

THE SYSTEM OF LEVELS OF FOREIGN LANGUAGE PROFICIENCY AT THE PRESENT STAGE OF DEVELOPMENT OF METHODOLOGICAL SCIENCE

Nabiyeva Nodira Rustamjon qizi

2nd stage master's student In Named after Is'hakan Ibrat

Namangan State Institute of Foreign Languages

Annotation

This article highlights current problems of the system of levels of foreign language proficiency at the present stage of development of methodological science in teaching secondary schools. Author took place empirical research in this fields. And it is demonstrated in this article. There are given accurately stages of development methodological science.

Keywords

methodological science, foreign language proficiency, linguistic competence, development, research.

At the same time, since language competence appeared in linguistics at the very beginning and developed rapidly with it, it enriched the methodology of language with new terms, created conditions for the creation of a theory of teaching foreign languages. Forming language competence is the main task of teaching a language as a foreign language. A university graduate should be able to speak fluently the language in which he studied, to be able to speak, using modern information technologies, to understand the diversity of world culture and political life [1]. One of the components of language ability is knowledge of the language and the ability to evaluate it, so this is very important. To develop a language, it is necessary to master the language system, master the basic speech norms, and use language tools effectively. The main goals and objectives of learning Uzbek as a non-native language are complex and multidimensional. The introduction of language competence into the science, theory and practice of teaching will make it possible to clearly and clearly identify them[2]. For example, the main tasks of studying Uzbek The state language can be specified as follows:

- mastering knowledge about the structure and functioning of the Kyrgyz language, information about the Kyrgyz language, their culture, oral folk art, literature, customs and traditions;

mastering the riches of the language, developing communicative competence, consisting of knowledge of all the norms of the literary language, including the norms of spelling (spelling and punctuation);

- not only the mastery of the science of speech of various types of speech practice in various fields of communication, but also the development of communicative competence, which is responsible for the personal improvement of the student and the formation of a communicative culture;

- formation of the competence of cultural studies, which includes a body of knowledge about the culture of the Kyrgyz people in the context of world culture, about socio-cultural stereotypes of

speech communication, about components of national and cultural significance and units of language, understanding the meaning of the native language in the life of the people and the life of an individual. The following conditions are considered for learning a non-native language:

•the connection of theory with practice in the process of learning a language;

"Regarding their level, one should know the information system about the language being studied: phonetics, vocabulary, word composition and word composition, morphology, syntax of simple and complex sentences, stylistic foundations of the text. If a student has a concept of the language being studied, and he can use this system, he will have language competence" [3]. The concept of linguistic competence means knowledge of the system of concepts of the grammar of a language. It has to do with a person since his birth, in other words, despite his life experience and habitat, etc., she is involved in it as a biological species. Language competence means that with the help of mastered language signs and the rules of their connection, you can understand that the number of correct expressions is unlimited, and they can be used. According to N. Chomsky's theory[4], a competent speaker and a competent listener should be able to endlessly compose sentences according to an existing sample and understand how this is done and what is said in them, in other words, they should know and anticipate the formal similarity and difference in the meanings of two phrases[5].

According to N. Chomsky, language competence is an ideal grammatical science, always associated with knowledge of the system language [6]. And the American scientist D. Himes presents a point of view somewhat different from the opinion of N. Chomsky. He notes: "There are rules of use, without them there is no benefit from grammatical rules" [7]. Language competence is a complex psychological system, it includes, in addition to information about the language being studied in the learning process, and the speech experience of everyday communication, and on its basis - the feeling of language. In the context of modern education in the theory of learning, how The analysis of the development of the concept of linguistic competence shows that this term means a set of linguistic knowledge and skills that make it possible to speak another language in accordance with the linguistic norm that is accepted in various fields of activity. It also helps to develop the language abilities of the trainees. This knowledge is reflected in grammar, they tell about the appearance in the language, by changing the initial construction, structures of all possible forms of sentences, as well as about the grammatical relationships within a sentence and between sentences. Here the main goal for the student is the ability to use the studied language as a means of communication. In the language Competencies Each student should have their own vocabulary[8]. In order to improve students' knowledge in practice, the formation of types of language competence is required [9]. To do this, the following actions should be performed:

- 1) study the problems of language competence formation;
- 2) development of the structure of language competence;
- 3) clarifying the state of students' language competence in various learning environments;
- 4) development of techniques and methods for the formation of students' language competence and the definition of conditions;

5) checking the effectiveness of the named conditions of the form- knowledge of language competence.

These actions are carried out in several steps[10]. The first step is to determine the level of knowledge in this field. The second stage is the development of new curricula for teaching Uzbek as a foreign language and the preparation of assignments for teaching. The third stage is the derivation of research results and their practical use.

References:

1. Azimov E.G., Shchukin A.N. Dictionary of methodological terms (theory and practice of language teaching). St. Petersburg: Zlatoust, 1999. 372 p.
2. Pan-European competences of foreign language proficiency: study, training, assessment. Chapter 1 // Department of Language Policy, Council Europe. Strasbourg: Council of Europe, 2004, 219 p.
3. John is equal. Competence in modern society. Identification, development and implementation. - M., Kogito-Center, 2002. - 196p.
4. Modern languages: Study, teaching, assessment: pan-European competences of foreign language proficiency [Text]. - Strasbourg, 1996.-244 p.
5. Chomsky N. "Language and thinking" Moscow State University Publishing House, - M. 1972, 133 p.
6. Fauconnier G. Mappings in thought and language. – Cambridge: Cambridge University Press, 1997. – 205 p.
7. Honko L. The real Propp / / Studies in oral narrative / A.L. Siikala (Ed.). – Helsinki: StudiaFennika, 1989. – № 33.
8. Huang, Yan. Pragmatics. Cambridge: Cambridge University Press, 2007. Johnstone, Barbara. Discourse Analysis. Malden: Blackwell, 2008
9. Gee, James Paul. An Introduction to Discourse Analysis: Theory and Method. New York: Routledge, 2014.
10. Tannen, Deborah. "Discourse Markers: Language, Meaning, and Context." The Handbook of Pragmatics, edited by Jan-Ola Östman and JefVerschueren, Blackwell, 2008, pp. 215-245.