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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

FORMATION AND REALIZATION OF LINGUISTIC COMPETENCE IN ENGLISH

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Field of science: Philology

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GENERAL CHARACTERISTICS OF THE RESEARCH

Actuality of the topic and the degree of research. In the rapidly changing world, the position of the English language has increased and has reached the level of international communication and even "lingua franca". In this regard, the study of English, which has begun to cover a wide geographical area, and its application in various social situations is one of the most necessary discussions in recent times. The characteristics of the formation of language competence in English, its continuous impact on human identity, its realization or use in different contexts constitute the macrostructure of this dissertation.

The study of the topic of linguistic competence and use is associated with the name of N.Chomsky in foreign literature, and F.Y.Veysalli in Azerbaijani linguistics. Although the concept of competence was proposed by Noam Chomsky, the term has been modified or developed by many scholars since then. One of them, D.Hymes, noted that the ability to use the language at the right time and in the right way is more important than knowing its grammatical or syntactic rules. He also stated that it is extremely important to take into account space, behavior, fluency and logical sequence of speech, social status, cultural and religious values of the listener during communication. According to D.Hymes, language competence covers four different areas and is formed by the interaction of these systems (grammatical, sociolinguistic, psycholinguistic and probability). Later, M.Canale and M.Swain (1980), L.F.Bachman (1990), E.Makaro (1997) and other scientists also contributed to this field. So, although the term competence has been studied by different linguists in different periods, a common denominator has not yet been reached regarding the components of this concept. These different approaches to language competence in English and different models put forward by linguists are reflected in the dissertation.

Linguistic competence refers to a language user's ability to use and understand a particular language. In some sources, the term linguistic competence is given as grammatical competence or I-language. Throughout its history, the concept of language

competence has always been compared with the concept of performance, that is, language use. In his book "Aspects of the Theory of Syntax" written in 1965, N.Chomsky notes: "We make a fundamental difference between competence (the set of knowledge of the speaker and the listener in this language) and use (the actual use of the language in certain situations) we put"[1] .

Nowadays, English language covers various areas of our life, so it plays the role of a fundamental base to gain a successful career and a bright future. Although there are many disagreements about the structure of languistic competence, when approached from a broad perspective, this term means the ability of the speaker to choose the appropriate language level in different linguistic, socio-linguistic contexts. Realization of language at this level requires good mastery of all four language skills (reading, writing, listening and speaking). Scientific research and different studies aimed at exploring the definition and scope of the term competence have been one of the main research topics of linguistics since the 1960s. These scientific studies have become a concept that includes many different fields of science and is supported by psychological, sociological and cultural studies, crossing the borders of linguistics. From this point of view, the dissertation reflects different forms of use of the term competence, which determines the relevance of the topic.

Object and subject of research. The object of the research work is the formation and use processes of linguistic competence in English. The subject of the dissertation is the generalization of the results obtained from the study of the constituent parts of these processes, their relationships and characteristics.

Research goals and objectives. The main goal of the dissertation is to study how English language competence is formed and what its content is, to clarify its impact on human identity and its connection with cognition, and to analyze the process of using linguistic competence. To achieve the set goals, the dissertation attempts to fulfill the following tasks:

− Explain the concept of linguistic competence in more detail

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[1] Chomsky, N. Aspects of the Theory of Syntax. / N.Chomsky. – MIT Press, – 1965. – p.24

and analyze the different definitions given to this concept by different linguists;

− To determine the process of formation of language competence in English and its components. To distinguish the elements considered more important in the concept of competence in different historical periods;

− To note the relationship between language and human identity and explore the term language competence as a factor that shapes human identity;

− Interpret the principles of socio-cognitive approach to language competence and language in general;

− Research and analyze new trends in competency and usage. Review models of communicative competence;

− To clarify the reasons and consequences of the recent increase in language use compared to language competence.

Research methods. Comparative-historical, descriptive, situational-contextual and discursive methods of analysis were used in the dissertation according to the goals and tasks of the research work.

The main provisions for defense are:

1. A broad and comprehensive study of linguistic competence and use can give more effective results based on the works of N. Chomsky.

2. What are the components of the structure of the concept of language competence in English, and different approaches to these components have been proposed throughout history.

3. Linguistic competence and human identity are one and the same. As a result of the close relationship between language and identity, the development of the former lays the foundation for the development of the latter.

4. How linguistic competence is formed, as well as how a certain language is understood and how the mental processes occurring in the human brain affect its language are reflected in cognitive linguistics.

5. The history of the development of communicative competence and its various models is studied and presented.

6. The relationship between linguistic competence and use is

clarified, and the reasons and consequences of the recent rise in the issue of language use are noted.

Scientific novelty of the research. The scientific novelty of the research is related to the nature of the researched issues. The components of English language competence and their close relationship with human identity, as well as the place of the mentioned topic in cognitive linguistics, have not been systematically studied before this research work. The regularities between English language proficiency and use, and the reasons for the gaps between the two, are elucidated for the first time in this research paper.

Theoretical and practical significance of research. The theoretical importance of the research work is that the generalizations and proposed propositions obtained at the end of the work can be used as a theoretical source in the works to be written on the grammar and methodology of the English language, as well as general linguistics, in the studies to be conducted on new tendencies in the English language, and in the research works. The research work can also be considered useful in practice. Thus, the dissertation can be read appropriately in university lectures, and can also have a useful position in the preparation of textbooks and teaching aids.

Approbation and application. The main provisions of the dissertation were presented at local and foreign conferences and published in various publications.

Name of the organization where the dissertation is performed. The dissertation work was performed at the Department of English Language and Literature of Khazar University.

