

# Fundamental Principles of Developing Students' Linguistic Competence Through the Use of Literary Names

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## ABSTRACT

This article aims to explore the fundamental principles of developing students' linguistic competence based on literary onomastic units, with a focus on linguistic-pedagogical aspects. It analyzes the use of onomastic elements – such as personal names, place names, historical events, and fictional characters – found in literary texts within the learning process. These units help students not only enhance their vocabulary but also develop an understanding of cultural, social, and historical contexts. Furthermore, the paper highlights the methodological foundations for effectively integrating literary onomastic elements into the formation of communicative, cultural, and pragmatic components of linguistic competence. The study presents recommendations based on interactive teaching methods, contextual analysis, and translation practices.

**Keywords:** Literary names, onomastic units, linguistic competence, student, language teaching, intercultural communication, didactic principles.

## INTRODUCTION

It is well known that educational standards serve as a normative foundation for ensuring the effectiveness of any educational system. In particular, the State Educational Standards (SES) define the minimum requirements for learners' knowledge, skills, and competencies in the learning process. A review of European education – recognized for its academic excellence – reveals the significance of the Common European Framework of Reference for Languages (CEFR), developed by the Council of Europe in 2001. CEFR is a universal standard for learning, teaching, and assessing foreign languages. It enables the assessment of language proficiency across different countries using a common set of criteria. A detailed study of this framework reveals several key advantages in the context of foreign language acquisition:

- **a universal standard for comparison:** CEFR enables a unified evaluation across all languages. For example, a learner's B1 level in German corresponds to the same level in English or French, allowing for international recognition and objective comparison of language

proficiency.

- **clear learning trajectories:** CEFR provides explicit descriptions of what learners should achieve at each stage. For instance:

- A1 – understanding and using basic phrases;
- B2 – comprehending complex texts and engaging in fluent conversation;
- C2 – fully understanding and producing academic or scientific texts.

- **international recognition and certification:** CEFR has become the basis for internationally recognized certifications such as Telc, Goethe-Zertifikat, IELTS, DELF, TOEFL, and Cambridge English, which are widely accepted by universities and employers.

- **guidance for educators and institutions:** CEFR supports not only learners but also educational institutions

in curriculum design, material development, and assessment based on standardized benchmarks.

Thus, CEFR plays a pivotal role in foreign language education due to its transparent, internationally recognized, and objective system of evaluation. Today, CEFR serves as a principal reference in teaching major languages like English, German, French, Spanish, and Italian. A comparative analysis between CEFR and Uzbekistan's foreign language standards reveals many commonalities. For instance, the state resolution "On the Approval of the State Educational Standard for Foreign Languages within the System of Continuing Education" can be considered an analogue to CEFR. Likewise, the "State Educational Standard for General Secondary Education" recently adopted, introduces subject-specific assessment levels (A1, A2, B1, B2, etc.), mirroring CEFR's structure. As Baranov noted in his 1981 study, "One of the key

objectives of education is to cultivate students' ability to apply their knowledge in real-life situations and prepare individuals to integrate into society. In this context, SES should not only focus on learning outcomes but also meet the demands of modern pedagogical processes".

### Main Part.

When analyzing educational standards, it is essential to describe and comparatively examine the components of competence and linguistic competence, which fall within the scope of this study.

According to the CEFR, "competences are the sum of declarative knowledge, procedural skills, and existential competences that enable individuals to perform linguistic actions."

Declarative Knowledge	Procedural Skills	Existential Competences
Knowledge of facts, e.g., grammar rules, cultural norms	Automatized ability to apply such knowledge in context	Personal traits, attitudes, and motivation toward the target language and culture

Declarative knowledge refers to explicit understanding that learners can verbalize (e.g., rules of grammar or cultural characteristics of a society). Procedural skills imply semi-automated behavior based on internalized norms (e.g., appropriate social behavior or using grammar correctly without conscious effort). Existential competences refer to personality traits, values, and attitudes –such as motivation to learn a language or confidence in communication.

Foreign sources also introduce the term auxiliary competences, especially as part of procedural skills. For example, the ability to quickly and automatically recognize words in spoken speech is a partial competence necessary for listening comprehension. These auxiliary competences are also used in relation to traditional language skills: listening, reading, speaking, writing, audiovisual comprehension, and mediation (interpreting or conveying meaning rather than literal translation).

