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## THE PHENOMENON OF METALINGUIC ACTIVITY, ITS STRUCTURE AND FEATURES

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### ABSTRACT

Among the main tasks of teachers in the educational process is the development of the language ability of students. However, taking into account only the didactic and linguistic factors of learning is not enough for the full acquisition of the language. The application of psychological and psycholinguistic knowledge in practice will help teachers significantly facilitate the process of language learning.

### KEYWORDS

Linguistics, pedagogy, cross-sectional analysis, problems in language learning, problem solving.

### INTRODUCTION

The problem of the relationship between language and thinking has been studied by many researchers in the field of linguistics and psychology. This point of view was also touched upon in the scientific concepts of F. Humboldt. The essence of thinking, in his opinion, lies in reflection - the division of the thinker and the subject of thought. Emphasizing the relationship between language and thinking, he wrote that “the sensual

designation of the unities with which certain fragments of thinking are associated in order to oppose them as parts to other parts of a large whole, as objects to subjects, is called language in the broadest sense of the word” [6]. Consequently, the language ability is formed due to the intellectual activity of the student, characterized by the possibility of understanding the phenomena of language and speech.

## THE MAIN RESULTS AND FINDINGS

According to the studies conducted by O.S. Ushakova and A.I. Lavrentyeva, in the process of the formation of language ability in ontogenesis, an important role is played by the so-called metalinguistic activity, which is aimed at analyzing linguistic and speech phenomena and has a creative character. Also, scientists emphasize that children, while understanding and using language units, along with imitating the speech behavior of adults, try to creatively process the words and statements of others and independently construct means of conveying certain content [14].

F.A. Sokhin proved the need for the formation of metalinguistic activity in children. Practical assimilation of language means contributes to the formation of practical speech skills, the improvement of communicative forms and functions of linguistic reality and the linguistic development of the child (the formation of awareness of linguistic reality) [10].

The metalinguistic activity of children and schoolchildren is closely related to such concepts as metalinguistic ability, metalinguistic skills and metalinguistic competence.

Before analyzing these metalinguistic phenomena, it is necessary to give an explanation of the terms themselves: ability, skills and competence.

In pedagogy, the term “abilities” has the following scientific definition: “individual psychological characteristics that are subjective conditions for the successful implementation of a certain kind of activity” [9]. B.M. Teplov speaks of the phenomenon of “ability” as individual psychological characteristics that ensure the ease and speed of acquiring knowledge, skills and abilities and determine the quality of performing a certain activity. This interpretation of this term is

supported by S.L. Rubinshtein, who, in turn, attaches great importance to internal, i.e. natural inclinations of abilities, and external factors such as training, upbringing, the social environment of the child, etc. It should be noted that abilities are not limited to knowledge, skills and abilities.

Skill is the possession of ways to apply acquired knowledge in practice [11]. Skills are always formed through exercises and allow the performance of actions both in everyday and changed situations.

Competence is the ability to apply knowledge, skills, abilities and personal qualities for successful activity in various problematic professional or life situations [7]. Thus, in order to develop a particular competence in a person, it is necessary to form and improve the corresponding abilities, knowledge, skills and abilities.

Having analyzed the basic concepts, we can proceed to the study of the main features of metalinguistic activity.

As we already know, a metalanguage should be understood as a language in which some other language is described. Therefore, the metalinguistic ability is such a person's ability that allows him to logically understand, control and analyze his speech.

I. Ovchinnikova argues that the metalinguistic ability for psychologists is the ability to consciously work on the language (as an object of activity), the ability to recognize the language as a subject of evaluation and control one's speech activity [15].

According to A.M. Shakhranovich, metalinguistic ability is the ability to make judgments about a language, to explain its features [16]. In addition, the metalinguistic ability is understood as the speaker's reflection on speech, his awareness and control over its generation, the ability to draw a conclusion about the mechanism

that underlies speech and controls the speech activity of all speakers of a given language [8]. The last definition of the term is supplemented by the opinion of T. Tulviste, according to which the main component of the metalinguistic ability is the ability to reflect on the elements and patterns of language and speech [12].

