



PRINCIPLES AND APPROACHES OF FORMATION OF THE LINGUISTIC COMPETENCE IN STUDENTS IN THE CONTEXT OF INNOVATIVE TECHNOLOGY

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ABSTRACT

The article deals with the notion and the importance of the concept linguistic competence defined by specialists as the ability to demonstrate linguistic knowledge, skills and abilities in a work experience. Also, the paper describes detailed information about the approach and organizational-pedagogical conditions that were used in the research. The author concludes that in non-philological education, to develop linguistic competence, e-learning manuals could be widely employed in learning English in an innovative environment.

KEYWORDS: *linguistic competence, ICT, higher education system, competence, teaching, learning, principle, students, skills.*

INTRODUCTION

According to experts, the concept of “linguistic competence” was determined by the fact that a certain person understands the essence of linguistics and is able to put it into practice [14]. Linguistic competence was defined by specialists as the ability to demonstrate linguistic knowledge, skills and abilities in a work experience. Linguistic competence is more general than the conceptual person, linguistic competence has an individuality aspect. The primary criterion of linguistic competence is determined by the result of productive activity, competitive personnel training [10].

The education system, which is complex, difficult, full of unexpected situations, but meets the urgent needs of society, needs to be reformed and implemented in a new way, and the use of innovative pedagogy and modern technology in Japan is an urgent requirement to reach the ideal education system. The organization of competence education in higher education relies heavily on the following educational principle: The scientific principle guarantees the study of practical knowledge, facts, concepts, rules and scientific competence.

The principle of **systematicity** - provides for the development and use of the teaching purpose, task, content, method, vocabulary and form, the language itself in the form of a complete system, as well as the consistent, systematic, logical formation of the text written by the student. The principle of **consistency** requires students to consistently

master language concepts, to develop speaking competence in a consistent sequence, and to use language skills in accordance with the subject's requirements. The principle of versatility - provides for the effective use of natural, descriptive, tactile, didactic, audio-video materials, multimedia, Internet and electronic educational resources in the creation of an independent text by the student. The principle of the **integrity** of education and training envisages the content, consistency and logical connection of the education, ensuring coherence in the process of writing by students, forming and developing cultural communication among students. The principle of **consciousness** - requires the student to consciously raise the level of competence in acquiring the competence of independent writing. The principle of **comprehensibility** means the use of terms and concepts that facilitate the acquisition of new knowledge and facilitate the understanding of a complex idea. The principle of **coherence** is that the student's previously acquired knowledge should be connected with the newly studied topic, as well as the knowledge of spelling, punctuation, and punctuation should be improved in a coherent manner by creating a text [8].

METHODOLOGY

In the following, we will analyze the task of organizing a workshop for the formation of linguistic competence in students of non-philological education in the field of innovative technology (Table 1.1):



Table 1.1

Steps	Purpose
1. Preparatory stage 2 course	The content of the organization of classes in the school of innovative technologies is carried out in the school of psychological and pedagogical training of students. Conditions are created for the preparation of students of non-philological education for educational activities. In this section, the integrator of science is implemented. This lesson can be the same in terms of content for all subjects.
2. Methodical stage 3 course	In this regard, the formation of linguistic competence in students in the context of innovative technologies is ensured by the minimum reproducibility level of preparation. In the methodological part, the study program is carried out in the 3rd year in a specially developed course in practical English.
3. Creative-research stage 4 course	At a certain stage, the preparation of students for educational activities is completed, and with the help of innovative technologies, by forming linguistic competence in students, they acquire the skills of independent research, the objectives of the work are determined and methods are developed. In the third step, the degree of formation of students' readiness for further pedagogical activity is assessed.

In addition to the above scientific analysis, a unique possibility of forming the following linguistic competence in the English language was determined in the context of many innovative technologies:

Table 1.2

An opportunity to form linguistic competence in foreign language in students

№	The content of the specific abilities of the student to form the following linguistic competence in the subject of foreign language
1	Realizing the importance of improving the educational system
2	To know the structure and content of the fact that linguistic competence is a creative factor of professional competence
3	Formation of linguistic competence in students with the help of innovative technologies, understanding of the essence of forms, methods and vocabulary and organization and monitoring of their use in the educational environment.
4	Determining the way of implementation of innovative technology
5	Being able to develop a project of modern organization of education in an innovative technology association
6	Ability to monitor the completion and quality of electronic training modules
7	Ability to organize activities of moderators, tutors, keyologists
8	To be able to supervise the updating and improvement of practical training databases
9	To be able to organize and develop an innovative educational environment in the organization of academic activities in HEIs

In our educational process, the current situation of formation of linguistic competences of non-philological educational areas in 2020-2021, 2021-2022, 2022-2023 academic years was studied. In the analysis of studies aimed at the formation of linguistic competence with the help of innovative technologies, levels and criteria for the formation of linguistic competence of students in the context of innovative technologies were developed. The motivational criterion “the existence of socially important motives leading to cognitive and communicative activity” has the following components; manifestation of interest in learning a foreign language, information search and differentiation skills using ICT; interaction with the audience and beyond; positive emotional response to various language activities; the goal is to acquire high-level communication skills to continue cross-cultural communication; motivational and valuable directions and rules of adequate social cooperation; awareness of personal responsibility in choosing the goals, forms and ends

of communicative activity in a foreign language” [1].

