

## Language Competence and its Forming Factors

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**Abstract:** Learning and mastering the language is important in the topic of language competence and factors of its formation. This topic analyzes the role of personal, social and cultural factors in language learning. The main components of language competence and their importance in the life of every person are considered. Factors affecting the development of language competence in educational institutions and family environment are also explained. Research in this regard will help determine ways to improve language competence.

**Keywords:** language competence, learning, social factors, cultural influence, educational institutions, family environment, development.

As the society develops, it puts new problems before science and education. By solving these problems, not only scientific paradigms, but also teaching paradigms will change. Currently, in developed countries, the movement of transition from the educational paradigm focused on mastering the subject to the competency-based education system of students has increased. That is why the problems of competent personality education and competent teaching are being raised in world pedagogy. So what is Competence? What is a competent person? It is natural to ask questions.

"Explanatory dictionary of the Uzbek language" shows the use of the word competence (Latin *competere* - capable, worthy) in two senses: 1. The range of powers of a certain body or official defined in official documents ; authority. 2. A person's awareness of a certain field, the level of knowledge of this field.

Content competence serves to illuminate "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional competence, skill and talent." Competent person means a person who has the ability to solve a problem in a certain field, who can set a certain task and show independence in solving it.

The concept of "competence" entered the field of education as a result of the scientific research of psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and ownership of a plan of action in complex processes.

The introduction of the concept of "competence" into the educational process eliminates the disconnection between theoretical knowledge and its practical use, which has been observed in teaching practice until now, that is, when the student has difficulty using it in problematic situations, having theoretical knowledge . Therefore, instead of the "knowledge paradigm", which is the priority in traditional education, the paradigm of "appropriate use of knowledge in problem situations" is becoming the priority paradigm.

According to the experts, the competence approach turns the "knowledge paradigm" into a secondary paradigm subordinated to the "knowing how to apply it in problem situations" paradigm, without denying it. But the second paradigm cannot function without the first paradigm. Therefore, "paradigm of knowledge" and "paradigm of application" are interrelated paradigms.

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Competence education aims not only to acquire a set of knowledge, but also to develop personal development, understanding and creative abilities. In accordance with this, the priority of the purpose and content of education changes: from the formation of knowledge, skills, the main attention is directed to the formation of the ability to freely apply the acquired knowledge, skills, skills in solving practical problems in life. General competence includes the following qualities:

- aesthetic (having high emotional stability, good taste);
- communicative (approachability, politeness, winning the love of others);
- creativity (being able to approach one's work creatively).

Among such general competencies, some scientists (N. Gurdil) add the competence of working with information, the competence of self-development as a person, the competence of a socially active citizen, and the general cultural competence.

The specified competencies are common to all educational subjects and apply in cooperation with the competencies specific to individual educational subjects. Professional competence is the knowledge and training required by a specialist to perform professional activities. the acquisition of knowledge and skills and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the mastering of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

Professional competence is evident in the following cases:

- in complex processes;
- performing unclear tasks;
- using conflicting information;
- being able to have an action plan in an unexpected situation.

Specialist with professional competence:

- constantly enriches his knowledge;
- learns new information;
- deeply understands the requirements of the era;
- searches for new knowledge, processes them and uses them effectively in his practical work.

Basic competencies developed for the educational system of Uzbekistan:

Communicative competence means the ability to interact in social situations in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and the ability to work effectively in a team. Competence to work with information - means to search for and find the necessary information from media sources, sort, process, store, use them effectively, ensure their safety, and develop the ability to acquire media culture. zi development competence - continuous physical, spiritual, mental, intellectual and creative development of oneself, striving for perfection, independent study and learning throughout life, independent and regular improvement of cognitive skills and life experience , implies acquiring the skills of alternative evaluation of one's behavior and ability to make independent decisions.

Socially active civic competence - to feel involvement in events, events and processes taking place in society and to actively participate in them, to know one's civic duties and rights, to comply with them, to have the ability to deal with labor and civil relations and acquire legal culture implies.

National and universal cultural competence means the formation of the ability to be loyal to the motherland, be kind to people and believe in universal and national values, to understand works of art and works of art, to dress appropriately, to follow cultural rules and a healthy lifestyle.



Mathematical literacy, awareness of scientific and technical innovations and the competence to use them - to be able to make personal, family, professional and economic plans based on accurate calculations, to be able to read various diagrams, drawings and models in daily activities, to ease human labor, to work. It implies the formation of abilities to use scientific and technical innovations that increase productivity and lead to favorable conditions.

Creativity is derived from the English word "create" - "to create, to create", and it is the ability of a person to get out of problematic situations in a unique way and to approach them creatively.