The structure of the dissertation with a sign including a separate volume of the structural units of the dissertation. Dissertation work consists of introduction, three chapters, a conclusion and list of used literature. The dissertation consists of the Introductory part of 4 pages within 7173 characters, Chapter I 37 pages within 69687 characters, Chapter II 23 pages within 46186 characters, Chapter III 43 pages within 84895 characters, and the Conclusion of 3 pages within 6100 characters. The total volume of the dissertation consists of 214041 characters, excluding the list of used literature.

THE MAIN CONTENT OF RESEARCH

In the introductory part of the dissertation, the relevance of the topic and the degree of elaboration are justified, the object and subject of the research are indicated, the goals and tasks, methods of the research are determined, the main propositions defended are presented, the scientific innovation, theoretical and practical significance of the work is explained. It also provides information on the approval, application and structure of the study.

The first chapter of the dissertation is called **"The structure of the concept of linguistic competence in English and different approaches to it"**. The issues related to this chapter are explained in six sub-chapters. The first sub-chapter is called *"Phonetic structure and phonological system of the English language".* The half-chapter analyzes and explores the place of phonetics and the phonological system in linguistic competence as a component of linguistic competence. There are various approaches to phonetics and phonology, which are important both in the study of the English language and in the study of the English language. The half-chapter examines these approaches, revealing their strengths and weaknesses.

Currently, English is one of the most widely spoken languages in the world, and there are many varieties of this language that differ from each other, both phonetically and grammatically. These varieties are characterized by the countries where the language is spoken, such as British English, American English, Canadian English, Australian English, etc. Countries where these versions are used have their own standardized forms. Examples include "Standard English" in Great Britain, "General American English" in America, and others. The famous linguist P.Trudgill notes that from the social, intellectual and cultural point of view, Standard English is the most prominent version of the English language[2]. Thus, standard English does not contain regional aspects and is manifested at the state level, in official

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[2] Trudgill, P. Standard English; What it isn't'? The Widening Debate. / P.Trudgill. – London: Routledge, – 1999. – p. 123

institutions, courts, mass media and official documents[3]. Consequently, there is also a different phonetic structure corresponding to different versions of the English language. But the most taught and studied version in the whole world is British English, and therefore the most taught phonetics is the phonetics of this version.

Regarding the concept of pronunciation, the term "Received Pronunciation" (RP) is used. This term was first used in 1869 by the famous linguist A. J. Ellis, who has a special place in the science of linguistics. However, this term was not widely used until 1924. In 1924, phonetician D. Jones used the term "Received Pronunciation" in the second edition of his book "Pronouncing Dictionary of the English Language" and the use of this term began to become widespread. In 1922, this version of the English pronunciation was accepted as the only pronunciation version of the BBC television channel and company. Received Pronunciation was called BBC Pronunciation during a certain historical period after World War II.

The second sub-chapter of Chapter I of the dissertation is called *"Form and structural features of the word in English"*. This sub-chapter shows that the word, like other autosemantic units of language, is a two-sided sign: form (material entity / signifier) and idea (content / signified). From this point of view, if we are based on any of the schools of classical linguistics, structuralism or L.Yelmslev (1899-1965), we can use his term[4].

F.Veysalli in his book "Introduction to German Linguistics" notes that the vocabulary of the language can be classified from different lexical points of view:

1. According to the relationship to reality: a) specific words; b) abstract words.

2. According to the frequency of use: a) frequently used words; b) rarely used words.

3. According to scope of work: a) common words; b) words related to profession; v) field (political, economic, legal, etc.) terms.

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[3] Robinson, P.J. Procedural vocabulary and language learning. // Journal of Pragmatics, – 1989. No 13, – p. 22-48

[4] Бодуэн де Куртенэ, И.А. Избранные труды по общему языкознанию. / И.А.Бодуен де Куртене. – М., – 1963. I, – 383 s; II, – 391 с.

4. According to private and borrowing: a) the words of the language; b) borrowed words; c) words belonging to the entire language; d) dialect words.

5. Division by time: a) archaisms; b) anarchisms; v) neologisms.

6. Stylistic division: a) words with direct meaning; b) figurative words.

7. Structural division: a) simple words; b) corrective words; c) compound words.

8. According to the participation in the mergers: a) stable mergers; b) free associations.[5]

The third subchapter of Chapter I of the research work is called ***"Grammatical component of linguistic competence".*** A.P.Martini wrote that half of good philosophy is good grammar[6]. Mastering the rules of grammar is extremely important to achieve competent speech. This subchapter analyzes and explores the place of grammar in linguistic competence from the past to the present and the different approaches to it in learning. Currently, new trends in the field of grammar replace each other. Grammar, which used to be the main nuance in language learning, and the grammar-translation method, which was the dominant method in teaching any language, gradually lost its relevance, and the period of transition from language grammar to communicative grammar began. Taking world globalization as the reason for this, philologists and teachers sometimes have a cold attitude towards grammar today. The topic that causes great discussions in today's linguistics is related to which type of grammar should be used as a basis for language learning and teaching. Currently, the most common grammar is derivational grammar. Derivative grammar related to N.Chomsky's name and developed by him is given in detail in F.Veysalli's book. According to him, the main issue is how grammar can adequately model the speaker's meaning in the language[7].

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[5] Veysəlli, F.Y. German dilçiliyinə giriş / F.Y.Veysəlli. – Bakı: Təhsil, – 2003. – 408 s.
[6] Martinich, A.P. The Philosophy of Language / A.P.Martinich. – Oxford Publication Press, – 1985. – 752 p.
[7] Veysəlli, F.Y. Azərbaycan dilinin funksional qrammatikası: fonemika və morfemika / F.Y. Veysəlli. – Bakı Prestij, I c. – 2014. – 530 s.

The fourth subchapter of Chapter I of the dissertation is called *"The main features of the syntactic level in English"*. As a rule, they value syntax as a lesson about sentences. Depending on the purpose, various types of syntax have been defined throughout history and interpreted in different ways. Taking all this into account, this sub-chapter highlights the specific features of the syntactic level, the interrelationship of syntactic units, the means of syntactic communication and the regularities manifested in the processing of syntactic units.