DISCUSSION

To determine the degree of formation of the motivational environment of non-philological education students for learning a foreign language, as well as to determine the degree of understanding of the importance of a foreign language in their professional activities, to determine the intensity of voluntary actions and emotional reactions of students, their personal and socially conditioned behavior, reasons for self-determination and self-improvement, the tasks of encouraging students to try to form communicative competence in a foreign language at a high level were put forward [11]. The motivational component of communication in the foreign language performs a regulatory function and encourages the creation of positive abilities and qualities of the future student. The formation indicator of the motivational criterion: 1) responsible attitude of students to mastering a



foreign language oriented to the profession; 2) interest in learning a foreign language; 3) awareness of the need for professional knowledge; 4) the presence of internal motives for the activity of independent English language acquisition; 5) orientation of motives to improve professional activity; 6) striving to creatively apply knowledge of a foreign language.

Choosing a cognitive criterion to assess the degree of formation of foreign language communicative competence of non-philology students, with the appropriateness of assessing students' ability to communicate in intercultural context in English, their ability to exchange information for mutual understanding of interlocutors, the ability to use verbally oriented lexical units is determined [5].

The selection of operational criteria for assessing the level of foreign language communicative competence of students of non-philological education focuses on students' mental understanding and processing of external information, which ensures the effective implementation of educational and cognitive activities of educational units, foreign language (grammatical, lexical, phonetic aspects) systematized knowledge acquisition, the need to evaluate the concentration of mental activity, free control of students' mental activity, the level of development of reflection and emotional reactions in practical training. The indicators showing its formation are the following:

- 1) The ability to use the acquired foreign language knowledge in professional activities;
- 2) Communication culture (correct use of speech techniques);
- 3) Design and modeling of activities to solve complex problems;
- 4) The skill of creative use of ICT in professional activities [13].

Also, we provide detailed information about the approach and organizational-pedagogical conditions we used in our research.

The *systematic* approach is used as a general methodological principle to study objects and phenomena in various aspects of science and human activity, its essence is to understand the object of research as a system and to understand the process of studying the object as logic [12].

An *integrative* approach is a holistic representation of the complex as a minimum uniting object, event, process, generality, which results in a new movement [7].

The *personality-oriented* approach is understood as a type of educational process that acts as the entities of the student's and the teacher's personalities, because the purpose of learning is to develop the student's personality, his individuality and abilities [12].

A humanistic approach. In the 1960s and 1970s, a humanistic approach to learning was formed. Accordingly, the educational process is directed directly to the student's individuality. Satisfying his interests and needs will help him learn foreign languages faster. He is involved in the process by creating game situations that take into account the individual abilities of the Incon. In the humanistic approach, the personality of the teacher is still important, but not significantly so.

Communicative approach. The method of teaching through books, such as grammar exercises, reading and translation of texts, is slowly disappearing with the development of high-tech conventional devices. The humanistic approach eventually led to the formation of a communicative approach integrated into the entire procedure.

Cultural approach. When creating a university system of teaching a foreign language, a cultural approach is often taken into account. Its main goal is the formation of intercultural competence. It includes the principles of learning and teaching. The teacher can choose a set of exercises based on the task.

A problematic approach. Increasing the camaraderie of regularly held training sessions is planned. One of the main directions is problem-oriented education, which affects the development of various aspects of a foreign language. Researchers search for resources for cognitive activity, including all the powers of the mind, simulative creativity, and independent problem solving.

Technological approach. ensures the formation and development of students' communicative skills and competences related to the development and introduction of interaction technologies, management and communication. This is compliance with established technological patterns and discipline, knowledge and practice of communication and its various forms, technologists and technicians, verbal and non-verbal means of communication with the camera, organization of modern psychological training, self-confidence in the context of communication. assessment and self-improvement skills [9].

CONCLUSION

Thus, in the second - emphatic phase of the experimental work, in the specially organized training, the English language teacher in the field of higher education applied the innovative technology in the field of applied English, and in the formation of the linguistic competence of the students, the results of the research were obtained, and the following conclusion was reached: in non-philological education, in the formation of linguistic competence, e-learning manuals can be widely used in learning English in an innovative environment, in the formation of linguistic competence.

Based on the results of the research, the effectiveness of the advanced pedagogical technology aimed at the formation of linguistic competence in the implementation of innovative technology was studied. Formation of students' linguistic competence in the innovative technology school, the scientific-methodical analysis of the topic, ideas and ideas of the public and private scientists serve as an important scientific-methodical tool [6].

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