

LANGUAGE COMPETENCE AS A MULTIFACETED SET OF KNOWLEDGE AND ABILITIES

A COMPETÊNCIA LINGUÍSTICA COMO UM CONJUNTO MULTIFACETADO DE CONHECIMENTOS E HABILIDADES

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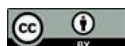
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Abstract

Language competence constitutes a core component of successful foreign language acquisition and serves as a prerequisite for effective communication across various social, academic, and professional domains. It encompasses a systematic body of linguistic knowledge, including grammatical, lexical, and phonological elements, which enables learners to produce and comprehend language in accordance with normative standards. Language competence begins to develop with the acquisition of the native language and continues to evolve throughout an individual's educational trajectory, particularly in multilingual contexts. In contemporary linguistic and pedagogical research, language competence is conceptualized as an integrated set of knowledge and skills that facilitate accurate and contextually appropriate language use in diverse communicative situations. The formation of language competence supports learners' ability to construct coherent oral and written discourse and contributes to the development of communicative autonomy. Furthermore, a high level of language competence enhances cognitive processes, intercultural awareness, and academic performance. This study emphasizes

Resumo

A competência linguística constitui um componente essencial para a aquisição bem-sucedida de uma língua estrangeira e serve como pré-requisito para uma comunicação eficaz em vários domínios sociais, acadêmicos e profissionais. Ela abrange um conjunto sistemático de conhecimentos linguísticos, incluindo elementos gramaticais, lexicais e fonológicos, que permite aos alunos produzir e compreender a língua de acordo com os padrões normativos. A competência linguística começa a se desenvolver com a aquisição da língua nativa e continua a evoluir ao longo da trajetória educacional do indivíduo, particularmente em contextos multilíngues. Na pesquisa linguística e pedagógica contemporânea, a competência linguística é conceituada como um conjunto integrado de conhecimentos e habilidades que facilitam o uso preciso e contextualmente apropriado da língua em diversas situações comunicativas. A formação da competência linguística apoia a capacidade dos alunos de construir discursos orais e escritos coerentes e contribui para o desenvolvimento da autonomia comunicativa. Além disso, um alto nível de competência linguística melhora os processos cognitivos, a consciência intercultural e o



the significance of structured instruction and purposeful practice in fostering language competence, highlighting its role as a foundational element in the development of overall communicative competence and effective second language learning.

Keywords: Competence. Language Competence. Ability. Professional Work. Work. Knowledge. Skill. Thinking. Source of Theoretical Knowledge. The Successful Conduct of The Case on the Basis of Experience and Others.

desempenho acadêmico. Este estudo enfatiza a importância da instrução estruturada e da prática proposital na promoção da competência linguística, destacando seu papel como elemento fundamental no desenvolvimento da competência comunicativa geral e na aprendizagem eficaz de uma segunda língua.

Palavras-chave: *Competência. Competência Linguística. Habilidade. Trabalho Profissional. Trabalho. Conhecimento. Habilidade. Pensamento. Fonte de Conhecimento Teórico. Condução Bem-sucedida do Caso com Base na Experiência e Outros.*

1 INTRODUCTION

The changes taking place in the context of a developing society have also affected the education system of the Kyrgyz Republic. In connection with the signing of the Bologna Declaration by the Kyrgyz Republic and its integration into the common educational space, the scope of intercultural relations has expanded, while communicative factors have gained particular importance. Active and purposeful creativity creates conditions for competition, and social as well as professional mobility has acquired a broad scale.

2 THEORETICAL REFERENTIAL

The term “competence” originated in English-language scholarly literature and, together with the concept of “competency”, is now widely used in academic discourse. The notions of “competence” and “competency” are much broader than the concepts of “knowledge”, “skills”, and “abilities”, as they encompass motivational, ethical, social, and behavioral aspects. A large group of scholars, including J. Raven, I. A. Zimnyaya, A. K. Markova, and A. V. Khutorskoy, differentiate between these concepts. According to A. V. Khutorskoy, competence is a measure or requirement that is preliminarily set for a student prior to the acquisition of knowledge, whereas competency represents the student’s developed individual qualities and minimal practical experience. In the

scholar's view, competency implies a person's possession of the relevant competence, which also includes an attitudinal component toward it [6, p. 120].

