

## **COMPONENTS OF LINGUISTIC COMPETENCE IN MODERN LINGUISTICS AND LANGUAGE EDUCATION**

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**Abstract:** This article explores the components of linguistic competence in modern linguistics and their application in language education. Linguistic competence, defined as the internalized knowledge of language and its rules, is a central concept in contemporary linguistics and applied language teaching. Understanding its components is essential for designing effective curricula and instructional practices that enable learners to use language accurately and appropriately. The study employs a qualitative theoretical methodology, including literature review, comparative analysis, and thematic synthesis. The findings reveal that linguistic competence comprises multiple interrelated components: phonological competence, morphological competence, syntactic competence, lexical competence, semantic competence, pragmatic competence, and discourse competence. Each component contributes to effective communication and the development of communicative competence. Integrating these components in foreign language education enhances learners' understanding, accuracy, and functional use of language. The article concludes that recognizing and teaching the components of linguistic competence is crucial for modern language education. Competence-based approaches benefit from a structured understanding of these components, enabling teachers to design lessons that promote both accuracy and communicative effectiveness.

**Keywords:** Linguistic competence, language education, communicative competence, language skills, applied linguistics, grammar, phonology, semantics, pragmatics, discourse analysis, modern pedagogy, second language acquisition.

### **INTRODUCTION**

Over the past decades, the study of linguistic competence has become a cornerstone of modern linguistics and applied language teaching. Introduced by Noam Chomsky in the 1960s, the concept of linguistic competence originally referred to a speaker's internalized knowledge of their native language, including grammar, phonology, and semantics. Later, applied linguists expanded the concept to include communicative and performance-oriented aspects of language use, resulting in a multidimensional understanding of competence. The research object of this study is linguistic

competence and its components in both theoretical and practical contexts. The topic is highly relevant because modern foreign language education increasingly requires learners to develop not only the ability to communicate, but also the underlying linguistic knowledge that ensures accuracy, flexibility, and appropriateness across contexts. Despite significant article on communicative competence, a gap remains in systematically applying the detailed components of linguistic competence in modern classroom practices. This study addresses that gap by analyzing the main components of linguistic competence and their pedagogical significance, highlighting their interrelation with communicative, pragmatic, and discourse competencies. The purpose of this study is to demonstrate how understanding the structure of linguistic competence can inform curriculum design, teaching strategies, and assessment in language education.

### **LITERATURE REVIEW**

Chomsky introduced the notion of linguistic competence as the ideal speaker-hearer's knowledge of a language, contrasting it with performance, which involves actual language use. According to Chomsky, linguistic competence includes knowledge of phonology, morphology, syntax, and semantics, which enables speakers to produce grammatically correct sentences and understand language rules intuitively. Later, applied linguists such as Canale and Swain and Hymes expanded the concept to include communicative competence, integrating pragmatic and sociolinguistic knowledge. According to Canale and Swain, communicative competence encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, highlighting the importance of context and functional use in addition to structural knowledge. Bachman introduced a broader model of language competence for second language acquisition, including organizational knowledge (vocabulary and grammar) and pragmatic knowledge (functional and sociolinguistic components), emphasizing the measurable and observable aspects of competence in teaching and assessment. Modern research also stresses discourse competence, which refers to the ability to connect sentences coherently, maintain thematic consistency, and organize ideas logically in spoken or written texts. Lexical and semantic knowledge, phonological awareness, and morpho-syntactic accuracy remain central components, but they are increasingly integrated with pragmatic and communicative goals in modern curricula.

### **METHODOLOGY**

This study employs a qualitative theoretical methodology, suitable for conceptual analysis and pedagogical application. The research methods include: Systematic literature review is examining works on linguistic competence, applied linguistics, and

language teaching methodology, comparative analysis is comparing different models of linguistic competence, descriptive analysis is identifying and classifying the main components of linguistic competence, thematic synthesis – connecting theoretical findings to practical classroom strategies. The study relies on peer-reviewed articles, textbooks, and methodological publications in linguistics and applied language education. The data were analyzed to highlight the structural components of linguistic competence and their pedagogical significance.

