

**LINGUISTIC COMPETENCES IN STUDENTS OF HIGHER  
EDUCATIONAL INSTITUTIONS**

**SHAHLO AKMALOVNA ALIMBAYEVA**

*Senior Teacher of the Department of Foreign Languages,  
Tashkent State Technical University named after Islam Karimov*

**Annotatsiya:** Ushbu modda oliy o'quv yurtlarida va zarurat sifatida bosqichma-bosqich rivojlanish bosqichlarida lingvistik kompetentsiyani shakllantirishni tahlil qiladi. Leksik ko'nikmalar nuqtai nazaridan leksik ko'nikmalarning ahamiyati ta'kidlangan, ularning o'ziga xos xususiyati sifatida, ularning o'ziga xosligi va shakllanishning o'ziga xos xususiyati va shakllantirilgan liniyadagi tuzilgan leksik kompakt-disklarning afzalliklariga asoslanadi asos. Bu talabalarning tiliy xususiyatlarini, shuningdek, o'quv va kognitiv faoliyatni hisobga olishni o'z ichiga oladi.

**Kalit so'zlar:** lingvistik kompetentsiya, leksik maxorat, so'zlar izohi, jadallashuv tarkibi, kasbiy jarayon, nutq holati.

**Annotation:** This article analyzes the formation of linguistic competence in foreign language teaching in higher education institutions and its stages of gradual development as a necessity. The importance of lexical skills in the context of interdisciplinary relations as an integral part of the lexical competence of a foreign language is emphasized, their specificity and conditions of formation are described, based on the advantage of structured lexical competencies of a foreign language on an interdisciplinary basis. This involves taking into account the linguistic characteristics of the students as well as the educational and cognitive activities.

**Key words:** linguistic competence, lexical skills, vocabulary, dynamic unity, professional process, speech situation.

**Intoduction:** It is known that the modern concept of higher education implies the organization of educational culture based on a set of basic

competencies of a general cultural and professional nature and necessary in the relevant areas of activity. The tasks facing students in modern conditions are formed on the basis of professional vocabulary as mastering all types of speech activities, as well as mastering professional communication skills. Foreign language lexical competence is the linguistic basis of professional and communicative competence. They can be considered as a dynamic unit: lexical competence is formed in the process of students' communicative activity and improves with the development of lexical competence, i.e. their formation is interrelated.

Professional linguistic competence is a holistic concept that represents the ability of students to apply relevant vocabulary, skills and competencies formed on its basis, knowledge speech experience in different situations related to their future professional activity.

The main purpose of teaching a foreign language at all stages of education in the Republic of Uzbekistan is the formation of communicative competence in students. Communicative competence is the ability to apply the knowledge, skills and competencies acquired in a foreign language in the process of communication.

Given the natural integration of lexical competence into the linguistic component of this article, we will focus on the knowledge, skills, and competencies needed to understand a foreign language participant in dialogue and create a unique model of speech behavior. To do this, the basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.) must be properly analyzed, analyzing the text and knowing the skills and communication skills, ie oral communication in relation to different areas and situations of communication skills need to be formed gradually. Communicative competence is the ability to exercise linguistic competence in different contexts of speech interaction, taking into account social behavioral norms and the communicative expediency of expression. A leading component in the process of forming communicative competence are speech (communication) skills and abilities, which in turn include expression and skills in all types of speech activities.

Linguistics is a set of words and combinations of lexical units that are functionally similar to them. The second is that things, events, words capable of naming their characters, stable expressions, or other linguistic units, so the concepts of “lexical unit” and “word” are synonyms, and here they are interchangeable. Specialty literature serves as the basis for a professional dictionary, and we teach students about the acquisition of a particular vocabulary in a professional field, in the field of their specialization, a vocabulary consisting mainly of terms we can talk.

In the context of this article, it is important to explain the concept of “terminological dictionary”, which, as a rule, has a single meaning and is applied in the field of professional activity, giving clear concepts regardless of the context.

Against the background of definitions and emphasis on the lexical component of the linguistic basis of communicative competence, it is necessary to distinguish between the concepts of "linguistic competence" and "linguistic competence" semantically, taking into account their interrelationship .

In the traditional interpretation, the essence of linguistic competence is a set of known elements that are interrelated. Language competence is defined as a set of knowledge, skills and competencies implemented in the process of activity (communication), the ability to change information in accordance with personal communication tasks, a set of rules for language analysis and synthesis. Sentence construction and analysis are units that allow the use of the language system for communication purposes.

Despite the definitions presented, the concept of “lexical competence” was incomplete, if it only covered lexical knowledge and skills, so lexical competence as a complex, structural formation would affect students ’linguistic, speech experience, and personal quality. also includes.

In the formation of foreign language linguistic competence, some researchers (A.E.Sizemina, A.N.Shamov) have conditionally distinguished several levels, based on which the process of forming the ability of students to solve communicative problems related to the practical use of a foreign language

dictionary speech activities are used based on the knowledge, skills and abilities acquired.