The concept of "competence" denotes being knowledgeable in a particular field, worthy, and skillful. Competency, in accordance with the context, refers to knowledge of one's field. It should be understood as being purposeful, appropriate, and adequate to specific tasks and conditions.

An individual's competency implies the possession of knowledge in a particular area, the ability to perform certain actions or solve problems within the scope of one's knowledge and established authority, as well as the capacity for reflection and the expression of ideas. This term constitutes the core element in the construction of a pedagogical system, representing its central meaning, a source of theoretical knowledge, and one of the forms of pedagogical design.

The presence of competence is manifested in the ability to apply knowledge and skills, as well as in the success achieved in solving a wide range of problems based on practical experience. A more precise consideration of the definition of competence, with reference to relevant sources, allows it to be understood as:

- a set of personal abilities and qualities required for the successful performance of professional activities, described in behavioral terms;
- specific personal traits and abilities that serve as prerequisites and internally determine the effectiveness of an individual's actions;
- a characteristic of an individual formed by the combination of knowledge, skills, and patterns of behavior necessary for professional activity.

Thus, competence, depending on the level of professional training, explains a given social norm that is considered necessary for high-quality and productive activity in a particular field.

Competency in language proficiency through the use of didactic materials is understood as the ability to carry out successful activities, as well as to engage in free, extensive, and productive exchange of views aimed at achieving communicative competence, based on the abilities and knowledge required to solve communicative tasks.

Consequently, the concept of competence denotes a set of qualities that ensure the effective implementation of professional activity. A. V. Khutorskoy offers a definition of

competence in which it is understood as a set of qualities required for their application in a particular field of activity [6, p. 45].

The concept of “language competence” in the methodology of foreign language teaching is relatively new, as it emerged and began to spread only in the mid-twentieth century. A wide range of foreign and domestic scholars took part in the development of the problem of language competence, including N. Chomsky, D. Hymes, S. Savignon, A. A. Miroyubov, R. P. Milrud, E. I. Passov, I. L. Bim, M. N. Vyatyutnev, L. N. Chernovatyi, S. F. Shatilov, and others. In the course of its development, the concept of language competence has received the following definitions:

“A general theory of the ideal speaker and listener” [4, p. 73];

“Knowledge of lexical units and the formal rules by which these units are combined into meaningful word combinations. Language competence includes lexical, grammatical, semantic, phonological, orthographic, and orthoepic competences” [2];

“With regard to its level, one should possess a system of information about the language being studied, including phonetics, vocabulary, word structure and word formation, morphology, the syntax of simple and complex sentences, and the stylistic foundations of the text. If a student develops an understanding of the language being studied and is able to use this system, they will possess language competence” [1, p. 311].

The concept of language competence refers to knowledge of the system of grammatical concepts of a language. It relates to an individual from birth; in other words, regardless of life experience or environment, it is inherent in humans as a biological species. Language competence implies that, through the mastery of linguistic signs and the rules governing their combination, one can understand that the number of grammatically correct expressions is infinite and that they can be effectively used.

According to N. Chomsky’s theory, a competent speaker and a competent listener must be able to generate an infinite number of sentences based on existing patterns and understand how they are formed and what is conveyed in them. In other words, they must be able to recognize and distinguish the formal similarities and differences in meaning between two word combinations.

According to N. Chomsky, language competence represents an idealized grammatical knowledge that is always associated with an understanding of the language system [5, p. 65]. The American scholar D. Hymes, however, presents a perspective that

differs somewhat from that of N. Chomsky. He emphasizes that “there are rules of use, without which grammatical rules are useless” [9, p. 278]. Language competence is a complex psychological system; in addition to knowledge of the language acquired through instruction, it includes speech experience gained through everyday communication and, on this basis, a sense or intuition of the language.

3 METHODOLOGY

This study employs a mixed-methods research design that integrates qualitative and quantitative approaches in order to examine language competence as a multifaceted set of knowledge and abilities. Such a methodological framework allows for a comprehensive analysis of both the theoretical foundations and the practical manifestations of language competence in the educational context.

