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FORMATION OF COMMUNICATIVE AND LINGUISTIC COMPETENCIES OF STUDENTS BY MEANS OF MODERN PHILOLOGICAL EDUCATION

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ABSTRACT

At present, in modern linguistics and linguodidactics, more and more attention is paid to the problem of educating a linguistic personality in the process of teaching a foreign language. The problems of the formation of a linguistic personality are being developed in a number of linguoculturological and linguodidactic studies.

KEYWORDS

Linguistic personality, intercultural communication, semiotics, types of competencies, secondary linguistic personality.

INTRODUCTION

Currently, interest in the personal aspect of language learning has increased significantly due to the trend of humanitarization of science in all disciplines related to language in one way or another — not only in linguistics, but also in psycholinguistics, sociolinguistics, as well as in linguodidactics. At the moment, due to the change in the paradigm and

ideology of linguistic research, the phenomenon of "linguistic personality" has become the object of attention of linguodidactics and methods of teaching foreign languages. "The result of any language education should be a formed language personality, and the result of education in the field of foreign languages should be a secondary language personality

as an indicator of a person's ability to fully participate in intercultural communication" [4].

The term "linguistic personality" is based on the concept of a person as a subject of his conscious activity, which is determined by the system of social relations and culture. The intellectual characteristics of a person are brought to the fore, and intelligence is most intensively manifested in language and is explored through language.

One of the first definitions of the term "linguistic personality" is given by G.I. Bogin in his work "Modern linguodidactics". "The central concept of linguodidactics is a linguistic personality – a person viewed from the point of view of his willingness to perform speech actions. The linguistic personality is the one who appropriates the language, that is, the one for whom language is speech. The linguistic personality is characterized not so much by what it knows about the language, but by what it can do with the language" [2].

The components of the formation of a linguistic personality are the development of the following competencies:

- Linguistic competence - theoretical knowledge of the language;
- Language competence - practical language proficiency;
- Communicative competence - the use of language in accordance with the communication situation, the skills of correct speech behavior;
- Cultural competence - entering the culture of the language being studied, overcoming the cultural barrier in communication.

A linguistic personality exists in the space of culture reflected in language, in forms of social consciousness

at different levels (scientific, everyday), in behavioral stereotypes and norms, in objects of material culture. A linguistic personality is formed in the process of socialization of an individual, which in turn involves three aspects:

1. The process of including a person in certain social relations, as a result of which a linguistic personality turns out to be a kind of realization of cultural and historical knowledge of the whole society;
2. Active speech-thinking activity according to the norms and standards set by a particular ethno-linguistic culture;
3. The process of assimilation of the laws of social psychology of the people [5]. The emergence of the concept of "secondary linguistic personality" is directly related to the development of the concept of linguistic personality. Currently, the formation of a secondary linguistic personality is the goal of teaching the Russian language, as well as a criterion for its effectiveness. The process of forming a secondary linguistic personality takes place on the basis of the native picture of the world and the influence of the primary linguistic personality formed by the native language of a person.

The process of forming a secondary linguistic personality consists of a conscious structuring of verbal-semantic, cognitive and motivational levels, which have typical elements in their composition that contribute to the formation of individual and collective characteristics of a secondary linguistic personality. Thus, a person who has mastered the verbal-semantic code of another language, that is, a linguistic picture of the world of native speakers, and a conceptual picture of the world that allows a person to understand a new social reality for him, is already considered a secondary linguistic personality. The development of secondary linguistic personality traits that make it capable of

being an effective participant in intercultural communication is the goal of teaching a foreign language. [1]

Phraseological units, proverbs and sayings in the most vivid figurative form express the spirit of the people, their mentality, consolidate the cultural and historical experience of cognition of the world in the form of figurative stable turns evaluating phenomena and objects, actions and their states. Thus, at present, most specialists in the field of teaching Russian believe that one of the important tasks in teaching is the formation of a secondary linguistic personality as the ability to successfully carry out social interaction with speakers of another culture.

