

**STATE EDUCATIONAL STANDARD OF BASIC GENERAL EDUCATION  
IN A FOREIGN LANGUAGE**

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**Annotatsiya**

Ushbu maqolada chet tili bo'yicha asosiy umumiy ta'limning Davlat ta'lim standarti haqida ma'lumot berilgan. Shuningdek, lingvistik kompetentsiyani rivojlantirishga muvofiq muammolarning yechimlariga atroflicha to'xtalib o'tilgan.

**Kalit so'zlar:** Davlat ta'lim standarti, umumta'lim maktabi, lingvistik kompetensiya, qonunlar, o'quvchiga yo'naltirilgan yondashuvlar.

**Аннотация**

В данной статье представлена информация о Государственном образовательном стандарте основного общего образования по иностранному языку. Также найдена проблема решения по развитию лингвистической компетентности.

**Ключевые слова:** Государственный образовательный стандарт, средняя школа, языковая компетенция, законы, личностно-ориентированный подход.

**Annotation**

In this article is given information about State educational standard of basic general education in a foreign language. Also it is found problem of solutions according to developing Linguistic Competence.

**Keywords:** State educational standard, secondary school, linguistic competence, laws, student centered approaches.

Language competence is often considered as the position of the necessary specific skills required for speech communication between members of society and understanding it as a language academic discipline. "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" [1]. 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 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, 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[2]. According to N. Chomsky, language competence is an ideal grammatical science, always associated with knowledge of the system language. 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" [3]. 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 [5]. In the language Language competence is based on the innate linguistic category and the student's ability to construct grammar. 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. 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 Kyrgyz 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. 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 Uzbek 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 [7]. The following conditions are considered for learning a non-native language:

- the connection of theory with practice in the process of learning a language; the creative side of the ability of imitation and speech. Regarding the first condition, it should be noted that theoretical knowledge contributes to increasing the level of widespread use of the word. The second condition explains that language is

a means of creative expression of emotions, thoughts, feelings. At the very beginning of teaching students the state language as a non-native language, the problem arises of comparing imitation and word creation. There are two ways to solve this issue. The first way is, as L.P. Fedorenko said, "the most basic step in learning a language - to speak in imitation of other people". The second way is reflected in the tradition of the A.A. Potebni school and the scientific works of such scientists as T.N. Ushakova, S.N. Zeitlin, who agree that "the connection between man and society includes all aspects of speech art, since each person connects matter with a word" [8]. Language competence is a set of knowledge about a language, skills, the possession of which makes it possible to speak another language in various fields of activity, in accordance with the norms of the language being studied, and also helps the development of the language skills of the trainees. The attitude to language competence as a complex system of abilities to manage language material in different conditions of activity makes it possible to protect it as a psychological system that includes the practice of oral speech and knowledge of language. Thus, as the analysis of the meaning of the concept of language competence shows, it means a set of language knowledge and skills that provide ample opportunities to use language in various fields of activity in accordance with the norms of the studied language and contribute to the development of language abilities.

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