The theoretical component of the research is based on the analysis of scientific literature related to language competence, communicative competence, and second language acquisition. Academic publications, monographs, and peer-reviewed articles by international and regional scholars were examined to identify key components, models, and approaches to the development of language competence. Methods of conceptual analysis, comparison, and generalization were applied to systematize existing viewpoints and to clarify the structure of language competence as an integrated phenomenon.

The empirical part of the study was conducted in higher education institutions and involved students learning a second language. Quantitative data were collected through diagnostic tests and questionnaires aimed at assessing linguistic, communicative, and sociocultural components of language competence. The questionnaires were designed to identify students’ levels of language knowledge, practical language skills, and their ability to apply these skills in communicative situations.

Qualitative data were obtained through classroom observations and analysis of students’ oral and written language performance. These methods made it possible to evaluate how different components of language competence are realized in real educational practice. The collected data were analyzed using descriptive statistics and qualitative content analysis, which ensured the reliability and validity of the research results.

Overall, the chosen methodology made it possible to identify the key characteristics of language competence and to reveal its complex and multifaceted nature, combining knowledge, skills, and abilities within the process of language learning.

Linguistic competence plays a crucial role in teaching the Kyrgyz language as a second language and constitutes an integral part of the learning process. It serves as the foundation for students' successful language acquisition and enables the use of all its aspects, including grammar, vocabulary, phonetics, pragmatics, and discourse. Linguistic competence determines the level of students' knowledge and understanding of the language, as well as their ability to correctly apply grammatical and lexical norms. One of the key components of linguistic competence is the knowledge of grammatical rules and the ability to apply them in practical communication. Students must possess skills in constructing grammatically correct sentences and in using tense forms, declensions, and word agreement appropriately.

Linguistic competence consists of several core components. The first component is grammatical competence, which includes knowledge of grammatical rules and the ability to apply them correctly. Mastery of grammatical structures facilitates the conscious and error-free construction of sentences in the Kyrgyz language.

The second component is lexical competence, which is associated with a broad vocabulary and the ability to select appropriate words and expressions to convey one's thoughts and ideas. Lexical competence enables learners to express their thoughts and emotions in a rich and precise manner in the Kyrgyz language.

The third component is phonetic competence, which determines correct pronunciation and intonation. It helps learners speak Kyrgyz clearly and intelligibly, thereby facilitating mutual understanding with native speakers of the language [6].

Equally important are pragmatic and discourse competences. Pragmatic competence involves the ability to use language in accordance with specific communicative goals and situations. It enables learners to appropriately employ speech acts such as requests, apologies, expressions of gratitude, and others. Discourse competence is related to the ability to construct coherent and logically organized texts, taking into account their structural and syntactic features. All of these components of linguistic competence are interrelated and essential for the successful acquisition of Kyrgyz as a second language.

The development of linguistic competence requires active communication in the Kyrgyz language, reading Kyrgyz literature, listening to authentic audio materials, and the conscious study of grammar and vocabulary. Only through such comprehensive engagement can a high level of proficiency in the Kyrgyz language be achieved, allowing its full use in everyday life and professional activities.

It should be noted that vocabulary size is a particularly important aspect of linguistic competence. The larger the number of words a foreign student knows in Kyrgyz, the richer and more expressive their speech becomes. Therefore, when teaching Kyrgyz as a second language, it is essential to actively develop students' vocabulary by introducing new words and expressions on a wide range of topics. Equally important are the abilities to speak fluently in Kyrgyz, to comprehend spoken language, and to maintain conversations on various topics.

One of the key aspects of forming linguistic competence is overcoming the language barrier. At the initial stages of learning Kyrgyz as a second language, students may experience difficulties in perceiving spoken Kyrgyz, understanding grammatical rules, and using lexical units correctly. For the successful development of linguistic competence, it is important to create a supportive learning environment in which students have the opportunity to immerse themselves as much as possible in the language environment and apply acquired knowledge in practice. This can be achieved through the use of various interactive teaching methods, such as role-playing activities, discussions of current topics, and reading and analyzing texts in the Kyrgyz language.