**Result and discussion:** Linguistic competence is the ability to use knowledge and vocabulary consisting of lexical and grammatical elements of language. In the process of forming lexical competence in a foreign language in a non-linguistic university, attention is paid to interdisciplinary relations as a condition for the effectiveness of the formation of relevant competence, which implies professionalization of teaching in the sense of reflecting teaching. The specific features of the university or faculty within it. Given the factor of interdisciplinary communication, students' professional lexical competence in a foreign language is a set of knowledge, skills and competencies formed in the learning process as the ability to use active vocabulary independently in the interaction of oral speech. Previous mental activity (mnemonic work outcomes) expressed in the presence of knowledge and skills in certain disciplinary aspects that contribute to the formation of stable verbal-semantic connections as a result of associative-mental activity in the temporal aspect .

A foreign language professional linguistic competence can be defined as a resource quality that provides a special type of organization of students' knowledge and experience in the interpretation of certain knowledge acquired by the subject of educational activity. In the consistent formation of professional communicative competence in the profession-oriented intelligence, in the ability to engage and interconnect professional linguistic knowledge, in the process of interaction of oral speech is relevant to the implementation of the filling of oral structures ability and the ability to apply it. In this regard, as a conditional factor of relevant influence in the context of interdisciplinary relations, it is necessary to emphasize the quality of the full basis of linguistic skills and competencies as an integral part of the linguistic competence of foreign languages. It is interdisciplinary as an important feature and superior feature of relevant skills and competencies.

**Novelty of the article:** The complex scientific quality of lexical skills is based on the transfer of semantic associations to the conditions of this learning and

cognitive activity, which is present in both speech and cognitive experience of students, and is a characteristic feature of lexical skills formed on an interdisciplinary basis. . As a complex feature, it is effective in strengthening features such as lexical skills such as awareness, which means that there is a hidden rule in the minds of students and stability in fulfilling the ability to apply this rule in a difficult situation. Necessary speech practices, which are determined by the strength of lexical connections, are performed as complex process structures that underlie speech-thinking activity and perform psychophysiological interventions on verbal stimuli (linguistic units). Formation of such skills are the use of the mechanism of similarity and comparison, involuntary memorization, the regularity of the pattern falling on the brain of students, the complexity of mastering (combination of auditory, visual and motor images) meaningful imitation.

**Conclusion:** Formation of professional lexical competence of a foreign language is one of the important directions of improving the quality of language preparation of students. In order for university students who are non-philological to achieve a high level of formation of lexical competence, it seems necessary to work to ensure the sequence of appropriate stages of its formation in the learning process and the organization of mastery. On the basis of interdisciplinary connections applied taking into account linguistic features, the linguistic material of the lexical material is also reflected in the knowledge, speech-thinking and educational activities of students .

#### REFERENCES.

1. Malika, Khusamiddinova & Shakhlo, Alimbayeva & Sadikova, Mahbuba. (2021). THE ROLE OF MEDIA TECHNOLOGIES IN DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENT'S. *International Journal of Innovative Research and Development*. 6. 133-135.
2. KHUSAMIDDINOVA MALIKA MEKHRIDDINOVNA, & NURMATOV YORQIN IRKINOVICH. (2021). CREATING ALTERNATIVES IN TRANSLATIONS. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 6(11), 367–371. Retrieved from

<https://repo.journalnx.com/index.php/nx/article/view/183>

3. Sobirovna, V. K. . (2024). Inductive Way of Teaching Vocabulary Using Collocations. *Spanish Journal of Innovation and Integrity*, (27), 35-38. Retrieved from <https://sjii.indexedresearch.org/index.php/sjii/article/view/1089>
4. Shahlo Akmalovna Alimbayeva, & Malika Mekhriddinovna Khusamiddinova. (2024). Teaching Foreign Languages in Higher Education Institutions as a Pedagogical Problem. *Spanish Journal of Innovation and Integrity*, 26, 31-34. Retrieved from <https://sjii.indexedresearch.org/index.php/sjii/article/view/1047>
5. Mardonov, Abdullo (2023). IMPORTANCE OF LANGUAGE LAB USAGE IN TEACHING FOREIGN LANGUAGES. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3 (6), 765-772.
6. Nargiza Abdusamatovna Fuzaylova. (2023). Genre in Academic Prose: What Makes Academic Prose Different from Other Varieties. *Spanish Journal of Innovation and Integrity*, 25, 34-37. Retrieved from <http://sjii.indexedresearch.org/index.php/sjii/article/view/1009>
7. Rakhmanberdiyeva, K. S., Tadjiyeva, M. D., Bahrombekova, M. M., & Artikova, L. S. (2023). Technologies Of Organizing Independent Education In Teaching Students Foreign Languages (In The Case Of Non-Philological Universities). *Boletin de Literatura Oral-The Literary Journal*, 10(1), 4005-4010.
8. Djampulatova, N. (2023). THE ROLE OF THE COACHING APPROACH IN TEACHING A FOREIGN LANGUAGE. *Journal of Academic Research and Trends in Educational Sciences*, 2(1), 191-195.
9. Doniyorovich, A. S. (2023). The Importance of Knowledge of a Foreign Language in Tourism Sector. *Journal of Intellectual Property and Human Rights*, 2(4), 96-99.
10. Zilola, A., Umirahon, T., & Malika, K. (2019). The role of media technologies in Developing intercultural competence of Student's. *Бюллетень науки и практики*, 5(4), 462-465.