These competences are further classified as follows:

- **By process:** productive, receptive, interactive, and mediation;

- **By modality:** spoken or written;
- **By perception:** auditory or visual.

This classification provides a detailed framework for describing both traditional and complex language activities. For example:

- Giving a public presentation = spoken, monologic, productive activity;
- Conversing with others = oral interaction;
- Reading a text = visual, receptive activity;
- Interpreting meaning = oral mediation.

This system of categorization is a key component of CEFR, used not only to define levels of competence but also to implement widely accepted instructional approaches.

The next important concept is that of linguistic competence, which has been defined in various ways by scholars. Based on a comprehensive analysis of existing

definitions, the following authorial interpretation is proposed:

**Linguistic competence** is an individual's deep knowledge of the language system, including the ability to correctly use phonological, morphological, syntactic, and lexical rules, as well as the skill to apply this knowledge effectively in speech activities and in new communicative contexts. This competence represents an integrated form of declarative knowledge, procedural skills, and existential competences, enabling individuals to engage in accurate and meaningful communication.

This definition can be regarded as more comprehensive for several reasons:

- **It covers all components of the language system:** For example, Tikhomirova (1995) defines linguistic competence as limited to the knowledge of phonological, morphological, syntactic, and lexical rules. The definition presented here not only includes mastery but also emphasizes the ability to use them practically.
- **It incorporates both speech activity and communicative function:** Scholars like Bim (1995) and Minyar-Beloruchev (1984) focus on linguistic competence as the mastery of linguistic tools. This definition expands on that by connecting language knowledge with real-world speech performance.
- **It bridges the gap between language knowledge and usage:** While Minyar-Beloruchev (1984) highlights understanding the rules of language use, this definition integrates both the theoretical knowledge and its practical application.
- **It emphasizes the application of knowledge in novel situations:** Nabieva stresses the importance of independent application of linguistic knowledge in unfamiliar linguistic contexts. This aspect is also clearly reflected in the definition provided here.
- **It encompasses different levels of language proficiency:** Shadmankulova (2023) connects linguistic competence with acquiring and using knowledge across phonetic, lexical, grammatical, and syntactic levels. This broader perspective is embedded in our definition as well.
- **It harmonizes the internal components of competence:** Namely, declarative knowledge

(understanding rules and structures), procedural skills (automatic application of these rules), and existential competence (motivation and personal characteristics related to language learning).

Hence, this definition integrates all core features found in leading theories on linguistic competence. It emphasizes not only the internalization of linguistic structures but also the ability to use them effectively in various communicative situations and to develop linguistic thinking in tandem with personal and cognitive competences.

The teaching of literature – and especially the integration of literary texts and materials – plays a crucial role in the purposeful development of linguistic competence. For this reason, language instructors must rely on well-grounded didactic and methodological principles.

