

Specificity of Formation of Linguistic Competence of Students

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Abstract: *The study identifies the specifics of the formation of linguistic competence among students, determined by the following main parameters: heterogeneity of the first-year student cohort in terms of speech preparation; the particularities of the joint activity of the teacher and the student in the process of subject-based learning of the disciplines "Russian Language" and "Culture of Speech"; the acute shortage of study time for the disciplines "Russian Language" and "Culture of Speech" according to the curriculum; the necessity of skillfully combining all types of productive speech activities (speaking, writing, reading, listening); the influence of the national-ethnic factor on the communicative-speech interaction of students.*

Key words: *specifics, linguistic competence, formation, systematization, knowledge consolidation, speech communication.*

Changes in economic conditions in our country have contributed to an increase in social activity among broad segments of the population and the demand for personnel with higher education in various specialties. This factor explains the need for training in the language forms of business communication and improving the linguistic competence of individuals who are just beginning to enter the world of socio-legal relations in the process of social activities. Linguistic competence in modern conditions becomes a necessary component of the overall humanitarian culture of an individual.

Linguistic competence is a systemic quality of an individual, integrating personal communicative qualities, knowledge of the language system, mastery of basic linguistic concepts and means, culture of communication both in social life and in the professional sphere, and an individual's awareness of their needs, value orientations, and motives for personal communication and its development.

Let's turn to identifying the specifics of the process of forming linguistic competence in students of non-linguistic faculties, as we believe that productive formation of this competence is impossible without considering this issue.

By the specifics of forming this competence, we understand the set of distinctive characteristics, features, and patterns inherent only to this process.

Based on the above, we have identified the following features of the formation of this competence, which are determined by the corresponding parameters.

Heterogeneity of the first-year student cohort in terms of speech preparation (level of speaking, writing, reading, and listening skills development).

As pedagogical reality shows, most first-year students have a low level of speech preparation. At the same time, a certain part of freshmen has relatively high and medium levels. Thus, in this respect, we have a heterogeneous cohort of students, which brings a certain feature to the formation of the

competence being studied. In particular, a survey at Jizzakh State Pedagogical University revealed that the low level of speech preparation among first-year students is 63%, while high and medium levels are 37%. This situation is primarily due to the quality of subject teaching in Russian language and literature at the secondary education level. In addition, innovative means of pedagogical communication and information technologies in the field of Russian language and literature are insufficiently used, with traditional teaching methods predominating. To correct this situation, it is necessary to improve the qualifications of Russian language and literature teachers in secondary general education institutions in accordance with modern requirements in the context of education modernization in the republic.

This feature of the cohort requires close attention to the choice of teaching technology at the stage of university preparation of students. In these conditions, the most acceptable approach is level differentiation based on individualized and differentiated learning. This, in turn, affects the joint activity of the teacher and the student in the process of subject learning.

The particularity of the joint activity of the teacher and the student in the process of subject learning of the disciplines "Russian Language" and "Culture of Speech." This feature is associated with the psycho-emotional state of the students and the teacher, the study mood in the group, their personal qualities, the aesthetic component (appropriate classroom, lighting, etc.), and the establishment of productive communicative connections (direct and feedback) between the subjects of the learning process, including the use of telecommunication means. Joint activity is carried out on the principle of cooperative pedagogy.

The acute shortage of study time for the disciplines "Russian Language" and "Culture of Speech" according to the curriculum. This factor adds its own feature to the process of forming linguistic competence. During the insufficient amount of allocated hours, it is necessary to achieve the learning objectives related to the formation of linguistic competence. This requires a different approach to organizing the subject learning process for these disciplines, namely, first and foremost, the high intensification of the educational process or the organization of additional education through the regional component. In the process of intensifying subject learning, we implement a systemic approach to the formation of this competence, which allows for the formation of systemic generalized knowledge. Due to the vast expanding information flow, there is no point in forming specific detailed knowledge, as students are physically unable to productively assimilate such a large flow of educational and other information. However, the discipline "Russian Language" at the same time requires a necessary minimum amount of specific basic knowledge, without which a qualitative communicative-speech process is impossible.

