



## CONTENT AND STRUCTURE OF LINGUISTIC COMPETENCE

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### ABSTRACT

*This article dedicates content and structure of linguistic competence. Linguistic competence is relevant to use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions in order to perform oral and written discussions. Linguistic competence interactions may take place in diverse social and cultural contexts, which will determine the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics.*

**KEY WORDS:** *competences, general scientific competences, basic competences, develop activities, communication*

**Аннотация:** Данная статья посвящена содержанию и структуре языковой компетенции. Лингвистическая компетенция имеет отношение к использованию языка посредством выражения и интерпретации понятий, мыслей, чувств, фактов и мнений для проведения устных и письменных дискуссий. Взаимодействия лингвистических компетенций могут иметь место в различных социальных и культурных контекстах, которые будут определять характеристики письменного или устного языка, такие как грамматические, прагматические и социолингвистические характеристики.

**Ключевые слова:** компетенции, общенаучные компетенции, базовые компетенции, развивающая деятельность, общение.

**Annotatsiya:** Annotatsiya: Ushbu maqola lingvistik kompetentsiyaning mazmuni va tuzilishiga bag'ishlangan. Lingvistik kompetentsiya tushunchalar, fikrlar, his-tuyg'ular, faktlar va fikrlarni og'zaki va yozma muhokama qilish uchun ifodalash va izohlash orqali tildan foydalanishga tegishli. Lingvistik kompetentsiyaning o'zaro ta'siri turli xil ijtimoiy va madaniy kontekstlarda sodir bo'lishi mumkin, ular yozma yoki og'zaki tilning grammatika, pragmatik va sotsiolingvistik xususiyatlar kabi xususiyatlarini aniqlaydi.

**Kalit so'zlar:** kompetentsiyalar, umumiy ilmiy kompetentsiyalar, asosiy kompetentsiyalar, faoliyatni rivojlantirish, aloqa

### INTRODUCTION

As we know linguistic competences are related to the use of language [2] through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions in order to perform oral and written discussions. [11] Such interactions may take place in diverse social and cultural contexts, which will determine the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics. [12] Linguistic competences are highly related to communication competences and they are even seen as equal. [13] Within scientific production and communication, linguistic competences are related to the adequate use of language, especially written, and they are characterized by: (1) the adequate [1] use of written

language and structuring of content; (2) reading and writing of scientific documents in the reader's native language; and (3) reading, writing, and translation of documents to other non-native languages, [10] particularly in the most used (e.g., English), [9] translation may not indicate a complete proficiency of another language, but it must be good enough to allow its reading and interpretation. [14]

Linguistic competences are also related to information competences, because the correct writing of scientific [8] documents and the description of research findings demand the demonstration of information seeking, selection, compilation, and processing competences, which are supported in the comprehension and production



of scientific texts for diverse audiences. [15] Linguistic competences involve a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful scientific communication that may be destined to different communities or audiences (scientific or the general public), who will be able to understand the communicated knowledge and even use it, provided that they have been correctly materialized from a linguistic point of view. [16]

In any form of training, linguistic competences tend to be wide, transversal, multipurpose, and basic for all individuals, they are also inherent to every scientific culture and discipline. [17] These competences are highly related to other individual skills such as reading, because whoever does not read will not be able to write properly. [7] These competences are necessary for the collective interaction and knowledge production of diverse groups of people, either specialists (scientific communities) or the general public (scientific dissemination to all social sectors). [18]

According to international organizations such as the OECD (2007), linguistic competences have diverse applications, especially oral, [6] written, and through the use of ICTs, expressed both in the native language as well as in other languages. However, their application to written language is emphasized, as it is a determining element to publish scientific products that may be registered and measured as part of the scientific communication of an individual, institution, region, or scientific discipline. [19] The use of linguistic competences for the construction of scientific texts and products implies: (1) a certain level of knowledge about the topic that is being developed, which especially comes from the use and management of scientific literature, [20] but without discarding previous knowledge that may have originated from scientific dissemination documents (understood as a cognitive competence); (2) development of individual and collective activities under topical, syntactical, and lexical conventions among the participants; (3) the adequate use of the language goes beyond a correct writing style, it means having the capacity of understanding, deciding, [21] and acting upon criticisms received and distinguish among opinions, facts, hypotheses, theories, laws, and contributions; and (4) capacity of confronting the consequences of what has

been expressed in writing, as this is [5] generated knowledge, such ideas become epistemic factors within a scientific discipline that may be either a new contribution or further elaboration from previous ones. [24]

The level of application of every competence to scientific production and communication will vary depending on each scientific discipline.[3] Professors and researchers must exhibit a high level [22] of linguistic competences regarding the definition, explanation, argumentation, and justification of the topics they study, at least within their own scientific discipline [4] In contrast, information professionals must acquire several cognitive competences related to the scientific disciplines they collaborate with, but they also should be able to adapt to working with other disciplines. [23] The relationship between linguistic competences and scientific production and communication implies: (1) identifying the contextual elements of what is intended to be communicated; (2) planning scientific production processes; (3) using scientific language adequately and correctly; and (4) applying semantic norms in order to present the texts in a clear and adequate way. [25]

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