According to the research method, three forms of syntax are distinguished. These are formal, psychological and content syntaxes. Formal syntax reveals the formal features of a sentence, psychological method considers the construction of a sentence as an expression of the speaker's psychological processes, and content syntax analyzes and studies the different functions that a sentence performs in communication. Depending on the purpose, descriptive, historical, comparative and explanatory types of syntax have been noted since ancient times.

As for syntactic relations, F.Veysalli notes that three types of syntactic relations are distinguished in Germanic languages: agreement, management and approach. Reconciliation is between the message and the message. For example, I play the violin / She plays the violin. There is a system / There are systems. Apparently, the subordinate word agrees with the subordinate word as required. As we know, management expresses itself with case suffixes. However, since we can determine the case of nouns in both English and German based on their prepositions, two forms are noticeable here. For example, Your information is so credible / Give that book to me / I am going to travel to Japan. Ich gab dir das Buch / Sie ist aus Berlin. Finally, there is no specific indication of the relation of approach, and in the Azerbaijani language, the type I definition coincides with the word combination. For example, an informative book, a splendid painting, die schöne frau, das gut Buch.

The fifth sub-chapter of chapter I of the dissertation is called *"Importance of linguistic competence in language learning".* Along with the fact that English is an international language, there is a need

to include the basics of learning it as a second or foreign language in the curricula of different countries. The application of different methods in learning has made it possible for one of the components of language competence to come to the fore more than the other. The indispensable role of language competence in different strategies for teaching and learning, as well as ways in which native speakers can perform more competently, are explored in this subchapter.

In general, the first assumption that comes to mind when studying the learning process is that there are several ways to learn and specialize in a particular language. A. De Marco and M. Uetter characterize dilation in three different forms. Natural language acquisition is considered as the first form. In this form, the language is learned in real communicative situations and, in contrast to purposeful learning, communicative competence is at the fore rather than grammatical competence. The "natural language acquisition" form of language learning manifests itself more in the acquisition of a second language than in a foreign language, and the language user learns the language involuntarily. According to the mentioned scientists, the second form of learning involves the process of learning a language voluntarily. This kind of learning takes place mostly in school and in the form of systematic rules. Thus, the language learned in this form is often far from real contexts, and the purpose of learning is to teach structural rules and prevent errors. Unlike natural learning, when learning a language on purpose, the motivation is not the desire of the language user to communicate fluently in that language, but school grades play a special role. Finally, the third form of learning is the combination of natural and purposeful forms of learning. Recently, the application of real situations in foreign language teaching and learning processes where communication is the main goal can be cited as an example of this third form of learning. In this case, the language user is motivated both by his own desire for fluency and by external factors, such as school grades or competition, to the language learning process. Through discussions or any other communication-centered activities applied in the learning process, language learners can easily develop

language skills and acquire new knowledge naturally or involuntarily[8].

The sixth sub-chapter of Chapter I of the research work is called *"The role of the world of writing and signs in the formation of language competence"*. Sometimes, when talking about language competence in a certain language, the importance of pronunciation and reading competence in that language has been accepted by many language institutions. From this perspective, the half-chapter examines the importance of pronunciation as an integral part of the concept of language competence and its place in language competence.

Language knowledge or linguistic competence of a language user means not only his grammatical, phonetic, semantic knowledge, but also the knowledge and skills of an individual about language and written signs in that language. Human language has existed in oral form since ancient times. As mankind developed, there was a need for writing to communicate over long distances, to preserve information, and to pass it on to future generations. According to F. Veysalli, two issues should be distinguished when talking about writing:

1) writing tools,

2) writing inventories and systems.[9]

The writing system of the English language has changed a lot over thousands of years. The reason for this change can be various - phonological change, words borrowed from another language, or innovations in publishing or computer technology. However, whatever changes occur in the writing system, its purpose remains the same, and that purpose is communication. And the role of writing is indispensable for competent communication.

Chapter II of the dissertation is called **"Linguistic competence and identity concept in English"**. The first sub-chapter of Chapter II tries to present contemporary approaches to the description of the concept of identity and its relationship with language use under the

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[8] De Marco, A. L'apprendimento di una prima e di una seconda lingua. (Learning first and second language) / A.De Marco, M.Wetter. – Roma: Carocci, – 2000. – 252 p.

[9] Veysəlli, F.Y. Azərbaycan dilinin funksional qrammatikası: sintaqmatika, söz birləşməsi və sadə cümlə sintaksisi. / F.Y.Veysəlli. – Bakı, – 2014. – s.24

title ***"Linguistic competence as a factor that shapes human identity".*** In order to present the relationship between language competence and identity, the concept of identity must first be considered. What is identity? Identity is an image of ourselves in different social situations. It goes without saying that both verbal and non-verbal language is the main feature that distinguishes humans from other living beings. From another perspective, language is communication, and communication cannot be studied in isolation. Communication should be analyzed within the framework of its impact on people and their lives. Thus, the role of language in the formation of a person as an identity is irreplaceable. Language and identity are the most important elements that complete a person's self as an individual. Language and identity are at the top of the characteristic features that make a person different from others, from the moment he opens his eyes to the world. It is thanks to these characteristics that form identity values and that a person gains a certain role in the society he lives in. These two concepts, which manifest the existence of a person in society and accept him as "himself" by everyone, have been values that constantly shape each other and influence each other throughout history. The concepts of language and identity, which are the subject of research in many fields of science, have always been in the center of attention and various explanations have been given from different perspectives. In this position, the thoughts and researches of the German scientist Wilhelm von Humboldt brought a new perspective on the relationship between language and identity. One of the leading philosophers of the 19th century, Humboldt, in his book "The Heterogeneity of Language and its Influence on the Intellectual Development of Mankind", which talks about the relationship between language and nation, devoted space to his researches on the problem of national identity and language. "Language is not a finished work or event (ergon), but an activity (energeia)," Humboldt said with this sentence, bringing a new perspective to modern language, culture and identity studies. Language does not have a fixed, unchanging, stagnant quality. On the contrary, it changes and develops over time depending on historical, social and cultural

factors and is constantly in motion. If language were an 'ergon', it would be possible for it not to change and remain as it is once formed. However, language has the power to change and evolve. According to Humboldt, one of the reasons for these changes and developments flowing throughout history is the society and language carriers that existed at that time.