The presence of merely systematized knowledge is insufficient for forming a final system of knowledge in learners' minds, which is necessary for further self-education and creative development. For this, systematized knowledge needs to become systemic.

The level of linguistic competence of students can be increased if the formed knowledge, skills, and abilities satisfy the principle of systematicity and consistency of knowledge both as a process and as a result of students assimilating concepts and sections in their logical connection and continuity. Evaluating the significance of this principle, V.V. Shchipanov notes that the growth of systematicity inevitably leads to an increase in the quality of educational preparation [1].

In conditions of insufficient study time, self-education is intended to play a primary role in the formation of this competence. Only through self-education can the desired results in the development of speech communication be achieved, as self-education based on the intensification of independent work using modern information and telecommunication means allows for the optimization of this process. In this case, knowledge becomes condensed, i.e., self-education under conditions of insufficient study time is realized based on the principle of knowledge condensation. This is primarily due to the fact that the capabilities of electronic educational media allow concentrating on key positions, basic concepts, and knowledge during the process of self-education, moving away from secondary material, highlighting the main points from the rich volume of informational material, and

condensing knowledge based on the principles of generalization, systematicity, and continuity in education.

The principle of knowledge generalization plays a significant role in self-education, as generalized knowledge allows approaching individual pieces of knowledge from general positions and concepts, thereby enriching the process of cognition, primarily at methodological and methodical levels. As a result, this brings the learner to a new qualitative level of speech cognition and communication. Experimental studies show that the successful implementation of this provision in self-education optimizes it not only in terms of time but also in terms of content, meaning that there is active intensification of the process of forming linguistic competence.

At the same time, continuity, i.e., observing the logic of teaching the discipline based on the interrelation of topics, sections of the course, systems of formed concepts, and the achieved levels of students' proficiency at each stage of studying the discipline, ensures the systematicity of knowledge and consistency in studying. It should be noted that continuity in students' speech preparation is not always ensured. Ensuring continuity in subject teaching represents a multifaceted problem, as it requires taking into account many educational factors at the previous stage (initial level of proficiency, personality traits of students, motivation, interest in reading, adaptability to new conditions of the educational process, etc.).

Thus, in conditions of insufficient study time, only through the intensification of subject teaching and independent work of students based on a systemic approach or through additional education can a high level of linguistic competence be formed. The above determines the specificity of its formation.

The necessity of skillfully combining all types of productive speech activity (speaking, writing, reading, listening) defines the peculiarity of speech communication and ultimately the formation of linguistic competence. This involves several aspects: first, during the process of speech interaction among university students, there is often a weak coordination among types of speech activities (reading, speaking, writing, and listening). For instance, a student may have good written language skills but may struggle to maintain a conversation and express their thoughts adequately during communication; the reverse is also possible. Furthermore, students do not always manage to describe reality adequately in their speech activities. This can create a false impression that a student has good communication skills due to the one-sided development of one speech activity component. However, an analysis of the state of speech-thinking activities of students within the current methodological system shows an unsatisfactory level of comprehensive mastery of all types of speech communication among students.

One of the main requirements of social language practice, as noted by I.G. Miloslavsky, is to express thoughts clearly and distinctly, differentiate between the objective state of affairs and its evaluation, connect these thoughts logically, avoid omissions and repetitions, and choose linguistic means considering the addressee and communication conditions. He emphasizes that difficulties are encountered not only by the writer or speaker but also by the listener or reader. For example, messages received through sounds and letters often need interpretation to determine what reflects the objective state of affairs and what is the author's subjective evaluation. It is also necessary to understand whether the author of the message is logical, what circumstances and characteristics of reality they specifically emphasize, which they omit, and whether they sincerely consider these unimportant. Finally, it is crucial to understand how the author relates to their interlocutor and whether this attitude is genuine or pretended. Reality shows that language proficiency for writers and speakers involves the ability to best express thoughts and feelings using Russian language tools. For readers and listeners, it boils down to extracting information about objective reality and about the author, their personality, their attitude to reality, and to the message's addressee from the text. These skills are required from future specialists with higher education. In all areas of human communication, spelling and punctuation literacy is clearly insufficient, and in oral communication, it is not required at all.

Let's consider the types of oral speech activities and their characteristics in the context of forming students' linguistic competence.

