

## **Linguistic knowledge and ways of its development**

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**ABSTRACT:** *It is a truism that speakers of a language “know” the language. Many in philosophy and linguistics make a propositional assumption about this knowledge: it is knowledge that. Sometimes the knowledge is taken to be the sort expressed by general statements such as syntactic theories (grammars) and truth theories, sometimes the sort expressed by singular statements about particular linguistic facts that express the speaker’s intuitions.*

**Keywords:** *linguistics, grammar, Chomsky, development, intuitions.*

The contrasting view that a speaker’s linguistic knowledge is mere knowledge how has been famously rejected by Chomsky. Some have urged that the knowledge is something in between how and that, some sort of tacit knowledge. This chapter finds the philosophical arguments in favor of (explicit) propositional assumptions thin and unpersuasive whereas those against are powerful. The empirical evidence from psychology is decisive against them, given that linguistic competence is a skill and hence procedural knowledge. As a first approximation, linguistic competence consists in mere knowledge how. Language is an essential means of human communication, the formation and spiritual Development of a person. It is this understanding of the role of language in society that Determines the special place of the subject “mother tongue” among other academic subjects And allows us to formulate the ultimate goal of

teaching it at school, understood as “learning Free speech activity and creating elementary linguistic competence in students”, their mental, Intellectual development , education of a linguistic personality.

Great opportunities for linguistic and mental development of students include teaching the Grammar of their native language, which contributes to the general education of students, Enriches them with knowledge of the basic laws and rules, language means of expressing Thoughts, promotes the development of logical thinking of students, is the basis for the Formation of practical skills / speech and spelling /. Morphological knowledge, skills and Abilities are basic for the formation of linguistic, linguistic and communicative cHowever, studies by methodologist scientists and many years of observation of teaching . Practice suggest that the developing possibilities of morphology are not fully realized in the Modern school.

Studying the state of knowledge and skills of students shows that they Memorize linguistic definitions, but do not understand the essence of basic morphological Concepts, cannot build a coherent monologic statement on a linguistic topic, hardly differentiate Words from different parts of speech, do not distinguish between lexical and grammatical Meanings of words, have poor command of skills of analytical-synthetic activity. In our study, we examined: on the basis of the analysis of linguistic, psychological, pedagogical And methodological literature to determine the theoretical foundations of the formation of Linguistic competence in the lessons of morphology; define / or clarify / the scope and content Of the key concepts of this study: “linguistic competence”, “competence”, “activity approach”, “knowledge”, “skills”, “skills”, “mode of action”, “methods”, “action “,” Operation “, etc .; to

Establish the level of practical elaboration of the studied problem on the basis of the analysis Of programs, textbooks of the educational process; to identify the level of linguistic competence Of students, the difficulties of its formation; to determine the most important modes of action And the level of their formation among students for the formation of linguistic competence; on

The basis of theoretical and experimental data, to develop a system for the formation of Linguistic competence, which involves mastering the methods of action that ensure the Recognition of linguistic phenomena and their use in speech in the process of studying the Nominal parts of speech Our study consists in the following: in creating a system for the phased formation of linguistic Competence, providing for mastery of the methods of action, assuming both the assimilation of Theoretical information about the language and the formation of skills that ensure their use in Speech; in the development of a system of tasks and exercises that implement the activity aspect Of studying grammatical concepts and contributing to the formation of linguistic competence Of students. The study theoretically substantiates the methodology for the formation of linguistic Competence, defines the stages of its formation, identifies the most important methods of action In terms of the formation of linguistic competence, creates a system for mastering them on the Basis of specially designed tasks and exercises. In the teaching of the mother tongue, the learning objectives, its content, knowledge levels, Skills at the present stage are determined through linguistic, linguistic and communicative Competencies (148; 190). In the methodology of the native language as a mother tongue, these Are relatively new, but concepts that have already received citizenship rights.

Developmental linguistics is the study of the development of linguistic ability in an individual, particularly the acquisition of language in childhood. It involves research into the different stages in language acquisition, language retention, and language loss in both first and second languages, in addition to the area of bilingualism. Before infants can speak, the neural circuits in their brains are constantly being influenced by exposure to language. Developmental linguistics supports the idea that linguistic analysis is not timeless, as claimed in other approaches, but time-sensitive, and is not autonomous – social-communicative as well as bio-neurological aspects have to be taken into account in determining the causes of linguistic developments.

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