According to psychologists, every baby is born with creative abilities, but it depends on the caregivers to develop or extinguish it. Therefore, focusing on the development of the student's creative ability in all types of education at school serves as the cornerstone of raising a well-rounded generation. Creative thinking is typical for all types of human activity, and linguistic thinking is no exception. Linguistic creativity belongs to all levels of language. Linguistic creativity is the ability of the speaker to use different level units of the language in an innovative way, to have the ability to use non-standard methods in figurative expression of thought. The word cognitive is derived from the English word "cognitive" - "pertaining to knowledge", and all the sciences related to cognition are included in the scope of cognitive sciences. Linguistics is also part of the cognitive sciences as a science related to human cognition. The field of linguistics that studies the aspect of language related to cognitive activity is called cognitive linguistics or cognitive linguistics.

Competency approach to teaching mother tongue aims to educate young people as a person who has the ability to use this knowledge appropriately and purposefully in problem situations. Therefore, the main task of a native language teacher is not only to educate young people who have knowledge, but also to educate people who have this knowledge and have the skills and abilities to use it appropriately in problematic situations. Today's globalization process has imposed new tasks on both linguistics and language education on a world scale. Nowadays, increasing the efficiency of practical use of language has become the main problem of both science and education. In the education of the mother tongue, the issue of developing the competence of the students to use the language wisely and effectively in a certain speech situation, conditions and cultural environment was given the main place. It can be achieved by developing the following five competencies in the formation of the ability of students to use their mother tongue in practice. These are: linguistic creativity competence, linguistic competence, speech competence, sociolinguistic competence, pragmatic competence. The development of pragmatic competence in the education of the mother tongue involves the correct assessment of the speech situation in the student, and the determination of the personal qualities of speaking in accordance with it. Preservation of the cultural wealth of other nations and young people is one of the main principles of the development trends of social life - this is the process of intercultural relations that is expanding more and more. The psychological aspect of similarities and differences of ethnocultural communities within a certain society remains one of the current issues. Many scientists believe that as a result of globalization, peoples who do not have their own state may lose their cultural identity. It is known that the number of such people is more than 1200. In the Republic of Uzbekistan, which is a multinational country, our main task is to educate. Manifesting all examples of humanity in relations with other cultures is called intercultural competence. Intercultural competence means deep knowledge and literacy in addition to expressing an effective form of communication. The formation of intercultural competence among students is necessary not only to ensure stability within the country, but also to enable our students to behave appropriately in the world arena, to show intelligence and humanity. "Ethnic interests, feelings, tastes, needs should be taken into account in intercultural relations, and young people should be given aesthetic education in this matter." The introduction of a new modern foreign-language culture into the composition of every culture and nation predicts a change in the value orientation of a person, his attitude to socially significant artifacts - education, profession, language, communication, norms and values. Also, the ever-expanding cultural and professional relations activate the society's need for a competent specialist who can speak foreign languages freely, is free in relationships, psychologically durable. The appearance of these feelings is not only a necessary element of professional training, but also serves as a structural and logical basis of personal individual development.



The development of national cultures directly affects the culture of the entire country. Each ethnic group cannot develop without understanding the world culture, which depends on the development of the entire planet by preserving its ethnic characteristics, accepting its achievements, and following it. On the contrary, it remains in its narrow national shell. Intercultural competence is a set of ideas and knowledge about another culture formed through skills, devices, and behavior models that ensure a successful communication system with representatives of other cultures. He demonstrates competence in his interactions with representatives of other cultures. Intercultural competence means high knowledge, intelligence in interpersonal relations, awareness of news happening inside and outside the country, sensitivity in relations, knowledge and respect for the culture, language, traditions, and history of the communication partner, and gives the opportunity to participate in all processes of social relations. In social psychology, it is formed in social-perceptive, communicative and interactive aspects of communication. There are perceptive, communicative and interactive forms of intercultural competence. These three components are interrelated, and the development of one requires the development of the second and third. From the perspective of social-perceptive competence, first of all, attention should be paid to cognitive attributive processes - stereotyping and social casual attributions. During the study of this aspect, the program of intercultural competence is implemented, and the formation of devices is taken seriously. In the development of these methods, models are developed that can influence the norms, with the help of which the dynamics of relations with the language and customs of the representatives of "foreign" culture are analyzed. Language competence requires the learner to know the language he belongs to or is learning and its norms. Therefore, language competence is the ability to use one or another language in practice. Competency approach to teaching mother tongue aims to educate young people as a person who has the ability to use this knowledge appropriately and purposefully in problem situations. Therefore, the main task of a native language teacher is not only to educate young people who have knowledge, but also to educate people who have this knowledge and have the skills and abilities to use it appropriately in problematic situations. It is necessary.

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