## **RESULTS**

The study identifies seven main components of linguistic competence in modern linguistics and their roles in language education:

1. Phonological competence is knowledge of sound patterns, stress, intonation, and pronunciation; essential for intelligibility and comprehension.
2. Morphological competence is understanding word formation, affixes, and inflectional patterns; critical for accurate production.
3. Syntactic competence is knowledge of sentence structure and word order; enables correct and coherent expression.
4. Lexical competence is mastery of vocabulary and collocations; supports functional communication.
5. Semantic competence is understanding of word and sentence meaning; ensures clarity and appropriateness.
6. Pragmatic competence is ability to use language appropriately in social contexts; contributes to effective communication.
7. Discourse competence is a skill in connecting sentences and organizing texts logically; ensures coherence and cohesion in communication.

Phonological competence is an important part of linguistic competence. It means that a speaker knows how the sounds of a language work and the rules for how they are put together and used. It includes being able to recognize, make, and tell apart the phonemes (distinctive sounds) of a language, as well as understanding intonation, stress, rhythm, and connected speech patterns. Phonological competence helps language learners say words correctly, understand spoken language clearly, and make themselves understood by others.

Morphological competence is an important part of linguistic competence. It means that a speaker knows how words are formed and put together in a language. It includes knowing how words are put together, how to use morphemes (the smallest units of meaning), and the rules that govern how words are formed, derived, and inflected.

Syntactic competence is an important part of linguistic competence. It means that a speaker knows how to put words together to make sentences that are grammatically

correct. It means knowing the rules for sentence structure, word order, agreement, and how different parts of a sentence, like subjects, verbs, objects, and modifiers, fit together.

Semantic competence is an important part of linguistic competence. It means that a person can understand and explain the meaning of words, phrases, and sentences in a language. It entails an understanding of lexical meaning (the meanings of words), compositional meaning (how meanings come together in phrases and sentences), and contextual or pragmatic meaning (how meaning shifts based on context).

Lexical competence is an important part of linguistic competence. It means knowing words, phrases, and fixed expressions, as well as being able to use them correctly in context. It means knowing not just what words mean, but also how they are used grammatically, how they sound, what they mean in different contexts, and what style they have. These components are interdependent and contribute collectively to linguistic and communicative competence. Effective foreign language teaching integrates these components through task-based, competency-based, and communicative approaches, promoting both accuracy and functional use.

## **DISCUSSION**

The findings demonstrate that linguistic competence is multidimensional, extending beyond grammar and vocabulary to include phonology, semantics, pragmatics, and discourse. Integrating these components into language education provides a more structured approach for curriculum design and teaching. Competence-based and communicative approaches complement each other. While communicative teaching emphasizes interaction and fluency, competence-based teaching ensures structured development of linguistic knowledge. By addressing each component explicitly in lesson planning, teachers can enhance learners' overall communicative ability while maintaining accuracy and coherence. The main limitation of this study is its theoretical focus; empirical classroom research is needed to evaluate the practical effectiveness of integrating all components of linguistic competence in real teaching contexts. Future studies should investigate teaching strategies, assessment methods, and classroom activities aligned with these components.

## **CONCLUSION**

Understanding the components of linguistic competence is essential for modern language education. Phonological, morphological, syntactic, lexical, semantic, pragmatic, and discourse competencies collectively form the foundation for accurate and effective language use. Integrating these components in teaching and curriculum design enhances learners' performance, communicative ability, and overall competence. Competence-based and communicative approaches should be combined

to ensure learners develop both functional use and linguistic accuracy. Finally, lexical competence gives students knowledge of vocabulary, how to use words, collocations, and register, which lets them pick the right words for the situation. These parts work together to make a complete system that helps with both accuracy and fluency. It helps people go from knowing the rules of a language to using them in real-life situations. When teaching language, knowing these parts helps teachers come up with specific ways to teach, make useful learning materials, and get a better overall picture of how well students are doing. To become a proficient language user who can communicate clearly, understand meaning correctly, and change how they use language in different social, academic, and professional situations, they need to master all aspects of linguistic competence. Adding linguistic competence to modern curricula makes sure that students learn more than just how language works. They also learn how to communicate in a way that is meaningful and confident.

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