

**PRINCIPLES OF FORMATION OF STUDENTS' METALINGUISTIC
COMPETENCIES IN "UZBEK AND ENGLISH" AND "ENGLISH"
CLASSES**

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ANNOTATION:

This article examines the principles of forming students' metalinguistic competencies in the process of teaching "Uzbek and English" and "English" classes. The study emphasizes the importance of developing learners' awareness of language as a system, enabling them to analyze, compare, and reflect on linguistic structures across two languages. Particular attention is paid to the methodological approaches that foster metalinguistic skills, such as contrastive analysis, bilingual techniques, and communicative-cognitive strategies. The research highlights how the integration of these principles enhances students' critical thinking, linguistic awareness, and ability to transfer knowledge between languages. The findings demonstrate that well-structured metalinguistic competence contributes to the overall effectiveness of language learning and supports students in becoming more independent and reflective language users.

Keywords: *metalinguistic competence, bilingual education, Uzbek and English, language awareness, linguistic reflection, contrastive analysis, communicative-cognitive approach, language teaching principles.*

The formation of grammatical competence of a foreign language based on complex grammatical phenomena has been and remains one of the urgent and unsolvable problems of foreign language teaching methodology. Studying this problem, we identified factors of insufficient effectiveness of the process of mastering grammatical competence based on complex grammatical phenomena by philology students, for example:

- not taking into account their level of complexity;
- unsystematic interrelation of the process of forming grammatical competence of a foreign language with the process of mastering the first foreign language by students;
- insufficient assessment of the role and importance of metalinguistic knowledge in mastering foreign language competencies, as well as the integration of competency-based and metalinguistic approaches in the formation of grammatical competence.

In this regard, there is a need to develop special linguodidactic principles, in accordance with which it is necessary to organize the process of forming grammatical competence. N.D. Galskova and N.V. Barishnikov define them as theoretically justified requirements for the process of mastering foreign language competencies by students, the observance of which ensures the most rational achievement of the learning objective [3; 13]. We have formulated the following special principles for the formation of grammatical competence based on complex grammatical phenomena of a foreign language:

- 1) relying on students' metalinguistic knowledge in the development of complex grammatical phenomena;
- 2) taking into account the degree of complexity of the grammatical phenomenon;
- 3) relying on the language experience acquired by students in the process of learning their first foreign language;
- 4) integral mastery of the linguistic and cognitive aspects of complex grammatical phenomena of a foreign language;
- 5) methodical preparation of complex grammatical phenomena.

Each principle is considered from conceptual and situational-technological positions. The principle of relying on students' metalinguistic knowledge in developing complex grammatical phenomena of a foreign language. This principle is based on competence in the process of forming grammatical competence as the theoretical basis of the process of mastering complex grammatical phenomena of a foreign language. This is a direct reflection of the integration of metalinguistic approaches. The principle of relying on students' metalinguistic knowledge includes reflecting and explaining grammatical phenomena. G.A. Krasnoshchekova and D. Mikhill emphasize the important role of explication in the teaching of grammatical phenomena, which influences the development of metalinguistic understanding and the conscious selection of the repertoire of language tools used in the actualization of various types of speech activity in a foreign language [5,18].

If we consider metalinguistic knowledge in a linguodidactic context, we proceed from the postulate that they are according to the correct definition of V.B. Kashkin, a secondary semio-shaped superficial structure on the tongue. The logical system and function are at three levels: conceptual, formal, and symbolic representation [6, 98]. Thus, relying on metalinguistic knowledge as a principle for the formation of grammatical competence can be carried out in accordance with the levels of activity of the semiotic system: the semantic side of the grammatical phenomenon corresponds to the conceptual level, the formation of forms corresponds to the formal level. The features of use correspond to the symbolic level. In favor of

substantiating the formed principle, such features of metalinguistic knowledge as discreteness and systematicity are considered.

Discreteness manifests itself in the reflection of the properties of the studied linguistic object. In the study of a linguistic object, according to E.V. Skvoretzkaya, there are at least two types of its discreteness: 1) articulation corresponding to the differentiation of the continuity of reality (sometimes the actualization of a particular element) (for example, identifying and describing the structure of grammatical paradigms);

2) discreteness, which corresponds to the continuity of the linguistic structure, this divisibility corresponds to the fact that when forming certain "significations" (f. de Saussure), for example, the secondary meaning of a word is the primary stimulus [4]. The formation of "significance" can be updated at the interlingual level (for example, to carry out the transmission of features and states of application of a certain grammatical phenomenon).

The structuring of metalinguistic knowledge is based on the level of theoretical understanding and the identification of the basic regularities manifested in the assimilation of foreign language grammar in the learning process. The structure of metalinguistic knowledge is manifested as a result of the interaction of three grammatical systems - Russian as the language of instruction, English as the first foreign language, and English as a foreign language. The condition for structurality is also the focus on professional knowledge of foreign languages. Moreover, the structure of metalinguistic knowledge becomes a factor in distinguishing the criteria of complexity of grammatical phenomena and determining its levels of complexity. Thus, the principle of relying on metalinguistic knowledge ensures the achievement of sufficient abstraction in the assimilation of grammatical phenomena of a foreign language, which is important for future linguists and stimulates the formation of individual strategies for the assimilation of complex grammatical phenomena.

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