

## Theoretical Substantiation of the Formation of the Language Competence of Students in the Course of Studying Syntactic Norms

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### ABSTRACT

The practical significance of the article lies in the focus of its results on improving the preparation of students in the Uzbek language: in determining additional opportunities for students to master a certain set of learning activities aimed at developing their competency-based skills, involving the use of acquired knowledge in various situations of solving language problems. The developed methodology for the formation of the language competence of students makes it possible to train students on an activity basis.

### ARTICLE INFO

Received: 10<sup>th</sup> March 2023

Revised: 10<sup>th</sup> April 2023

Accepted: 18<sup>th</sup> May 2023

**KEY WORDS:** unified process, assimilation, knowledge, grammar, development, communicative skills, language design, assessment, selection, formation, skills, abilities.

In Uzbek language lessons, in order to achieve the goals of teaching at the highest level, the following tasks can be defined: the formation of language competence, which includes knowledge about the system of language and speech and the ability to use them to achieve speech, spelling and punctuation literacy [1];

In accordance with the learning objectives, the content of the lesson includes:

- general information about the Uzbek language;
- knowledge about the language, formed in the form of concepts and methods of action;
- knowledge of the theory of speech;
- speech activity;
- spelling (spelling and punctuation) as one of the most difficult aspects of written speech activity.

At the lesson, the formation of language competence is based on the phrase, sentence, text, as well as general information about syntax, phonetics, vocabulary, morphemic and word formation. Forms the ability of students to use words, their forms, syntactic structures in accordance with the norms of the literary language, use its synonymous structures in accordance with the norms of the literary language, use its synonymic means, and, ultimately, possession of the richness of the language as a condition for successful speech activity. These tasks are traditionally solved at school by introducing new layers of vocabulary, replenishing the phraseological reserve, enriching the grammatical structure of students' speech: morphological norms of coordination, control, construction of sentences of various types are assimilated, students' speech is enriched with synonymous constructions. The methodology of grammar and spelling includes teaching writing and calligraphy, the formation of elementary grammatical concepts and spelling skills.

A special, leading place in the system of teaching the Uzbek language at the present stage, primarily in the development of the language competence of students, is occupied by work with text, which has been carried out: this is artistic-stylistic, lexical-grammatical and other types of analysis [2].

In the formation of language competence, the organization of students' work with dictionaries is of particular importance. Types of exercises with dictionaries have a practical orientation in teaching, but at the same time, they must also solve the problems of developing students, raising interest in this work.

Organization of a unified process of assimilation by students of knowledge of grammar, about the verb and the development of communicative skills in the field of building language design, assessment, selection and appropriate use of verb forms, the correct use of verbs in a sentence, the formation of skills and abilities when putting missing punctuation marks according to punctuation rules and the correct use of the word according to the spelling of the Uzbek language.

The implementation of the system for the formation of the language competence of students is aimed at developing the skills to mobilize knowledge, manage their activities, master new ways of working with educational material and, on this basis, acquire knowledge. The criteria for the formation of the language competence of students are the ability to identify a language unit, compare it with outwardly similar units, master methods of action and, on this basis, acquire new knowledge. It is known that one can know well the norms of pronunciation, words and rules for their use, grammatical forms and constructions, be able to use different ways of expressing the same thought, in other words, be competent in linguistic and linguistic terms, but not be able to use this knowledge and skills adequate to the real speech situation, or, as scientists say, the communicative situation. In other words, skills and habits of use are important for language proficiency.

The assimilation of theoretical information on syntax at school is carried out mainly in the process of recognizing and analyzing linguistic facts and is organically combined with educational grammatical material, supported by the developed system of exercises, which makes it possible to form syntactic skills and abilities based on the theoretical information obtained [3].

The exercises included in the system of work on syntax are aimed at developing syntactic skills at different stages of mastering the concept of "sentence" and are designed to ensure that during their implementation, students not only get acquainted with language units and learn to analyze them, but also learn how to use them in speech.

The use in the educational process of a specially created set of tasks and exercises that provide a phased formation of the concept of "sentence" makes it possible to teach students to use their native language, taking into account the conditions and goals of communication, to develop students' language sense and speech competence.

Thus, the main goal of the competence-based approach in teaching the Uzbek language and literature is to form a comprehensively developed personality of the student, his theoretical thinking, linguistic intuition and abilities, mastering the culture of speech communication.

The formation of a linguistic personality is the main task of teaching a language at university. The personal meaning of education depends on the motive that guides the student. A.N. Leontiev emphasized that if meaning is a means of connecting a person with reality, then meaning connects it with the reality of one's own individual life in this world [4].

Receiving a set of knowledge, skills, methods of activity, students master the language at the level of competence. Competence translated from the Latin "competentia" means a range of issues in which a person is well aware, has knowledge and experience.

However, having mastered a set of theoretical knowledge well, students experience significant difficulties in activities that require the use of this knowledge to implement language functions (nominative, communicative, emotional, etc.). Therefore, the formation of language competence is one of the main tasks of teaching the language at university. Competence - possession, possession by a person of the relevant competence, including his personal attitude towards it and the subject of activity.

Language competence as a subject contributes to the formation of the student's personality, for which such a level of language competence is no longer enough, which includes knowledge about the language system, the ability to use it to achieve spelling and punctuation vigilance. The level of formation of language competence is manifested in the speech act, the product of which is the speech material. Speech is the process of using the

language, the process of communication, the process of speaking, i.e. this is a speech activity that actualizes, depending on the situation, the potential properties of the corresponding means of the language. The study of a language from the standpoint of a competency-based approach receives a greater motivational focus.

Language competence contributes to the formation of an important ability - to perceive and create coherent texts, different in stylistic and genre affiliation, structural and linguistic organization, purposefulness, completeness and accuracy of thought expression [5].

Based on the analysis of linguistic, psychological, pedagogical and methodological literature, the theoretical foundations of the process of forming language competence in the Uzbek language lessons were determined. The level of the necessary language competence of students in mastering the educational material on syntactic norms was revealed and the difficulties of its formation were characterized. We determined the most important ways of action for the formation of language competence and the level of their formation among students. On the basis of theoretical and experimental data, a system for the formation of language competence was developed, which involves mastering the methods of action to distinguish linguistic phenomena in the process of studying syntactic norms. We checked the effectiveness of the proposed system.

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