Reading and writing skills also play a significant role in linguistic competence. Students must be able to read and comprehend texts in Kyrgyz and produce grammatically and lexically accurate written texts. One of the important aspects of developing linguistic competence is work on grammatical skills. Foreign learners should master the basic grammatical structures of the Kyrgyz language, the correct use of tense forms, case endings, and syntactic rules. Specialized exercises and tasks involving detailed study of grammatical rules and their practical application help students acquire these skills and become more accurate and fluent in their use of the Kyrgyz language.

Students need to learn to produce well-structured and grammatically correct texts in Kyrgyz for both everyday and professional purposes. To this end, it is necessary to conduct practical classes focused on writing essays, compositions, letters, and other types

of texts, as well as to pay attention to spelling, punctuation, and the use of appropriate lexical means. Thus, linguistic competence in teaching Kyrgyz as a second language encompasses knowledge of grammar and vocabulary, reading and writing skills, as well as the ability to speak and comprehend spoken language. The development of all these aspects enables students to effectively master the language and successfully use it in real communicative situations.

At present, in connection with Kyrgyzstan's transition to the Bologna two-cycle higher education system, the methodology of teaching Kyrgyz as a second language in both general secondary and higher education institutions requires further research and the development of scientific and methodological foundations for competence-based education. It is also necessary to define the content of competencies in educational and regulatory documents (state standards, curricula, and textbooks) for the Kyrgyz language [8, p. 329].

In the context of modern education, as shown by an analysis of the development of the concept of language competence in learning theory, this term denotes a set of linguistic knowledge and skills that enable learners to use a foreign language in accordance with the language norms accepted in particular spheres of activity. This also contributes to the development of learners' language abilities. Such knowledge is reflected in grammar, which explains the emergence of all possible sentence structures through the modification of basic constructions, as well as the grammatical relationships within and between sentences. The primary objective for students, therefore, is the ability to use the language being studied as a means of communication. Within language competence, each learner must possess an individual vocabulary repertoire.

In Kyrgyzstan, certain aspects of the formation of students' linguistic competence have been addressed in the studies of national scholars such as K.A. Biyalieva, K.D. Dobaev, Zh.A. Chymanova, K. Sartbaeva, and N.A. Akhmetova. The research conducted by K.A. Biyalieva focuses on the issues of developing communicative competencies in teaching the Kyrgyz language as a second language in higher education institutions. The problems of teaching Kyrgyz vocabulary in Russian-language schools are examined in the works of K.D. Dobaev.

At the same time, the practice of teaching Kyrgyz as a second language has revealed the need for further scientific research in this field. This need is обусловлено,

in particular, by the fact that the current level of language training of university graduates does not meet the requirements imposed on specialists in various professional fields. It is necessary to identify the objective and subjective factors that hinder students' acquisition of the necessary knowledge and skills, as well as the formation of their professional linguistic competencies during their studies at higher education institutions in Kyrgyzstan, based on modern teaching methods [11, p. 105].

In higher education institutions, the methodology of teaching Kyrgyz as a second language should ensure the formation of students' linguistic (professional) competence through an innovative process supplemented by new instructional techniques. Conducting classes at a high level requires the use of interactive teaching methods, which, through the application of visual materials, promote the active participation of each student in the learning process. Moreover, intensive and information-rich instruction increases students' interest in the language being studied. Ultimately, the outcomes of language teaching activities are aimed at the development of linguistic competence. Pedagogical observation indicates that the use of interactive technologies in Kyrgyz language classes during the process of forming students' linguistic competence leads to positive results.

For the practical improvement of students' knowledge, it is necessary to develop specific types of language competence. This requires the implementation of the following steps:

1. studying the problems related to the formation of language competence;
2. developing the structure of language competence;
3. identifying the level of students' language competence under various learning conditions.
4. developing techniques and methods for forming students' language competence and determining the necessary conditions for this process;
5. assessing the effectiveness of the identified conditions for the formation of language competence.

These activities are carried out in several stages. The first stage involves determining the level of knowledge in the given field. The second stage focuses on developing new curricula for teaching Kyrgyz as a foreign language and preparing instructional tasks. The third stage consists in summarizing the research results and their practical application.