In 2006, Michael Byram introduced the basic principles of language competence and identity concepts. According to him, a person cannot develop himself separately from the society or social group in which he lives. A person can define himself as an individual only if he belongs to any group. So, a person distinguishes himself from other people by joining a certain social group. In other words, by belonging to social group 'X', a person differentiates himself from those belonging to social group 'Y'. The identity belonging to any social group earns itself the name of social identity status. M. Byram also notes that social identities are embodied in different forms in different social situations[10]. For example, if a girl carries the identity of a girl in the family social group, she is a student in the school social group.

The relationship between language competence and identity can also be explored from a cultural perspective. It is clear that language is part of culture, in other words, language is a fundamental aspect of cultural identity. We transmit our culture and its components from generation to generation through language. K. Gibson explains this close relationship with a very beautiful definition and notes that language is a complex dance that exists in the inner and outer singing of human identity[11]. The power of language is the factor that shapes and determines the life experience of a person as an individual.

The second sub-chapter of Chapter II is entitled *"The Interrelationship of Language and Identity".* The concept of identity has been a topic of discussion both in social sciences and humanities. Scholars who want to study the history of the concept of

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[10] Byram, M. Language and Identity // Intergovernmental Conference: Languages of Schooling: towards a Framework for Europe. Strasbourg, – 2006, – p. 14-27

[11] Gibson, K. The myths of language use and the homogenization of bilingual workers' identities // Second Language Studies, – 2004. Vol. 22(2), – p. 1-60

identity trace the roots of interest in the concept of identity to a more Western European resonance, citing philosophers such as Descartes, Locke, Kant, and Hegel, who explored aspects of human existence. Thus, M. Bendle notes that the concept of identity came to the fore in linguistics a century and a half ago. Industrialization, which began in the middle of the 19th century, led to the erosion of many traditions. At that time, along with the improvement of the way of life, people's interest in themselves and the process of self-understanding developed[12].

As much as language embodies our identity, it also reflects the social group to which we belong. The vocabulary of each language is closely related to the identities, lifestyles, traditions, cultures, and even geographic locations of its users. For example, snow plays a very important role in the life of the Eskimos due to their environment and lifestyle. That is why the Eskimo vocabulary has several forms of the word snow. Thus, people belonging to this social group use words related to snow such as snow that falls slowly, dry wind-blown snow, iced snow, wet frozen snow, dusty snow, house building snow, and dry snow that can be cut into molds. they express all of them with different words.

As it can be seen, languages differ from each other in terms of form and usage due to the way of feeling and thinking of social groups, their social situation, the places where they live and climatic conditions, as well as their historical background, the changes and development they have undergone over a long period of time. Another major point of discussion for many social theorists and cultural researchers is the question of the relationship between language, identity, and culture. It is well known that language, identity and cultural difference are closely related and have the potential to influence each other. To explain the relationship between these three concepts, Stuart Hall prefers to analyze these concepts two by one. Language and cultural differences are interrelated. First, Hall suggested that culture creates shared meaning. This shared meaning creates and reinforces cross-cultural differences. Two

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[12] Bendle Mervyn F. The crisis of identity in high modernity // The British Journal of Sociology, – March – 2002. Vol. 53, Issue 1, – p.1-18

people belonging to the same culture almost understand the world around them and themselves in the same way, or they will have no difficulty in understanding each other's thoughts. In other words, people belonging to similar identities share a similar culture. Hall also notes that a particular language embodies cross-cultural differences. The English language itself affects not only English-speaking identities, but global identities as well. This can be attributed to the fact that English currently plays the role of Lingua Franca. E. Llurda studied that all the languages we learn have effects on our way of thinking[13]. However, there are differences of opinion among world linguists on this topic. Unlike E. Llurda, J. House[14] and J. Joseph[15] put forward such an idea that a person's mother tongue only affects the formation of his identity and understanding of the world around him, while the foreign language only mediates communication. It would not be correct to perceive the influence of a foreign language on the mother tongue or local cultures in a negative way. Because one of the main tasks of the Lingua Franca role of English (choosing English as the common language of communication at the world level) is to accept both linguistic and cultural differences[16]. Just as a person can master several languages, one language can accept several cultures in itself.

The third sub-chapter of Chapter II of the dissertation under the title *"Socio-cognitive approach to language"* deals with the status of language in cognitive linguistics. Linguistics, which was once considered a branch of philosophy, has gained different statuses among scientific fields over the centuries. Nowadays, the place of language in society and its influence on the social environment, its role in the management of various institutions, as well as the society

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[13] Llurda, E. Non-native-speaker teachers and English as an International Language. // International Journal of Applied Linguistics, 2004. No 14.3, – p.320

[14] House, J. Misunderstanding in intercultural university encounters. / J.House. – London: Pearson, – 2003. – p.560

[15] Joseph, J. Language and identity: National, ethnic, religious. / J.Joseph. – Hampshire and New York: Palgrave Macmillan, – 2004. – p.184-185

