

EDUCATIONAL MODEL AIMED AT DEVELOPING STUDENTS' LINGUISTIC
COMPETENCE IN ENGLISH LESSONS

Ergasheva Rano Ahadovna

Bukhara State University's doctoral researcher

Abstract: Developing students' linguistic competence in English lessons requires an effective educational model that integrates structured input, guided practice, communicative activities, feedback, and technology. Linguistic competence, as a core component of communicative proficiency, enables students to use language accurately and fluently in diverse contexts. This paper explores theoretical foundations, teaching methodologies, and technological integration strategies to enhance language acquisition. It emphasizes the role of teachers as facilitators and students as active participants in the learning process. By adopting innovative approaches and continuous assessment, educators can ensure meaningful language development that prepares students for academic and professional success.

Keywords: Linguistic competence, English language teaching, communicative competence, pedagogical strategies, language assessment, technology in education, student-centered learning

The development of linguistic competence in English lessons is a crucial aspect of modern language education. As English has become a global language for communication, education, and professional growth, students require a solid foundation in linguistic competence to succeed in academic and real-world settings. Linguistic competence involves mastery of grammar, vocabulary, phonetics, syntax, and discourse, allowing learners to understand and produce meaningful language structures. It is a core component of communicative competence, which also includes sociolinguistic, pragmatic, and strategic competencies. Developing linguistic competence requires a well-structured educational model that integrates theoretical knowledge, practical application, and innovative teaching methodologies. This model should address the cognitive, affective, and social aspects of language learning while incorporating diverse instructional strategies. The goal is to create an environment where students can actively engage with the language, practice their skills, and receive meaningful feedback that fosters continuous improvement. This article presents an educational model designed to enhance linguistic competence in English lessons. It explores the key components of the model, the role of teachers and students, and the integration of technology and assessment methods. By examining best practices in language instruction, this study highlights how effective teaching approaches contribute to students' overall language proficiency and communicative success.

Theoretical Foundations of Linguistic Competence. Linguistic competence, as proposed by Noam Chomsky, refers to the subconscious knowledge of language structures and the ability to generate grammatically correct sentences. Chomsky differentiates between linguistic competence (internalized knowledge) and linguistic performance (actual language use). In contrast, Dell Hymes expanded this concept by introducing communicative competence, which emphasizes the importance of language use in social contexts. In English language education, linguistic competence is developed through structured exposure to language rules, meaningful communication, and interaction. Theories such as Krashen's Input Hypothesis stress the need for comprehensible input, while Vygotsky's Sociocultural Theory highlights the role of social interaction in learning. An effective educational model should incorporate elements from these theories to provide a holistic approach to language acquisition.

Key Components of the Educational Model. The proposed educational model for developing linguistic competence consists of five core components: structured input, guided practice, communicative activities, feedback and assessment, and technology integration.

1. Structured Input. Structured input refers to the systematic presentation of language forms and functions. Teachers must design lessons that introduce new vocabulary, grammar rules, and sentence structures in a clear and engaging manner. This involves explicit instruction, contextualized examples, and meaningful explanations that help students understand language patterns. To maximize comprehension, teachers should use scaffolding techniques such as modeling, visual aids, and real-life examples. Authentic materials such as articles, podcasts, and videos provide exposure to natural language use and help students internalize linguistic structures.

2. Guided Practice. Guided practice involves activities that reinforce language learning through controlled exercises. These activities include gap-fill exercises, sentence transformation tasks, and structured dialogues that allow students to apply their knowledge in a supportive environment. The teacher's role is to provide immediate correction and guidance, ensuring that students develop accuracy before engaging in open-ended communication. Pair and group activities, such as role-playing and collaborative writing, encourage peer interaction and reinforce learning through social engagement. By gradually increasing task complexity, students gain confidence in using the language independently.

3. Communicative Activities. While structured input and guided practice focus on accuracy, communicative activities emphasize fluency and real-world application. These activities include discussions, debates, storytelling, and problem-solving tasks that encourage spontaneous language production. By simulating authentic communication scenarios, students develop the ability to express themselves naturally. Task-based language teaching (TBLT) is a particularly effective approach in this stage. TBLT focuses on meaningful tasks, such as writing emails, giving presentations, or conducting interviews, which align with students' personal and professional interests. Engaging in such tasks helps learners develop functional language skills that are applicable beyond the classroom.

4. Feedback and Assessment. Continuous feedback and assessment are essential for tracking progress and addressing language difficulties. Formative assessment techniques, such as teacher feedback, self-assessment, and peer evaluation, help students reflect on their learning and make necessary adjustments. Corrective feedback should be balanced, focusing on both errors and achievements. Instead of simply pointing out mistakes, teachers should provide constructive feedback that guides students toward improvement. For instance, recasting (reformulating incorrect sentences) and metalinguistic feedback (prompting students to identify errors) encourage self-correction and deeper understanding. Summative assessments, including quizzes, tests, and language portfolios, measure overall proficiency. Standardized assessments such as IELTS and TOEFL provide benchmarks for evaluating linguistic competence in a global context.

5. Technology Integration. Technology plays a transformative role in language learning by providing access to interactive resources and personalized learning experiences. Digital tools such as language learning apps (e.g., Duolingo, Quizlet), online platforms (e.g., Kahoot, Google Classroom), and virtual simulations enhance engagement and motivation. Blended learning approaches, which combine face-to-face instruction with online activities, offer flexibility and increased exposure to language input. For instance, flipped classrooms allow students to study theoretical concepts at home and focus on practical application during class time. Virtual reality (VR) and artificial intelligence

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-2

(AI) tools further enhance immersive learning experiences, enabling students to practice language skills in authentic settings.

Developing students' linguistic competence in English lessons requires a comprehensive educational model that integrates structured input, guided practice, communicative activities, feedback, and technology. By combining theoretical knowledge with practical application, this model ensures that students acquire both accuracy and fluency in language use. The role of teachers as facilitators and the active participation of students in the learning process are crucial for achieving successful outcomes. As language education continues to evolve, embracing innovative teaching methodologies and digital resources will further enhance linguistic competence. By fostering an interactive, student-centered learning environment, educators can equip students with the language skills necessary for academic, professional, and personal success.

References:

1. Brown, H. D. (2020). *Teaching by principles: An interactive approach to language pedagogy* (5th ed.). Pearson.
2. Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson.
3. Richards, J. C., & Farrell, T. S. C. (2011). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
4. Schön, D. A. (2017). *The reflective practitioner: How professionals think in action* (2nd ed.). Routledge.
5. Thornbury, S. (2013). *About language: Tasks for teachers of English* (2nd ed.). Cambridge University Press.