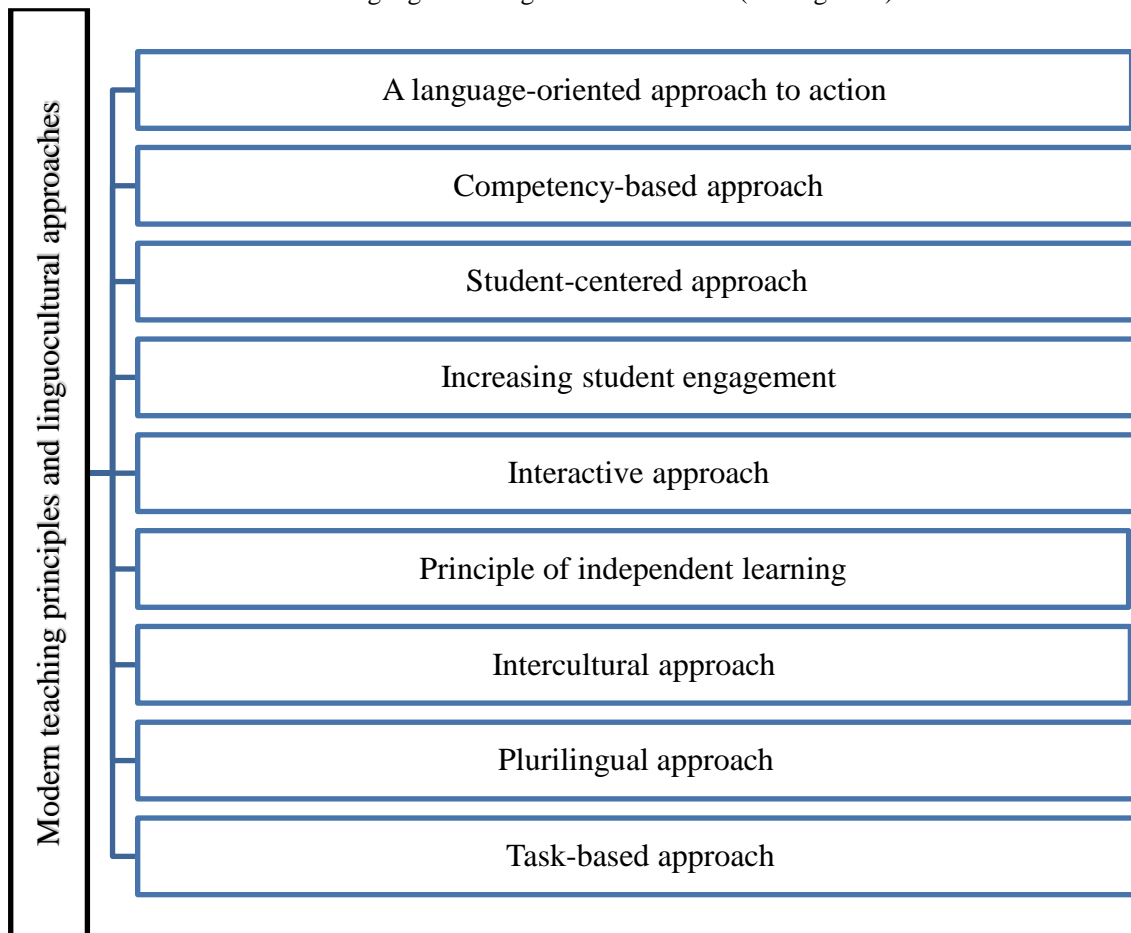
Contemporary research in foreign language methodology suggests that no single teaching method should be considered universally dominant. For instance, traditional methods like audiolingualism or communicative didactics, once widespread, have seen a decline. Funk attributes this shift to the lack of conclusive evidence proving that one specific method can universally achieve all learning goals. Additionally, scientific validation of the effectiveness of a single approach across diverse learners remains challenging. Thus, the current trend in language teaching emphasizes didactic-methodological principles rather than rigid methods.

These principles provide general guidance for making pedagogical decisions during instruction and are often grounded in empirical research. They are based on several assumptions:

- Learning occurs under the influence of multiple internal and external factors;
- Learners create connections between real-life experiences and foreign language concepts;
- Learners generate hypotheses about language structure, mimic native speakers, and employ various strategies;
- While general learning processes are relatively similar across learners, certain aspects are highly individual.

In recent years, language-teaching institutions have increasingly emphasized the importance of adhering to certain principles. For example, the Goethe Institute's Scientific Council issued 24 theses on language teaching in

1998, and the Central Office for Schools Abroad (ZfA) published pedagogical recommendations in 2009 within the framework of the "German as a Foreign Language" curriculum (see Figure 2).



**Figure 2. Modern teaching principles and linguocultural approaches**

According to the language-oriented approach to action, a core principle in modern foreign language teaching, language learners and users must be able to fulfill communicative tasks actively in real-life contexts. This principle holds a central position in many general didactic frameworks. It enables educators to assess how learners are likely to “act linguistically” in real-world situations.

From a foreign language instruction perspective, this approach involves:

- Training learners to use language in authentic communicative situations;
- Emphasizing the availability of linguistic resources, i.e., students must acquire sufficient lexical and

grammatical competence.

Under this approach, students are expected to complete practical communicative tasks, such as:

- Searching for information of personal interest on the internet;
- Asking for directions or navigating urban environments;
- Discussing academic, professional, or personal issues with colleagues;
- Analyzing texts for key information;

- Expressing disagreement or filing complaints;
- Assisting beginners in learning German, and so on.

The action-oriented approach focuses on using language in authentic contexts and aims to foster learners' communicative competences. It not only supports the theoretical acquisition of grammar and vocabulary but also ensures their application in a wide range of communication scenarios, ultimately improving the effectiveness of foreign language instruction.

An analysis of domain-specific literature reveals that the development of linguistic competence in foreign languages requires a competence-based approach. Within the CEFR framework, the action-oriented approach is closely tied to the formation and development of various competences. Every educational process is, in essence, directed toward fostering specific competences in learners, encompassing the full range described earlier.