[16] Modiano, M. Cultural studies, foreign language teaching and learning practices, and the NNS practitioner. / Educational Linguistics book series, – 2005. Vol.5, – p.25-43

as a whole, its psychological, sociological and neurological foundations are always in the center of attention. This relevance has brought cognitive linguistics, a new field of linguistics, to the fore. Valuable works of linguists such as Z.D.Popova, V.A.Maslova, M.Schwarz and F.Y.Veysalli help to develop the subchapter and explore cognitive linguistics as a field of research. Although it has not been studied much in Azerbaijan, many new studies and articles related to cognitive linguistics and its perspectives have been published in recent years, both abroad and in Russian linguistics. But according to F.Veysalli, the foundation of cognitive linguistics was laid by N.I.Jinkin, a great Russian scientist of the former Soviet Union. Cognitive linguistics, which today is considered a new and little-researched field of linguistics, was the cornerstone of Jinki's doctoral dissertation in 1959. The book of professor F. Veysalli, who conducted detailed research on the main concepts and perspectives of cognitive linguistics in Azerbaijani linguistics and wrote a book on this topic, was the most used literature in writing this sub-chapter[17]. The smallest unit of cognitive linguistics is a concept. Although different terms are used as the main unit of cognitive linguistics, the concept term is taken as the most used and most appropriate small unit. The chapter also focuses on the mental and neurological basis of the concept term. In the 19th century, the science of linguistics reached new heights as a result of the activities of two great linguists, I.A.Beaudoin de Courtenay and F. de Saussur. Baudouin de Courtenay studied and presented the foundations of taxonomic and F. de Saussur structural linguistics. Baudouin de Courtenay considered the human at the center of language studies, which later laid the foundation for the new field of linguistics, cognitive linguistics[18]. A similarity between the activities of both linguists was that both developed linguistics in the light of psychologism. The main goal of cognitive linguistics is to determine the status of language in the cognitive system. What processes occur in the cognitive system? In

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[17] Veysəlli, F.Y. Koqnitiv dilçilik: əsas anlayışları və perspektivləri. / F.Y.Veysəlli. – Bakı: Mütərcim, – 2015. – 120 s.

[18] Бодуэн де Куртенэ, И.А. Избранные труды по общему языкознанию. / И.А.Бодуен де Куртене. – М., – 1963. I, – 383 s; II, – 391 s.

general, processes such as receiving information in a certain language, transferring it to a certain part of the brain, storing it in memory, and reusing it take place in the cognitive system. All these processes take place in the background of consciousness.

F.Veysalli defines the essence and main features of cognitive linguistics as follows:

− Human behavior is determined by a complex system of mental processes, which is divided into several subsystems based on specific and general principles.

− Language activity is determined in the structural and functional regularities of the human brain from a neurobiological point of view.

− Language as a cognitive system can be described in the form of special principles as an abstract, mental phenomenon at the level above the physiological basis in the brain.

− Cognitive linguistics cannot be defined as either a physical or an extremely precise functional science, although it combines the perspectives of both research aspects, thus corresponding to the neuropsychological reality of language.

− Cognitive linguistics is a mental approach, because in this approach the mental feature of language is emphasized and language is embodied as a component of cognition.

− Sayings and expressions in language are described as traces of human mental processes. Cognitive linguistics restores the features of the cognitive language system thanks to these traces.

− Cognitive linguistics has an interdisciplinary nature as it uses materials from other sciences while advancing its theory, it uses both introspective and empirical-experimental methods.[19]

The third Chapter of the research work is called **"Principles of English Language Use"**. The first sub-chapter of this chapter is *"New trends in English. Competence and use"*. This sub-chapter of the research work is dedicated to the different understanding of the concept of competence and the relationship of language use with this concept, presenting new paradigms of English linguistics. This

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[19] Veysəlli, F.Y. Koqnitiv dilçilik: əsas anlayışları və perspektivləri. / F.Y.Veysəlli. – Bakı: Mütərcim, – 2015. – s.29

subchapter also presents and explores the history of the development of communicative competence and its various models. Compared to other Germanic languages, English has had a strategic advantage in recent decades. The reason for this is the important role played by the English language in the theory of linguistics and the development of linguistics in the second half of the 20th century. Examples of schools of linguistics that emerged in the second half of the 20th century include: American Structuralism (from the 1950s), Generative Grammar (from the 1960s), sociolinguistics (especially the difference approach by William Labov; again from the 1960s) , pragmatics (since the 1970s), cognitive (functional) linguistics (since the 1980s). However, if we consider the time period of the last 20 years (since 1990), a large school of linguistics or a new direction is not noticeable. It is possible to mention corpus linguistics as the only exception here. In the late 1990s, corpus linguistics was accepted as a new fundamental direction and was chosen as a research object. Research on corpus linguistics is spreading particularly rapidly in Germany. Examples of this include several brand linguistics journals edited by German linguists and published in English: Journal of Corpus Linguistics and Linguistic Theory (2005, by Anatol Stefanowitsch and Stefan Gries), Journal of Language and Computers (Christian Mair – Editor-in-Chief), English corpus linguistics (since 2004, by Thomas Kohnen and Joybrato Mukherjee).

The questions clarified by the philosophy of language later led to confrontation of cognitive and behaviorist concepts. These approaches, which we define as cognitive, relate the essence of the meaning of language expressions to the human brain. According to scientists who have a cognitive approach to language, the answer to such questions is hidden in the processes going on in our brain.

From ancient history to the 1960s, all ideas about language knowledge and skills have been a light on Noam Chomsky's path. Thus, he contributed to the philosophy of language with his "Cartesian linguistics" theory. In fact, N.Chomsky's struggle was behaviorism. According to behaviorism, the processes going on in the brain cannot be clarified. According to them, behaviors can be observed, analyzed and studied, but thoughts cannot be observed or

studied. According to Chomsky, language is not a part of behavior, it is a mental process. He also points out that behaviors themselves are the result of our brain processes or thoughts. Because according to N. Chomsky, our behavior is free and not predetermined[20].

