

participants were asked to name each shape and color to ensure they possessed the necessary prerequisite skills to complete the task. The total number of correct responses was used to measure performance on each condition.

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LINGUISTIC COMPETENCE

Tolibova Robiya

O'zbekiston Jahon tillari universiteti

Scientific Supervisor: Gulrukh Elmurodova

***Abstract.** This thesis examines the idea of linguistic competence in relation to learning a second language, with an emphasis on how people acquire and show mastery of a new language. The study looks at the several aspects of language*

competency, including pragmatics, syntax, phonology, and morphology. It also looks at how these aspects work together to produce overall language proficiency. The research aims to highlight successful ways for language skill improvement and shed insight on the factors influencing language acquisition by comparing the linguistic competence of native speakers and second language learners. This thesis aims to expand our knowledge of linguistic competence and its consequences for language learning and instruction by a thorough review of the body of research and empirical evidence.

Key words. *Language learning; language skills; communicative competence; bilingualism; second language acquisition.*

INRODUCTION

Linguistic competence refers to the implicit, internalized knowledge of a language that allows a speaker to produce and understand grammatically correct sentences. This concept was first introduced by linguist Noam Chomsky in the 1960s as part of his theory of Universal Grammar. Linguistic competence encompasses several key components:

1. Phonology: The knowledge of the sound system of a language, including the ability to distinguish and produce the distinct sounds (phonemes) that make up words.

2. Morphology: The understanding of word formation and the internal structure of words, including the use of prefixes, suffixes, and other morphemes to create new words or modify existing ones.

3. Syntax: The knowledge of sentence structure and grammar, including the ability to form grammatically correct sentences and understand the relationships between words within a sentence.

4. Semantics: The understanding of meaning in language, including the ability to interpret words, phrases, and sentences in context.

5. Pragmatics: The knowledge of how language is used in social contexts, including the ability to understand and produce appropriate language in different situations.

Linguistic competence is distinct from linguistic performance, which refers to the actual use of language in real-world communication. While linguistic competence represents an idealized, abstract knowledge of language, linguistic performance can be influenced by factors such as memory limitations, processing constraints, and communication goals. In the field of second language acquisition, linguistic competence is often contrasted with communicative competence, which includes not only linguistic knowledge but also the ability to use language effectively for communication in different social and cultural contexts. Linguistic competence is a foundational concept in linguistics that helps us understand how speakers acquire, represent, and use language knowledge. The connection between language learning, language skills, and linguistic competence is crucial to understanding how individuals acquire and use language. Language learning refers to the process by which individuals acquire the ability to understand, produce, and use a language. It can occur through formal instruction, immersion in a language-rich environment, or a combination of both. Language learning encompasses various stages, from initial exposure to a language to the development of advanced proficiency. Language skills are the specific abilities that individuals develop as part of their language learning process. Linguistic competence represents the underlying knowledge of a language that enables individuals to use it effectively. It encompasses an understanding of phonology, morphology, syntax, semantics, and pragmatics, as mentioned earlier. Linguistic competence is the foundation that supports language skills, allowing individuals to comprehend and produce language in a way that is grammatically correct and contextually appropriate. The connection between these concepts is evident throughout the process of language acquisition. As individuals engage in language learning, they develop their language skills—listening, speaking, reading, and writing—based on their linguistic competence. Linguistic competence provides the structural framework for language skills to develop effectively. For example, when learning a new language, individuals draw on their linguistic competence to understand the phonological system of the language (e.g., recognizing distinct sounds),

comprehend the rules of word formation and sentence structure (morphology and syntax), interpret meaning from context (semantics), and use language appropriately in social interactions (pragmatics). As they progress in their language learning journey, their linguistic competence continues to deepen, providing a more comprehensive foundation for honing their language skills. Additionally, as individuals further develop their language skills through practice and exposure, their linguistic competence may also expand. Exposure to diverse linguistic contexts and experiences can lead to a more nuanced understanding of the target language's structures and usage conventions. Second language acquisition (SLA) refers to the process by which individuals learn a second language after acquiring their first language. SLA can occur through formal instruction, immersion in a language-rich environment, or a combination of both. The goal of SLA is to develop proficiency in the target language, including linguistic competence and communicative competence. Bilingualism refers to the ability to use two or more languages proficiently. Bilingual individuals have developed linguistic competence in both languages, allowing them to understand and produce language effectively in each language. Bilingualism can be achieved through various pathways, such as simultaneous acquisition (learning two languages from birth), sequential acquisition (learning a second language after the first language is established), or through formal language learning. The connection between linguistic competence and SLA is evident in the process of acquiring a second language. As individuals engage in SLA, they build their linguistic competence by acquiring knowledge of the target language's structures and rules. This knowledge supports the development of communicative competence in the target language. Similarly, bilingual individuals have linguistic competence in both languages they speak. Their linguistic competence allows them to switch between languages, understand the structures and rules of each language, and use each language appropriately in different contexts.

Linguistic competence refers to a person's underlying knowledge of a language, including grammar, vocabulary, pronunciation, and other aspects of

language structure. It is the ability to understand and produce grammatically correct sentences in a given language. Linguistic competence is essential for effective communication and language use. In conclusion, I summarize the importance of linguistic competence in language learning and communication. I also discussed how linguistic competence can vary among individuals and how it can be developed through language education and practice. Additionally, I wanted to consider the implications of linguistic competence for language teaching and learning strategies. Linguistic competence plays a crucial role in language acquisition and communication, and understanding this concept can provide valuable insights for language educators and learners alike. In my thesis conclusion, I also discussed the relationship between linguistic competence and communicative competence. Communicative competence goes beyond just knowing the rules of a language and includes the ability to use language effectively in different social and cultural contexts. I explored how linguistic competence forms the foundation for communicative competence and how both are essential for successful communication. Furthermore, I wanted to touch upon the challenges and opportunities related to developing linguistic competence in a second language, as well as the impact of linguistic competence on cross-cultural communication and understanding. I suggested potential areas for further research or propose practical implications for educators, policymakers, and language learners based on the insights gained from your study.

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THE IMPACT OF SOCIAL MEDIA ON LANGUAGE

Umarova Bibixonim Ulug`bek qizi

Uzbekistan State World Language University

3- course student of Philology

***Abstract.** This article examines the profound impact of social media on language, exploring how its rapid rise has led to accelerated language change, fostered new forms of linguistic creativity, and blurred traditional boundaries between dialects and languages. By examining the emergence of internet slang, the use of emojis and memes, and the prevalence of code-switching, this paper argues that social media platforms have become vibrant spaces for linguistic innovation and evolution, impacting both formal and informal communication.*

***Key Words.** Social Media, Language Change, Linguistic Creativity, Internet Slang, Emojis, Memes, Code-Switching, Digital Vernacular, Literacy*

Introduction:

The pervasive influence of social media has extended beyond its digital boundaries, significantly impacting how we use and perceive language. This article delves into the multifaceted ways social media shapes the linguistic landscape, analyzing its role in accelerating language change, fostering linguistic creativity, and blurring traditional linguistic boundaries.

The Main Findings and Results:

Accelerated Language Change: Social media's viral nature facilitates the rapid spread of new words, phrases, and grammatical structures. Neologisms, often derived from internet slang, popular culture, and technological advancements, quickly enter mainstream usage, showcasing social media's tangible