The study of the Russian language provides great opportunities for the linguistic and mental development of students, which enriches them with knowledge of the basic laws and rules of the language system, morphological and syntactic means of expressing thoughts, promotes the development of logical thinking of students, is the basis for the formation of practical speech and spelling skills. As you know, language learning is synthesized with the study of culture, which is traditionally possible to comprehend through direct communication with native speakers, through reading fiction and journalistic literature. Therefore, when learning a foreign language, along with literary texts, texts from newspapers and magazines are used. In addition to the fact that they contribute to the development of students' speech competence, it also gives an opportunity to analyze situations described in the media in their native and foreign languages [1]. It is the improvement of linguistic knowledge in Russian that leads to the understanding and adequate response of foreign speech, as well as successful intercultural communication.

Linguistic competence is a part of a more general communicative competence, assuming the presence of developed communication skills and the underlying ability to use language for communication purposes. The structure of communicative competence consists of a number of narrower components:

1. Linguistic competence (otherwise – linguistic) – awareness of the language system, its structure and functioning, knowledge of basic concepts of linguistics, as well as grammatical categories and vocabulary.
2. Speech competence is associated with the ability to apply linguistic knowledge in the process of speech activity in the perception, analysis and creation of speech utterances. It assumes knowledge of the basics of stylistics, awareness of the structure of the text, as well as possession of editing skills.
3. Speech competence is associated with the presence of basic concepts from the field of language theory and the history of linguistic teachings.
4. The actual communicative component involves the ability to communicate in a language in various situations and areas of interaction. [7]

The linguistic personality of a philologist as a specialist in linguistics is based on the possession of all aspects of communicative competence, including its linguistic level. At the same time, the knowledge of the philologist-specialist about the structure and laws of the functioning of the language is in-depth and theoretical, based on information from the history of its development. Another important aspect is the high level of speech culture, knowledge of the literary norm, as well as the formation of basic communicative qualities that make statements relevant and logical, giving speech accuracy and diversity.

In addition to special theoretical and practical disciplines, such branches of knowledge as semiotics and the theory of communications are the source of the formation of a philologist's personality. Semiotics focuses on the study of sign systems, among which language occupies one of the main places, since it is the primary sign system. Many of the laws discovered by semiotics apply to natural languages as well.

For example, in linguistics, the idea of the dual nature of a linguistic sign – phonetic-graphic and meaningful, as well as the basic property of linguistic units associated with the discrepancy between the plan of expression and the plan of content (asymmetric dualism of a linguistic sign) has been firmly established. Some mechanisms of the formation of the meaning of language signs are also revealed through semiotics. The comparison of natural languages with other semiotic systems enriches linguistics with knowledge about the specific properties of linguistic signs. Mastering semiotic concepts is necessary for the formation of linguistic competencies of a philologist, since it equips a specialist with the necessary terminology, gives an idea of the system-sign structure of the language and the properties of the language sign due to this. [7]

Communication theory considers language and speech from the point of view of information exchange processes, interaction in different communication situations, including between a person and a machine. The theory of communication is the basis for modern ideas about communication and speech activity. A philologist should perceive any utterance as a code – a set of symbols (signs) used to transmit information. The language code of a message is a complex concept that includes both linguistic and non-linguistic components, as well as stylistic and national-cultural features. This helps the philologist to understand how

information is transmitted, what factors influence the success of messaging, as well as to edit messages to improve communication results.[3]

In the most general view, a linguistic personality is an individual considered in terms of his speech skills, as well as the level of language proficiency and communication culture. The basic trait underlying a developed linguistic personality is the ability to successfully communicate in various fields. The structure of the linguistic personality includes a number of levels:

1. The level of natural language proficiency, otherwise called verbal-semantic. It assumes knowledge of vocabulary and grammar, the ability to perceive and understand speech (spoken and written), as well as produce their own speech works.
2. The level associated with the possession of a system of concepts, concepts that make up the basic linguistic picture of the world.
3. The level of speech pragmatics, including communicative goals, speech attitudes and intentions of the individual. A linguistic personality develops and develops as a result of the formation of linguistic and other general cultural competencies, which are systems of theoretical and practical knowledge and methods of action.

Thus, the linguistic personality of a philologist is formed not only under the influence of studying special disciplines, but also through semiotics and communication theory. [6]

The purpose of the business communication training cycles is to acquire two-way communication skills necessary to identify common interests and achieve mutual understanding based on knowledge and full awareness. Inability to communicate and lack of



communication give rise to misunderstandings between business partners. Without these skills and skills of specialists, no enterprise, company or any other organization will be able to successfully operate, cooperate with the public, with its employees, partners and consumers. Success is determined by mutual understanding and the ability to interact through communication.

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