According to N.Chomsky, the task of linguistics should be to reveal the concept of "Linguistic Competence". The term "Competence" has been translated in different forms in the Azerbaijani language. But the most accepted is the term "competence" put forward by F.Veysalli[21]. According to N.Chomsky, competence is the ability to understand the deep structure from the surface structure. N.Chomsky's goal when faced with the question of what is language is to answer this question not by describing language like Saussure, but by clarifying it.

N.Chomsky sees language as a producer and explains language competence in this form: Linguistic competence belongs to both the body and the mind and is a skill added to other systems. According to him, language is a system that produces an infinite number of expressions, and for this reason, the linguistic institution is called productive linguistic knowledge. Chomsky also tried to explain language acquisition. He writes that language competence should not be confused with language acquisition. Competence has to do with deep and surface structure, while acquisition has to do with how we learn language. Another task of linguistics in this position is to answer the question of how language competence is formed. Behaviorism attempts to explain language learning in terms of stimulus-response. According to N. Chomsky, the stimulating factor will not always be enough. According to him, we speak a certain language as if it were coded since we opened it. Being able to tell whether a sentence we have never heard conforms to a grammatical norm is not something the stimulus can reveal. Because the stimulus, that is, behaviorism as a whole, will have to raise the issue of experience to explain it. The learning process is a mental process, and it is unacceptable to study this process based on external factors

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[20] Chomsky, N. Cartesian Linguistics. / N.Chomsky. – New York: Cambridge University Press, – 2009. – 238 p.

[21] Veysəlli, F.Y. Azərbaycan dilinin funksional qrammatikası: sintaqmatika, söz birləşməsi və sadə cümlə sintaksisi. / F.Y.Veysəlli. – Bakı, – 2014. – 304 s.

without taking into account the human brain. Man is not just a machine that reacts to stimuli, he is a being that determines his behavior according to his mind. But if language learning is not based on behaviorism, then on what basis can it be explained? N.Chomsky answers the question with "Universal Grammar", i.e. universal grammar. According to him, the formation of language competence is genetic, innate and somehow encoded in us. Because the ability to learn and communicate is pre-existing, our language skills include not only what we hear and use, but also sentences we have never heard. So, the core of the work is the human brain. Thus, the study of the concept of competence will shed light on the very complex mental phenomenon called language and, on the other hand, on the concept of language processing, which is a more complex process in the human brain.

Later, these mentioned theories will be reflected in the works of grammarians who try to highlight different aspects of language in a more detailed form.

Competence is used in linguistic theory, especially in general grammar, as a term that encompasses a language user's knowledge of language and systemic rules, and the ability to use and understand an infinite number of sentences thanks to that knowledge, as well as to identify grammatical errors and ambiguities in communication. The term competence is an idealized concept of language, expressed as a reflection of performance formed by specific expressions in speech. According to N. Chomsky, the term competence was used as a reaction to the era of linguistics before the era of general grammar, in other words, when language performance had a higher authority. Unlike other linguist groups, transformative scholars have succinctly expressed the term competence, stating that this term is nothing more than presenting a general description of language and the language competence provided by native language users. According to R.H. Robbins, according to the proposition put forward by this group of scientists, language competence forms a general description of the language and includes such language rules that, thanks to these rules, language users can easily pronounce and understand sentences that

meet all grammatical norms[22]. Competence is a concept that takes into account native language users' feelings about their language, as well as knowledge of linguistic rules, categories and others, and the expression of this competence in speaking and listening is language use[23]. R.H.Robins notes that N.Chomsky calls competence the knowledge of the language user about that language. In this regard, speech performance and speech comprehension are categories of language use and both involve the expression of competence. Thus, the first one includes speech performance and coding competence, and the second one includes speech reception and decoding competence. Another concept in which the term competence is used is the concept of discourse competence. M.Kanal and M.Swain do not use the term discourse competence in their 1980 model of language competence, as they indicate the features of unity and consistency of speech as part of sociolinguistic competence. These researchers treat discourse competence as the habit of correctly combining grammatical forms and meanings to obtain a coherent speech and written text in various genres[24]. Based on M.Canal and M.Swain's definition of strategic competence, R.Yoshida gives the following explanation to this term: *"Strategic competence is a set of verbal and non-verbal strategies that overcome difficulties in communication or speech incompetence caused by insufficient language skills."[25]*

The LAD mechanism occupies an important place in the concept of language competence. But what is this LAD and what function does it perform? First, let's look at the history of this

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[22] Robins, R.H. A short history of Linguistics 4th ed. / R.H.Robins. – London: Longman Linguistics Library, – 1997. – p.228

[23] Mc.Neil. Developmental Psychology. In Smith and Miller (eds.) The Genesis of Language: A Psycholinguistic Approach. / McNeil. – Massachusetts: The M.I.T. Press, – 1966. – 316 p.

[24] Canale, M. Theoretical bases of communicative approaches to second language teaching and testing: [Electronic resource] /M.Canale, M.Swain. – Applied Linguistics, – 1980. – 45 p.

