

## COMPETITIONS RELATED TO LANGUAGE EDUCATION

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### **Annotation**

*This article gives information about the main factors of developing students' speech competence, the concept of competence education, the tasks of forming linguistic, speech, independent and creative thinking, pragmalinguistic competences in young people before language education.*

### **Kalit so`zlar**

*speech competence, competence approach, linguistic and psychological principles, linguistic competence.*

The word "competence" comes from the word "to compete" and means "to compete". Literally translated, it means "ability to compete".

Accordingly, we accept educational competencies according to the definition given in the approved standard.

Knowledge - remembering and re-explaining the learned information;

Skill - being able to apply the learned knowledge in familiar situations;

Qualification - the ability to apply the learned knowledge and developed skills in unfamiliar situations and create new knowledge;

Competence is the ability to use existing knowledge, skills and abilities in daily activities. Competency approach and its application in foreign experience, its entry into science and life includes the following stages: Educational competence models the activity of the student in his future fulfilling life. For example, a citizen cannot apply certain competencies in his life until he reaches a certain age. But this does not mean that it is not necessary to form them in the student. For example, although a student acquires civic competence at school, he uses it in life after graduating from school. Accordingly, such competencies are manifested as educational competencies during the study period.

The student's speech competence is the ability to use certain language possibilities in practice.

According to language methodologists, the structure of speech competence can be determined on two bases - linguistic and psychological principles.

According to the linguistic principle, since language is a whole consisting of the interaction of several areas (phonetic, lexical, morphological, syntactic), speech competence is also appropriate for students to master small systems specific to these areas and use them according to the speech situation. depending on the ability to use it.

From a psychological point of view, language competence is considered as a system consisting of two main components. The first of them is the data of the speech experience collected by the person in the process of communication-intervention and activity; the second is the knowledge of the language acquired in the process of special education in educational institutions.

In order to achieve an effective result of the ongoing educational work, it is necessary to clearly determine what competencies the student should acquire at the very beginning of the educational process. Usually, the student's competence develops from simple to complex.

The concept of competence education sets before language education the task of forming linguistic, speech, independent and creative thinking and pragmalinguistic competencies in young people.

The student's speech competence is the ability to use certain language possibilities in practice. Speech competence is determined by students' acquisition of phonetic, lexical, morphological, and syntactic knowledge and the ability to use them appropriately in a speech situation. From a psychological point of view, language competence is considered as a system consisting of two main components. They are knowledge about the language acquired by a person in the process of communication and activity. Speaking experience comes through practical knowledge of the native language, hearing from others in the family, on the street, in public places. Language knowledge is formed by teaching in educational institutions based on a special program. Paralinguistic tools such as gestures and facial expressions are also learned based on speech experience. If the speaker engages in speech activity on the basis of knowledge of the language, but does not have sufficient knowledge that is formed on the basis of speech experience, it is known that he does not have full linguistic competence.

Speech competence is the level of being able to read an unfamiliar text expressively, to understand the opinion of others and the content of the text, and to be able to express it orally, and to express one's thoughts coherently in writing.

Speaking competence is based on the following 4 practices of language education: listening comprehension (understanding heard and broadcast speech, basic information in the listened text, radio and TV programs on current topics); on

speaking (to express one's personal views and opinions in monologic, dialogic types of oral speech, to develop the skills to make a presentation within the scope of the topic); on reading: reading materials related to the topic, literary and artistic texts, popular materials (newspapers, stories, personal and e-mails); on writing (to be able to write a dictation, statement, essay, to compose creative texts, to know how to keep official work papers).

Since we teachers are responsible for the development of speech competence and improvement of student's speech, we, the future teachers of mother tongue and literature, need to increase our knowledge and skills with a strong sense of responsibility. When the student improves, when the teacher has high knowledge, the expected result can be achieved only if it can guide him correctly. That is why it is the teacher's duty to be able to make the pupil or student interested in science and the subject being taught by using interactive methods in teaching linguistics departments.

Linguistic competence means knowledge of the language system, linguistic thinking, and the ability to independently apply knowledge and skills in new language situations. Linguistic competence is the student's knowledge of phonetics, lexicon, phraseology, morphology, syntax, orthography, punctuation, stylistics, and the skills and abilities to use this knowledge in different situations.

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