tongue and reading literacy, intended for the 1st grade of elementary school, we can find several different exercises on linguistic competence. On page 72 of the textbook, there is an exercise on using punctuation marks of linguistic competence in tasks for reinforcement.

1. Fill in the conversation between the two bees who met in the garden. Use punctuation correctly:
Complete and write the conversation between the two bees who met in the garden. Use punctuation marks correctly.

2. Write the names given to the animals.

3. Make four sentences with the following nouns.

The tasks given above can be an example of the linguistic competences intended for the 1st grades directly specified in the national curriculum.

Such tasks help the student to think independently and develop his creative thinking. For example, write the words highlighted in the text given on page 121 of the third-grade textbook with appropriate comments, find out the meanings of the words and use them to make sentences. Can be an example of exercises given for pupil.

III. CONCLUSION

Languages of schooling is if taken to effect a venture of importance. It encom-passes language, cultural, social and economic aspects and reveals how languages beats at the core of political issues like social progress and freedom ofmovement. The fact that institutions think that this approach should precede allothers in the educational agenda point to future developments and explorations.Two inroads are considered here: the role of mother tongue and the properconceptualization of area content.

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