[25] Yoshida, R Evaluations of communicative competence in Japanese by learners and native speakers. // ASAA e-journal of Asian Linguistics & Language Teaching, – 2003. Issue 4, – p. 3

mechanism. "I have not thought about any other option but to question everything," said the world-famous philosopher and linguist Noam Chomsky, who during his career approached language from different aspects and brought many useful concepts to the level of linguistics. N.Chomsky drew attention to the fact that children learn the language faster without knowing the grammar rules and speak fluently, and he investigated that all children are born with the ability to learn any language. N.Chomsky suggested that a certain language structure that children use with such precision is imprinted in their brains in advance. N.Chomsky believed that every child has a special "Language Acquisition Device" (LAD) that encodes the basic principles of language and grammatical structure into their brain, and at an early age, children simply develop their vocabulary and use that tool in their brains to construct sentences[26]. N.Chomsky's concept of language perception, which does not accept that children learn language through imitation, has become an object of discussion over the years. This sub-chapter provides more complete information about this concept, addressing its generally accepted nuances as well as its controversial shortcomings. Although the fact that every child easily understands a foreign language and uses it in conversation is a proof of the mentioned theory of N.Chomsky, the questions about language comprehension have not been answered yet. But as a fact, B.F. Skinner's opinion is more accepted, according to him, regardless of whether our brain has the language perception tool proposed by N.Chomsky or not, if language is used and not developed during communication, that language is forgotten after a certain time and creates communication problems in certain situations[27].

In linguistics, performance, that is, language use, is used in two senses: (1) in phonetics, the technique used to examine the vocal cords; (2) a term used in linguistic theory. The distinction between competence and performance in transformative grammar has not been thoroughly explored until today, and is usually related to

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[26] Chomsky, N. Reflections on Language. / N.Chomsky. – London: Temple Smith, – 1976. – 269 p.
[27] Skinner, B.F. Verbal Behavior. / B.F.Skinner. – Martino Fine Books: Copley Publishing Group, – 2011. – 492 p.

intonation, discourse, etc. such as problems in deciding whether certain features of language are related to language competence or performance. Performance does not include abstract language rules, but features such as slurred speech and incomplete sentences caused by various psychological and social difficulties affecting the language user (memory lapses or excessive pauses in speech). These mentioned should be taken into account as features that speak about the systematic processes of sentence construction in the grammar of a certain language[28].

Although linguistic competence is at the heart of language knowledge, it is clear that a language user knows more than grammar in that language. Although the knowledge of grammar is known by the language user, this knowledge does not teach them how to use that knowledge. In other words, grammar does not teach language users how to apply and comprehend this knowledge. Thus, grammar is only one part of language knowledge of a language user. Another component of linguistic knowledge is the theory of language performance. Language performance or use encompasses the psychological processes that occur in all situations of use of language competence. These psychological processes include applying sentences, understanding them, making judgments about sentences and gaining skills to do so, etc. belongs to. In the early to mid-20th century, some schools of linguistics suggested that language could best be studied by focusing on speech and writing. These two activities (speech and writing) are the most relevant measure of a speaker's language use. So, to imagine a certain language and create its rules, it is enough to analyze one or both of these two factors. Attempts at this analysis are evident in the attempts of other structuralists, such as C.C. Fries, to read letters and listen directly to telephone calls in the way of language research.

The second sub-chapter of Chapter III of the dissertation is called ***"Reasons and consequences of language use being more prominent than linguistic competence in the present period".*** Globalization, which is widespread in the world, has not bypassed

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[28] Crystal, D. A dictionary of linguistics and Phonetics. 6th edition. / D.Crystal. – Cambridge, MA: Blackwell, – 2008. – 570 p.

the science of linguistics. Currently, both theoretically and practically in English, as a result of the influence of world globalization, new technology and artificial intelligence, more attention is paid to the use of the language than to the knowledge of the language. This subchapter explores the challenges that arise while exploring the criteria that drive this process. Globalization and changes in communication technologies that allow easy, fast and affordable flow of information have had a major impact on linguistics as well as on many other fields. As an example of this, it can be mentioned that as a result of world globalization, as the languages of the world gradually assimilate, more attention is paid to how to use a certain language than to the knowledge about that language. We can analyze and study the causes and consequences of this on the English language. English is taught as a foreign language in many countries as a compulsory or elective subject from primary school to university level. However, it should be taken into account that teaching English should be in harmony with the language's own functions. So, since language is a means of communication, not only its written form or language rules, but also its fluent oral use should be included in the teaching-learning process. Unfortunately, language teaching still focuses more on grammar and vocabulary, and the grammatical structure of the language is shown as the most important element of language competence. All this creates a gap between language competence and language use. For many years, the grammatical translation method has been used in foreign language teaching, and as a result, even though students have mastered English grammar, they cannot communicate in that language. Even though he learns English as a foreign language and gets an education, he still finds it difficult to speak that language. As long as learning English is framed by answering in-text questions, translating simple and complex sentences, and solving grammar problems, students' language use will be far from fluent speech. For this reason, when communicating in a foreign language, students lack self-confidence, are shy, and approach the conversation without motivation.

Although language use has recently been given more importance in foreign language learning, for many years language

competence, or more precisely, language learning with the grammar-translation method, has always been in the foreground. In order to explore this gap between language competence and language use more closely, it is better to first illuminate both of these concepts. Linguistic competence is a linguistic term that includes linguistic knowledge, discourse competence and sociolinguistic competence. Language competence refers to language knowledge, the cognitive aspect of language learning, and the ability to use language correctly. The term competence is used to describe a speaker's ability to use language[29]. The most important principle in language learning is to understand the functions of the language and how the language works in order to maintain the balance between language competence and language use[30]. Language is a system of words created for human communication. Language is a system for expressing meaning, and language is a vehicle for communicating meaning and messages[31]. There are several reasons for the gap between language proficiency and language use in learning English as a foreign language. The first reason is that the grammatical translation method used in foreign language learning has been relevant for centuries. With this method, which leaves no room for speech and self-expression, language users had to be content with just knowledge of the language. The second reason is an unbalanced language learning system. In other words, all four elements (writing, reading, listening and speaking) should be given the same amount of time and attention in language learning. The more prominent one element is than the other, or the more important one element is compared to the other, the more difficult it will be to achieve competent speech. Summarizing all the above, the world is rapidly globalizing and the integration of technology into our lives has created a greater tendency to use the English language. At this level, the ability to use

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[29] Hemerka, V. Low Speaking Performance in Learners of English: /Bachelor Thesis/ – Brno: Masaryk University, 2009. – p.15

[30] Paul, R. A brief history of English. / R.Roberts. – Cambridge University Press, – 1994. – 181 p.