Competence-based learning implies the need to assess to what extent learners have acquired specific competences within a given timeframe. However, not all competences can be measured equally. In foreign language education, for example, it is difficult to assess existential (personal) competences directly. As a result, assessments usually focus on procedural partial competences such as listening, speaking, and writing.

Developing competence also requires a clear focus on learning outcomes—what students must achieve and how they can reach those outcomes—as well as on the didactic and methodological strategies that best support these goals.

Thus, competence development involves not only setting educational objectives but also making appropriate choices regarding instructional content and teaching methods. In recent years, the competence-based approach to teaching and assessment has become a fundamental principle of methodological and didactic practice. Even though it is not yet defined as an independent concept within the CEFR, its widespread implementation across the globe – especially in countries like Australia, Canada, and the United States – demonstrates its practical importance.

A deeper analysis of the competence-based approach reveals several key elements:

- Clear formulation of expected outcomes (“what

students must know” and “what they must be able to do”);

- Use of diverse assessment tools (self-assessments, tests, practical tasks, and research projects);
- Transparency in the learning process, so that learners understand the purpose of acquiring certain knowledge and how it applies in real-life situations.

Competence-based education has now become an integral part of instructional practice. In modern textbooks and manuals, learning goals are often stated in the form of competences at the beginning of each lesson or unit. As is well known, many university syllabi and course modules in bachelor's and master's programs are currently being designed around competences.

In conclusion, competence-based education is a methodological approach that equips learners not only with theoretical knowledge but also with the ability to apply that knowledge in real-life contexts. This approach is widely accepted not only across Europe but globally. One of its most important features is its emphasis on transparent evaluation and ensuring that students understand the relevance and application of what they learn.

While the two main principles discussed above (CEFR and competence orientation) are universal in teaching both languages and other subjects, researchers have also identified additional didactic-methodological principles essential for developing linguistic competence in students.

Modern language education incorporates a variety of teaching principles designed to support the comprehensive development of learners' linguistic competences. These principles are responsive to learners' individual needs, learning styles, and communicative abilities, and they aim to enhance students' ability to interact confidently in a foreign language.

#### **For example:**

- The learner-centered approach emphasizes individual interests, needs, and learning strategies. Instructional materials and methods must be diverse to accommodate different learners. Giving students choices in tasks and approaches can increase motivation and foster personal learning strategies, thus contributing to the development of linguistic competence.

- The learner activation principle suggests that learners acquire deeper knowledge of language when they engage with it actively. Asking questions, making inferences, analyzing, and participating in discussions allows learners to discover and internalize grammatical structures themselves. This fosters metalinguistic competence, i.e., the ability to reflect on and understand how language works.

- The interactive approach promotes language learning through communication. Oral and written exchanges with others help students develop communicative competence. Effective strategies include:

- o Role-playing real-life scenarios;
- o Cooperative learning formats (e.g., pair or group work);
- o Dialogues and negotiations that build communication skills.

- The principle of independent learning encourages students to take responsibility for their own language development. This includes:

- o Self-assessment of language proficiency;
- o Formation of personal learning strategies;
- o Ongoing self-directed learning to improve language skills over time.

- The intercultural approach has gained importance in globalized education. Every language is embedded in a cultural context. Through this approach, students explore the relationship between language and culture, identify similarities and differences between their own and the target culture, and develop intercultural communicative competence.

- The plurilingual approach enhances efficiency by drawing on learners' previous language learning experiences. It helps them identify linguistic similarities and differences across languages, and it encourages strategic use of prior knowledge to learn new languages.

## CONCLUSION

Summarizing the scientific evidence presented above, it

can be noted that didactic-methodological principles enhance the effectiveness of the language learning process. Linguistic competencies are more effectively developed through various methodological approaches. Developing the language learning process with interactive, task-based, and intercultural methods provides the opportunity to apply the language effectively in real-life contexts. Competency-based teaching is the main approach in modern language education, allowing students to learn the language independently, interactively, and in a culturally appropriate manner.

Teaching based on these principles not only deepens students' language knowledge but also contributes to the development of their communicative skills.

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[https://drive.google.com/file/d/1PESxLJtLz4Nfid\\_KukzQ](https://drive.google.com/file/d/1PESxLJtLz4Nfid_KukzQ)



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