Speaking is a type of oral speech activity driven by the expression of thoughts and feelings both in an initiative and reactive form. The highest level of speaking is dynamic, spontaneous, initiative, or creative speech. It is essential to note that the speaker not only conveys information but also communicates their attitude towards it and influences listeners' perception of facts, definitions, and phenomena by supplementing them with their reasoning. In an oral text, several levels of structure and content can be distinguished:

- Motivated level and level of communicative intention – the purpose and intended impact on the partner as the text opens.
- Content level – a set of phenomena and facts of reality reflected in verbal communication.
- Semantic level – logical organization of subject connections during comprehension.
- Linguistic level – a combination of linguistic means (lexical, grammatical, etc.).
- Speech level – the peculiarities of forming and articulating thoughts reflecting culture, conditions, form of communication, and individual characteristics of the speaker.
- Phonatory level for sounding text – its intonational and pronunciation features.

These aspects of the speaking process are significant factors to consider when teaching students various speech forms. According to researchers, the basic unit of speaking is the production of a specific word or sentence (utterance) during a speech act – the exchange of speech products between the addresser and the addressee. The motives for speaking and listening often coincide. Participants in communication in educational, professional, and socio-cultural fields, exchanging opinions on a particular problem or perceiving information, strive to obtain maximum knowledge about the subject of discussion. The speaker should remember that mutual understanding is based on the realization of "mutual expectations": the more complete, concrete, and convincing their words, the more effective the conversation, negotiations, meetings, etc., can be expected.

Listening as a type of speech activity plays a reactive role in the communication process. It involves forming and articulating thoughts in inner speech. The internal activity of listening is expressed in solving mental tasks through verbal means. At the same time, listening is a condition for speaking and writing. Throughout life, people constantly encounter situations where listening becomes the primary factor for successful contacts, particularly in business communication. Research results in Uzbekistan and abroad have shown that engineering and technical workers, managers of various levels, and social workers spend up to 40% of their time daily on listening, but the efficiency of feedback in this process does not exceed 25%. Such a low percentage is due to the lack of a listening culture even among high-level specialists. They "hear" but do not "listen," i.e., they do not listen to the speaker's words with the desire to understand, analyze, and respond adequately. This is why, as early as the 1960s, the course "Listening in Official and Business Communication" was included in the training programs for specialists (especially managers) in the USA, Japan, and West Germany .

The effectiveness of oral business communication is linked to fulfilling several requirements: not interrupting the partner, showing interest and patience, asking clarifying questions, etc. The main mistake in interlocutor interaction is observing each other instead of attentively listening to and extracting useful information. According to psychological research, a person thinks four times faster than they speak, and often the listener pays attention not to the speaker's words but to their thoughts, not wanting to wait and anticipating the content of the information, often mistakenly. Listening, like all types of speech activity, is motivated by the needs, psychological attitudes, and tasks of the listener. The motives and needs for obtaining specific information are connected with the conditions of the situation, the sphere of activity the person is immersed in.

In the educational process, the motive for attentive listening to a lecture for students should be both the desire to gain knowledge on the subject and the desire to demonstrate to the teacher their interest, and in some cases, the desire to "catch" the speaker in the inaccurate reproduction of facts, figures, and other data. The motive for listening in professional or business communication becomes the desire and need to obtain comprehensive information on a specific issue or several issues. During

business negotiations, the listener has the opportunity, as psychologists say, to hear what the interlocutor is saying, what they want to say, what they cannot say, and what they do not want to say. This refers to the semantic perception of information and probabilistic forecasting during listening.

The skill of active, effective listening, like the skill of expressive oral speech (speaking), competent writing, or quick reading, should be formed and developed.

Written speech communication involves partially integrating types of oral speech activities to achieve the results of transmitting and receiving information. Thus, writing and speaking realize the processes of expressing thoughts, feelings, and volitional declarations of a person (addresser) and, therefore, serve as the informational basis for communication. Reading and writing, realizing written communication, serve not only to establish contact or obtain information at the moment but also to fix this information for subsequent transmission through written texts or orally in the process of presenting the knowledge, facts, and information extracted during reading.

