



ON LINGUISTIC COMPETENCE AS THE COMPONENT OF COMMUNICATIVE COMPETENCE

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ABSTRACT

This article gives general overview of the linguistic competence, explores the differences linguist scholars forward in distinguishing two main terms linguistic competence and language competence and the important place linguistic competence holds within speech activities (reading, speaking, writing, speaking). The article also emphasizes the significance of linguistic competence which includes grammar, phonology, orthography, and vocabulary in producing utterances.

KEYWORDS: *linguistic competence, language competence, communicative competence, speech activity.*

DISCUSSION

The context of personality-oriented developmental education puts forward new requirements for the personality of a graduate of a modern tertiary institution from the point of view of his successful socialization. There is a rethinking of the goals, objectives, content, methods and techniques of teaching, clarification of the structure and content of the goal-setting concepts of a foreign language as a training course and, in particular, linguistic competence, identification of approaches and principles, methods and techniques and their description taking into account the goals and specifics of training.

At different stages of the introduction of the course "foreign language" the problem of the formation of knowledge about the language (linguistic competence) was the most important. However, the solutions to this problem were different and depended on the place given to this subject in the educational system and what tasks it was intended to solve.

Linguistic competence is interpreted ambiguously in the methodology of teaching a foreign language, this concept is used as a synonym for language competence. However, the distinction between linguistic and language competencies is to a certain extent conditional, and in the modern theory of foreign language teaching, the concepts of linguistic and linguistic competence are also used differently.

Language competence represent a combination of language knowledge and skills

mastery of which allows foreign language speech activity function in accordance with the language rules the target language in various spheres of activities and contributes developing the language abilities of the trainees (V. V. Safronov, D. I. Isaenkov, etc.).

Linguistic competence involves mastery of phonemic, spelling, grammatical, lexical means and according to N. Chomsky, it is an ideal grammatical knowledge, always correlated with the knowledge of the language system. The basis of language competence consists of two components: knowledge, which is based on the rules taught, and the ability to understand and produce speech. For speech practice, it is not enough to develop only language competence: the language includes the language and communicative competence, i.e. knowledge (views) on the system of language and its structure; ownership of the system information about the language levels: phonetics, vocabulary, structure of words and word formation, morphology, syntax, and the basis of style the text; ability to use the language in practice (E. M. Vereshchagin, V. G. Kostomarov, D. Slobin, S. Moirans, S. Savignon, L. F. Bachman, Jan Van Ek, M. N. Vyatyutnev, G. V. Kolshansky, etc.).

Learning about the language system is not an end in itself. In the process of forming language competence, it is important to develop the student's personality, his ability to use knowledge about the system of the language being studied. That is, it is supposed to form educational and language skills that



are already within the framework of linguistic competence.

Linguistic competence has received several definitions at different times from different researchers. In the Russian science L. Berdichevsky expressed the idea of forming linguistic, linguistic-cultural and communicative competencies. The main components for mastering the communicative competence are linguistic and linguistic-cultural competence. Following I. A. Zimnaya [1], A. L. Berdichevsky understands linguistic competence as "knowledge of the language system and the rules of its functioning in foreign language communication, i.e. linguistic competence includes the presence of language tools with a certain communicative meaning. Potential, knowledge of language tools and their functions, knowledge of the background mechanisms of speech activity". In order to master speech activity, it is necessary to know the language, to master language activity. The system of a foreign language, i.e. linguistic competence is a prerequisite for communication, since speech activity occurs due to the fact that communicants are proficient in the language system.

L. Bim includes sociolinguistic aspects into linguistic competence, defining it as "language proficiency, the process of generating and recognizing text" [2].

E. V. Tikhomirova in her dissertation research notes that linguistic competence is manifested in the correct use of linguistic forms in a foreign language (phonology, morphology, vocabulary, syntax), and offers the following definition of linguistic competence: the ability to build correct, from the point of view of the norms of the studied language, own statements and perceive others' [3].

In the concept of professionally oriented training (first of all linguistic competence is understood as a parity communicative competence (A. I. Surygin) [4]. Therefore, there is only one component of linguistic competence, which is based on knowledge:

- a) Of the language of units;
- b) Of the rules for the formation and functioning of language units;
- c) About the language;
- d) About the language system.

R. K. Minyar-Beloruichev suggests defining linguistic competence as "knowledge of the language system and the rules for operating with language means in the process of speech activity" [5].

Member of the Council of Europe, British linguist Van Eck in 1990 proposed his own model of communicative competence and among its main components identified linguistic competence as "knowledge of the vocabulary of the language and the ability to combine lexical units into meaningful

utterances through knowledge of the grammatical rules of speech design".

In the monograph "Common European competences of foreign language proficiency: study, training, evaluation" linguistic competence is understood as a theoretical foundation on the basis of which communicative competence is formed [5].

By its structure linguistic competencies distinguishes existential competence (individual characteristics of a person, his character traits, views, introversion/extroversion), as well as the ability to learn, which creates prerequisites for mastering the language and the ability to influence the result of this process. Thus, linguistic competence is understood as the ability to construct grammatically correct forms and syntactic constructions, as well as semantic segments in speech organized in accordance with the existing norms of a foreign language, and to use them in the meaning in which they are used by native speakers.

Linguistic competence is the result of understanding the student's speech experience. It includes knowledge of the basics of a foreign language, involves the assimilation of a complex of linguistics concepts. Linguistic competence also involves the formation of ideas about how a foreign language is arranged, what changes it and how, the assimilation of information about the role of language in the life of society and a person, on which a constant steady interest in the subject, feelings of respect and love for a foreign language are brought up. Linguistic competence also includes elements of the history of a foreign language, of its outstanding representatives.

Linguistic competence also involves the formation of educational and linguistic skills. These include, first of all, identification skills: to recognize sounds, letters, parts of a word, morphemes, parts of speech etc. to distinguish one phenomenon from another. The second group of skills – classification, is the ability to divide language phenomena into groups. The third group – analytical skills: to produce phonetic, morphemic, word-forming, morphological, syntactic, stylistic analysis.

Linguistic competence provides the cognitive culture of the student's personality, the development of logical thinking, memory, imagination, mastering the skills, self-analysis, self-assessment, as well as the formation of linguistic reflection as a process of students' awareness of speech activity. Linguistic competence is the main component of communicative competence.

The allocation of linguistic competence as an independent competence is important for understanding the cognitive function of the subject "foreign language". Language acquisition involves more than just mastering the knowledge of the language and mastering the language material itself. It is known that it is possible to know the rules of



pronunciation, words and rules, the use of grammatical forms and constructions, to be able to use different ways of expressing the same thoughts (own a synonym), in other words, to be competent in the language and to be able to use these knowledge and skills adequately in the real speech situation or, as scientists say, in the communicative situation. In other words, language skills are important for language proficiency. The skills of using certain words, grammatical constructions in specific conditions of communication always matters.

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