The formation of language competence is one of the most important aspects of teaching the native language, as language competence implies students' ability to use words, their various forms, and syntactic structures in accordance with the norms of the literary language, as well as the ability to apply synonymous linguistic means. Ultimately, it represents the capacity to utilize the full richness of the language. Language competence is a psychological system that includes the development of linguistic intuition based on everyday conversational experience and the organization of a structured process of specialized language instruction.

At present, particular importance is attached to the formation of language competence, as it is regarded as a prerequisite for the development of a socially active personality. Successful mastery of language learning methods is ensured by a high level of language competence. Language competence enables learners to adequately perceive others' speech, recognize intonation and modality, evaluate spoken discourse, and provide appropriate responses in accordance with the sociocultural context.

Language competence is often viewed as a set of specific skills necessary for verbal communication among members of society and is also understood as a linguistic academic discipline.

At the core of language competence lie an innate linguistic faculty and the student's ability to construct grammatical structures. At the same time, since language competence initially emerged within linguistics and rapidly developed alongside it, it enriched language pedagogy with new terminology and created conditions for the development of a theory of foreign language teaching. The formation of language competence constitutes the primary objective of teaching a language as a foreign language. A university graduate should be able to use the language of instruction fluently, communicate freely using modern information technologies, and understand the diversity of world culture and political life.

One of the essential components of linguistic ability is knowledge of the language and the capacity to evaluate it; therefore, this aspect is of particular importance. For language development, it is necessary to master the linguistic system, acquire fundamental speech norms, and effectively use linguistic resources. The main goals and objectives of studying the Kyrgyz language as a non-native language are complex and multifaceted.

The introduction of the concept of language competence into linguistic science, educational theory, and teaching practice makes it possible to define these goals and objectives clearly and precisely. For example, the key objectives of studying the Kyrgyz language as the state language can be specified as follows:

- mastering knowledge of the structure and functioning of the Kyrgyz language, as well as information about the Kyrgyz people, their culture, oral folk traditions, literature, customs, and traditions;
- acquiring the richness of the language and developing communicative competence, which includes knowledge of all norms of the literary language, including orthographic and punctuation norms;
- not only mastering various types of speech practice in different spheres of communication on a scientific basis, but also developing communicative competence that contributes to students' personal development and the formation of communicative culture.
- the formation of cultural studies competence, which encompasses a body of knowledge about the culture of the Kyrgyz people in the context of world culture, sociocultural stereotypes of verbal communication, components of national and cultural meaning and linguistic units, as well as an understanding of the significance of the native language in the life of the people and the life of the individual.

For the study of a non-native language, the following conditions are considered essential:

- the integration of theory and practice in the process of language learning;
- the creative aspect of imitation and speech ability.

4 CONCLUSION

With regard to the first condition, it should be noted that theoretical knowledge contributes to increasing the level of broad and effective use of lexical units. The second condition explains the fact that language serves as a means of creative expression of emotions, thoughts, and feelings. At the initial stage of teaching students the state language as a non-native language, the problem of comparing imitation and word creation

arises. There are two ways to address this issue. The first approach, as stated by L. P. Fedorenko, is that “the most fundamental step in language learning is to speak by imitating the people around us” [7, p. 155]. The second approach is reflected in the tradition of A. A. Potebnya’s school and in the scholarly works of such researchers as T. N. Ushakova and S. N. Tseitlin, who share the view that “the relationship between the individual and society includes all aspects of speech art, since each person connects matter through words” [8].

Language competence is a body of knowledge about the language and a set of skills whose mastery enables individuals to speak another language in various spheres of activity in accordance with the norms of the language being studied, while also facilitating the development of learners’ linguistic abilities. Viewing language competence as a complex system of abilities to manage linguistic material under different conditions of activity makes it possible to substantiate it as a psychological system that includes both oral speech practice and knowledge of the language.

Thus, as demonstrated by the analysis of the concept of language competence, it represents a set of linguistic knowledge and skills that provide broad opportunities for using a language in various fields of activity in accordance with the norms of the language being studied and contribute to the development of linguistic abilities.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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