

## LINGUISTIC ABILITY AS A KEY COMPONENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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**Annotation:** This article discusses to identify which components of linguistic competence are underdeveloped among students and which ones are slow to develop or not develop at all, as well as the lexical-grammatical component of linguistic competence that determines a student's ability to use certain lexical units in the grammatical field.

**Keywords:** grammar, linguistic component, competence, vocabulary, grammatical component.

Research is being conducted in world higher education institutions to ensure the quality of linguistic competence of future teachers, modeling and designing the educational process, improving linguistic skills on the basis of targeted approaches and principles that determine the correct and technological content, development of communicative qualities and linguistic competencies. At the same time, special attention is paid to the training and professional training of future English teachers, raising the quality of education to the international level, increasing the level of development of linguistic skills, the introduction of modular education. Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 PQ-5117 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" The need to know at the V2 level was reflected in this decision [1]. Effective foreign language teaching activities managed by students are the basis for improving the quality of foreign language teaching.

According to the Council of Europe monograph, the following components are distinguished in the structure of linguistic competence: lexical, grammatical, semantic, phonological, spelling and orthopedic.

Lexical competence is characterized by knowing the vocabulary of a language, including lexical and grammatical elements, and being able to use them in speech. Lexical competence includes: 1) independent words - parts of speech (nouns, adjectives, verbs, suffixes, etc.); 2) Phraseological units are semantically indivisible, stable compounds, which are distinguished by a separate integral meaning, the permanence of the component structure, and they are reinforced in the speaker's memory. They are complex and contradictory units that have a holistic meaning (speech marks, proverbs and parables, phraseological verbs, complex prepositions, etc.).

Grammatical competence is, in fact, the knowledge of the grammatical laws of language rules and the ability to use them in speech. It involves the ability to understand and express a particular meaning, formalizing it in the form of phrases and sentences structured according to the rules of the target language.

The grammatical component is based on knowing the grammatical elements of the language (morphology, syntax, etc.). An advanced grammatical component is the ability to use the grammatical means of a language and is seen as a set of principles governing the combination of lexical elements into meaningful phrases and sentences. Together, these two components form a stable element of linguistic knowledge that can be compared to "speech patterns" mastered by prospective teachers, which constitute both effective and receptive speech. I.F. Musaelyan, the lexical and grammatical component of language competence includes lexical and grammatical knowledge, skills and competencies [2; 256-b.].

Direct lexical and grammatical knowledge is a set of knowledge in the field of vocabulary (broad dictionary) and grammar (laws and rules of combining linguistic phenomena and lexical units). Lexical-grammatical skills (hereinafter - LG) are suggested to call for actions synthesized to recognize and understand LG language units in written and oral text, as well as actions to select and use the appropriate lexicogram units of the language appropriate for communication. A situation that conforms to these

language norms. In the context of solving conditional and real communication tasks, the ability to practice speaking skills is considered to be LG skills based on the knowledge and skills acquired by LG.

I.F. Musaelyan distinguishes productive and receptive skills and abilities while talking about the lexical and grammatical component of linguistic competence [2; 256-b.].

Productive abilities and skills include: selecting and using lexical and grammatical units of language depending on the state of communication; combining new grammatical units with previously learned ones; changing and mastering LG of statement formation when changing communicative intent; recognition and correction of lexical and grammatical errors in oral and written speech.

Receptive abilities include: recognizing previously learned lexical and grammatical units of language in a scientific text; understanding new LG units using context; distinguish and identify lexical and grammatical units of language; linking the meaning of lexical and grammatical units of language to the context; the difference between the lexical and grammatical units of language similar to hearing and writing.

From the point of view of our study, the lexical-grammatical component is considered as an integral element of linguistic competence, where the dictionary is partially superior to the grammar. Speaking about the problem of assessing the level of formation of lexical and grammatical competence at the University of Language, it should be noted that in practice this problem depends on the assessment of the level of formation, linguistic competence and its phonological, orthoepic and orthographic components. Developing and improving them is important for future teachers because it is impossible to learn without developing all the components of language competence.

Lexical and grammatical competencies also develop unequally, and often these inequalities persist even after studying the subject of "Competences in the Practice of Teaching Language Aspects". The most interesting of all the above competencies were the insufficiently formed lexical and grammatical competencies of future teachers. Observing the development of vocabulary and grammar as separate aspects, we have come to the conclusion that prospective teachers form vocabulary or grammar separately, and errors in the use of grammar, such as the confusion of tenses, are common. In this regard, the need for comprehensive teaching of these two aspects of language is obvious, which determines the direction of the learning process to the targeted formation of the lexical and grammatical component of linguistic competence.

Prospective teachers should be able to use language material both lexically and grammatically competently. Thus, the lexical grammatical component of linguistic competence determines the ability of a future teacher to use specific lexical units in the grammatical field of the language being studied, which corresponds to the complexity. If we are talking about the V2 level, then the vocabulary and grammar of the future teacher should also correspond to this level. If the prospective teacher knows the vocabulary at the V2 level, but does not know the grammar at all, or vice versa, it is appropriate to talk about the unformed lexical and grammatical component.

The main component in the structure of communicative competence is the linguistic component. It expresses knowledge of language tools, including grammar, vocabulary and phonetics, and readiness to use them in oral and written communication.

An analysis of the interpretation of the concepts of "linguistic competence" and their comparison shows that in the methodology of teaching foreign languages they often work as synonyms. The methodology of teaching English is characterized by the difference between these concepts.

## References

1. Resolution of the President of the Republic of Uzbekistan No. PP-5117 "On measures to bring the activities of popularization of foreign languages to a qualitatively new level." May 19, 2021.
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