In the studies of G.V. Babina and N.Yu. Sharikova, the knowledge of linguistic phenomena is carried out at two levels: sensory (collection of facts, their generalization, description of data and their systematization) and rational, or theoretical (formation of concepts, knowledge of theories and study of laws known phenomenon). From their standpoint, the sensory level is a linguistic ability, and the rational level is a metalinguistic ability [4]. In other words, one can come to the conclusion that both abilities are necessary when acquiring a language (native or foreign).

I. Ovchinnikova, describing the structure of metalinguistic competence, suggests the correlation of linguistic and metalinguistic competences, and from her point of view, the terms “metinguistic ability” and “metinguistic competence” are accepted as interchangeable concepts. According to the data found by Ovchinnikova, metalinguistic competence includes:

- 1) pragmatic component of language competence;
- 2) reflection on the language (language material and the language system in the form in which it is presented in the language material);
- 3) assessment of their knowledge of the language and about the language [15].

Unlike the metalinguistic ability, the language ability has a structure that is easier to understand. E.

Budanova under the language ability understands the system of language elements and mechanisms that ensure their functioning in the process of speech activity, and gives the following systematization of language ability:

- 1) phonetic (phonetic ability);
- 2) lexical (lexical ability);
- 3) grammatical (grammatical ability) [5].

V.Ya. Unarova, who studied the features of the formation of metalinguistic skills in bilingual primary schoolchildren, argues that metalinguistic skills are formed in the process of teaching languages purposefully on the basis of the development of metalinguistic abilities already existing in children [13]. At the same time, metalinguistic skills can be acquired through the performance of special linguistic, psychological and logical exercises, and if they are automated, they can turn into skills.

E. Bialystok, having carefully studied the child psychology of language acquisition, explained the term “metalinguistic skills” as “strategies that are consciously or automatically applied to oral or written language interaction in order to allow a person to think about language and language message, analyze the message and control language processing in framework of communicative culture” [1].

Today, knowledge of English in order to become a good specialist in any industry has become a simple requirement. The use of the case method in teaching special terms in English is appropriate [2]

The effectiveness of teaching students was determined by 3 indicators: language competence, activity in communication in the process of work, readiness to learn new material. The criteria for these indicators are listed below: 1. language competence.

high level: fluency (corresponding to the level of the 10th grade) of the grammatical component of the language, correct pronunciation of words, the presence of a vocabulary sufficient for free expression of their thoughts. Intermediate level: minor errors are allowed in the grammatical, phonetic and lexical components of language proficiency, but only if the lesson material is new or has increased complexity for students of this age. Low level: a significant number of errors in the previously studied material, the use of incorrect grammatical constructions, poor vocabulary, the frequency of incorrect pronunciation of words. 2. Activity in communication during work. High level: the student strives to realize his participation in the lesson, making maximum use of his language capabilities, allowing improvisation, as well as increased attention in the perception of speech and actions of other students in order to appear in the speech situation. Intermediate level: the student is quite actively involved in the work, but if there is a misunderstanding of the language component of the educational activity, he "falls out" of the situation, ceases to be guided in it. Low level: the student is poorly oriented in the situation and therefore shows minimal activity of participation in the work. 3. Readiness to learn new material. this criterion creates the mood of students to work in the learning process and determines the success of mastering new knowledge. High level: the student enthusiastically accepts the new lesson and the proposed educational material, is attentive, inquisitive, and shows a high cognitive interest. Intermediate level: the student is focused more on the entertainment side of the lesson than on the cognitive side, since the student's cognitive interest is situational. Low level: the student is not ready to learn new material both psychologically and in terms of language training [3].

## CONCLUSION

According to our research, the highest degree of metalinguistic ability is considered to be metalinguistic competence, which is based on all of the above elements of students' metalinguistic activity. As a result of studying various sources, we came to the conclusion that the metalinguistic activity of children of preschool and school age in the process of mastering the language is a rather serious and difficult period in their development, which requires careful monitoring and support from educators and teachers.

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