[31] Richards, J. Approaches and Methods in Language Teaching. / J.Richards, T.Rodger. – USA, Cambridge University Press, – 1992. – p.130

the English language is more important than the knowledge of the English language.

The general conclusions of the dissertation are as follows:

The research work "Formation and realization of linguistic competence in English" allows to interpret the concept of competence as a whole as follows:

1. A broad and comprehensive study of language competence and use can give more effective results based on the works of N.Chomsky in foreign literature and Fakhreddin Veysalli in Azerbaijani literature. Language competence includes all the linguistic knowledge that a language user acquires, voluntarily or involuntarily, in order to use and understand that language.

2. The structure of the concept of language competence in English is made up of English phonetics, grammar, vocabulary, syntactic level and writing system. The most remarkable aspect of language competence is language creativity. The speaker of the language uses different and new sentences in a short period of time, which is due to the universal feature of our internal language system.

3. Language competence and human identity are one and the same. As a result of the close relationship between language and identity, the development of the former lays the foundation for the development of the latter. Just as the history, culture, experience and overall soul of a nation can be seen in its language, the world of an identity can be seen in its language competence and use. Identity, that is, a person's competent use of language, is directly proportional to his knowledge, experience and talent. Thus, human identity is hidden in language.

4. How language competence is formed, as well as how a certain language is understood and how the mental processes occurring in the human brain affect its language are reflected in cognitive linguistics. Cognitive linguistics is a mental approach, and according to this approach, language activity is determined in the structural and functional regularities of the human brain from a neurobiological point of view, and at the same time, utterances and expressions in the language are described as traces of human mental processes.

5. The history of the development of communicative competence and its various models is studied in detail by different linguists even today. Communicative competence has a more comprehensive form than the concept of language competence. Since communicative competence includes both language competence and language use, the differences between language competence and communicative competence can be easily defined. Although the concept of communicative competence is analyzed by different competence models and schemes proposed by linguists, in general, communicative competence includes 4 types of competence: grammatical competence (sometimes called linguistic competence), discourse competence, sociolinguistic competence and strategic competence.

6. Schematic units of language exist in our minds and are waiting as potential words and phrases ready to be used at any moment. This knowledge in our mind includes language competence. But when we use this knowledge, the words and phrases we record start to take on a performance quality, which is called language use. Language use is explained as a contrasting concept to language competence.

The main provisions of the dissertation are reflected in the following scientific articles and theses of the author:

1. Ibrahimova, F.Sh. How to establish good classroom management in EFL classrooms? // Procedure of the Conference Materials: "International Symposium on Culture and Ide3ntity from the perspective of the 21st Century"– Baku: Khazar University, – 26-28 May– 2014, – p. 66-68;
2. Ibrahimova, F.Sh. The integration of new technology into education problems // Procedure of the Conference Materials: "Policy and problems of teacher preparation V International Conference". – Baku: Azərbaijan Pedagogical University and Qafqaz University, – 30 April – 02 May– 2015, – p. 102-105;
3. Ibrahimova, F.Sh. The relationship between motivation and game-based learning // Procedure of the Conference Materials "Teachers Research IATEFL ReSIG Annual International Conference". – Izmir: Gediz University, – 18-19 June– 2015, – p.26-27;

4. Ibrahimova, F.Sh. Noam Chomsky and his LAD concept // Procedure of the Conference Materials: "Azerbaijan Academy of Sciences International Multidisciplinary Forum". – Baku: – 2 November, – 2015, – p. 97-99;

5. Ibrahimova, F.Sh. The progress of the models of Communicative Competences // Держава та Регіони: Серія Гуманітарні науки, – 2015. Vol.2, №41, – c.56-59;

6. Ibrahimova, F.Sh. Literature in children's development // Procedure of the Conference Materials: "3rd International Children's Literature Symposium" – Baku: Azerbaijan National Academy of Sciences, – 21-23 April– 2016, – p.103-104;

7. Ibrahimova, F.Sh. Grammar-from yesterday till now // – Baku: Foreign Languages in Azerbaijan, – 2017. №2, – p.53-56;

8. Ibrahimova, F.Sh. Language and social identity // – Baku: Language and Literature. International scientific-theoretical journal, – 2017. №2(102), – p.104-107;

9. Ibrahimova, F.Sh. The use of communication strategies and its teaching // – Baku: Language and Literature. International scientific-theoretical journal, – 2017. №3(103), – p.337-339;

10. Ibrahimova, F.Sh. The use of communication strategies in oral interaction // – Ankara: Academic Journal of Turkish Studies, – 2017. Vol.12, №34, – p.501-510;

11. Ibrahimova, F.Sh. Language anxiety in language acquisition and its association with performance // Procedure of the Conference Materials "International Science, Education, Art & Technology Symposium". Dokuz Eylul University. – Izmir (Turkey), – 2-4 May, – 2019, – p. 62-64;

12. Ibrahimova, F.Sh. The role of language and written signs in the formation of language competence // – Baku: Language and Literature. International scientific-theoretical journal, – 2021. XI cild, №4, – p.39-47.

13. İbrahimova, F.Sh. Language Competence as a Factor of Shaping Human Identity // – ABŞ: International Journal of Social Science and Human Research, – 2 February 2023. Vol.06 ISSN 2644-0679, – p.1111-1114

14. İbrahimova, F.Sh. Environmental and Cultural Impact on Language Development // Procedure of the conference Materials "First International Conference on Best Practices in Second Language Acquisition". Altinbas University, – Istanbul (Turkey), –7-8 September – 2023, – p. 42-43.

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