In common usage, the term "writing" refers to the technique of writing texts, including calligraphy and spelling skills. Written speech is the ability to combine words and phrases, control this combination from lexical, grammatical, and stylistic points of view, allowing for the creation of coherent texts.

The most acceptable approach to studying the theoretical foundations of speech communication, as we see it, is the viewpoint of E.I. Passov, who asserts that there is only one activity for conveying thoughts in written form – writing, but it is carried out for communication at two levels :

- The level of proper writing – orthographically and graphically correct fixation of one's oral speech while preserving all its features (except intonation).
- The level of written speech – the production of written speech with all its inherent characteristics (completeness, syntactic complexity, logic, lexical diversity, grammatical normativity, etc.).

Reading is a receptive type of speech communication, which, in its formation and functioning, is comparable to listening (in oral speech) but has several advantages.

In summary, effective integration of all types of speech activities is crucial for developing students' linguistic competence. Each activity, whether speaking, listening, writing, or reading, has its unique characteristics and requirements. Understanding and leveraging these aspects will lead to better communication skills and a higher level of linguistic competence.

Reading (meaningful and purposeful) is possible only with the constant activity of the reader, which allows for a deeper understanding of the text's meaning and better assimilation of its formal aspects, without which the content cannot be comprehended. The primary task of reading is the active and independent acquisition of information. Like other types of speech activity, reading is motivated by the needs, psychological attitudes, and tasks of the reader in obtaining and further transforming the necessary information. Modernity introduces its corrections into this process. We not only read books, newspapers, magazines, leaflets but also adapt these skills to reading texts on computer monitors, light boards, mobile phone screens, etc. A person who constantly uses modern telecommunication means for obtaining information is even more interested in improving their reading competence and developing techniques for speed reading and fast writing. Reading is one of the most important means of obtaining necessary information. The development of information technology is associated with the need to obtain current informational materials from various sources, systematize them, and determine their value for the process of acquiring and transmitting knowledge, whose volume is constantly increasing.

As we can see, each type of speech activity differs from the others in the means of transmitting, processing, and storing information, as well as the functions performed. These differences, in turn, determine the peculiarities of speech communication. All highlighted types of speech activity are interconnected and interdependent, so they should be considered in unity and interaction in the process of forming this competence.

Thus, the identified peculiarity plays a significant role in the process of forming the researched

competence.

The Influence of the National-Ethnic Factor on Communicative-Speech Interaction of Students

Speech communication has a national-personal meaning; in particular, it is influenced by social origin, national-ethnic and cultural ties, values, relationships, regional and socio-economic conditions, and the communicative environment. All this should be taken into account when forming linguistic competence. At the same time, the national-ethnic factor is closely linked with the civil-patriotic education of youth, considering the national policy of Uzbekistan. The understanding of the problem of patriotic education is reflected at the state level in the following documents: the Constitution of Uzbekistan, the Law of Uzbekistan "On Education," the "Decree of the President of the Republic of Uzbekistan on the Strategy 'Uzbekistan – 2030,'" and others. These documents create a legal basis for democratic transformations, emphasizing the need to update the content and structure of education based on national traditions and modern experience.

The national aspect is also reflected in the content of education. Changing it to impart a nationally oriented character is a constant problem in pedagogy. This issue is reflected in the works of V.V. Rozanov, V.N. Soroka-Rosinsky, and K.D. Ushinsky, who proposed their versions of curricula built on the culture of the studied language and folk pedagogy.

The urgent task of modern times is to affirm the need for harmony between public and personal interests, to cultivate patriotism, respect for all countries and peoples, and a sense of involvement in the common human cause within the country and the world. Russia needs a person inspired by ideals of goodness, consciously and actively rejecting destructive ideas and capable of opposing them. It is necessary to revive good family, national, and religious-ethnic traditions, the foundations of human morality, starting from respect for parents and ending with a deep sense of responsibility to the Motherland. Without this, harmonious social development is impossible, and the very existence of modern civilization is at risk.

Thus, the described specifics, determined by the parameters we have identified, must undoubtedly be considered in accordance with the modern requirements of society for professional education in the context of educational modernization in the Republic of Uzbekistan, in the process of forming students' linguistic competence, and in improving the qualifications of teaching staff, especially in non-linguistic faculties.

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