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### Lexicographical Competence in the Structure of Linguistic Education

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#### **Annotation:**

The article is devoted to the problem of determining the content of lexicographic competence, its place and role in the structure of linguistic education.

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The education system in any type of society is the most important tool for the formation and maintenance of its social, economic, political and cultural unity. A special role in education and in the life of society as a whole is played by the language, which is a means of knowing the world around us and communicating with people.

It is in the process of communication that a person's own language ability is formed, the child is formed as a person, his self-awareness grows, cognitive abilities are formed, moral, mental and speech development takes place. Mastering the native language, the "gift of the word" is the main factor in enriching the spiritual world of students, their value orientations, their cognitive interests, their abilities, their mental work. In addition, knowledge of the native language contributes to a better assimilation of all academic subjects, since the language is the foundation of the general education of students. Without a good command of the language, no cognitive work is possible, because language is inextricably linked with thinking. Consequently, without an appropriate level of linguistic education, the formation of a harmonious personality of a child is difficult.

Under linguistic education, following N.F. Vinogradova, we understand "acquaintance of students with the basic provisions of linguistics and thereby the formation of a scientific approach to language as a system of signs, as well as the implementation of the language in a specific speech situation" [Program 2001: 23-24].

The most important role in the implementation of the goals and objectives facing the school belongs to the study of the native language, since the teaching of the native language is the main, central subject, which is included in all other subjects and collects their results. The native language ensures the development of the child's intellectual and creative abilities, develops his abstract thinking, memory and imagination, forms the skills of independent learning activities, self-education and self-realization of the individual. The native language is inextricably linked with all school subjects and affects the quality of assimilation of all other school disciplines. The role of the native language in the development of memory, attention, observation and other personality traits is great.

Therefore, the role of the native language in the formation of the language personality of students is great. Yu.N. Karaulov defined linguistic personality as "a multi-layered and multi-component set of linguistic abilities, skills, readiness to carry out speech acts of varying degrees of complexity, actions that are classified, on the one hand, by types of speech activity (meaning speaking, listening, writing and reading), and on the other hand, by language levels, i.e. phonetics, grammar and vocabulary" [Karaulov 2007: 29]. A linguistic personality is a person capable of productive communication, of communication that achieves a given effect.

The basic quality of speech, which determines the effectiveness of communication, is correctness, i.e. compliance with language norms in speech (orthoepic, lexical, morphological, syntactic). A student can obtain information about the norms of the literary language by referring to various kinds of linguistic dictionaries. Therefore, the problem of forming students' lexicographic competence arises, which becomes especially relevant in connection with the need to develop information literacy in them as a certain degree of a person's possession of the skills and abilities to search for the necessary information to achieve the goals and objectives.

There are many author's definitions and classifications of competence and competence. Thus, the theory of the competence-based approach appeals to these two concepts mentioned above.

E.F. Zeer considers competence as a set of generalized methods of action that ensure the productive performance of professional tasks. This is the ability of a person to put into practice his competence. Competence, according to E.F. Zeera, this is the possession of competence, knowledge that allows one to judge something; a set of knowledge, skills, experience, reflected in the theoretical and applied readiness for their implementation in activities at the level of functional literacy [Zeer 2006]. From the point of view of I.A. Zimnyaya, competencies are some internal, potential psychological neoplasms (knowledge, ideas, algorithms of actions, value systems), which are then revealed in human competencies as actual, activity manifestations. Competence, in turn, is an intellectually and personally conditioned experience of a person's social and professional activity, knowledge on the basis of which he is able to use competencies [Zimnyaya 2005].

The Linguodidactic Encyclopedic Dictionary gives the following definition of competence: it is "the totality of knowledge, abilities, skills formed in the process of teaching a particular discipline, as well as the ability to perform any activity based on the acquired knowledge, skills, abilities" [Shchukin

2008: 118] . A competent speaker / listener (according to N. Chomsky) must: a) form sentences / understand speech; b) have judgments about the statement, i.e. see a formal similarity / difference in the meanings of two sentences. [Shchukin 2008: 117]. Competence is the ability of a person to perform any activity based on life experience and acquired knowledge, skills and abilities [Shchukin 2008: 117]. Thus, if competence can be considered as a set of knowledge, abilities, skills acquired during training and forming a meaningful component of such training, then competence means the properties, qualities of a person that determine her ability to perform activities based on the acquired knowledge and formed on their basis. skills and abilities. It can be said that in linguodidactics, the distinction between the concepts of competence and competence is based on the statement of N. Chomsky about the need to distinguish between competence (knowledge of the language by the speaker / listener) and use (use of the language in specific situations).

The basis for the formation of lexicographic competence is lexicography. Lexicography is a branch of linguistics dealing with the theory and practice of compiling dictionaries. Practical lexicography provides the following socially important functions: teaching the language; description and normalization of the native language; ensuring interlingual communication; scientific study of the vocabulary of a language.

Educational lexicography is also singled out as linguodidactics, which is considered as a branch of native language methodology, dedicated to the compilation of educational dictionaries, the selection of lexical minimums in the study of the native language as native and non-native for different types of educational institutions, for different levels of education, as well as types of word interpretation, vocabulary structure. articles in various educational dictionaries, etc. [Lvov 1998: 63]. L.A. Novikov characterizes educational lexicography as a lexicography of smaller forms and a greater educational orientation [Novikov 1969: 11].

Within the framework of educational lexicography, the following problems are solved: theory and practice of creating educational dictionaries; theory and practice of creating lexical minima; theory and practice of educational lexicostatistics; theory and practice of creating teaching aids on vocabulary and deographic type; theory and practice of presentation and semantization of vocabulary in the textbook dictionary [Morkovkin 1990].

In the Exemplary Program of Basic General Education in the Russian Language for General Educational Institutions with the Russian Language of Instruction, the ability to use various linguistic dictionaries refers to linguistic and linguistic (linguistic) competencies. The document also spells out the content that ensures the formation of these competencies: a dictionary as a type of reference literature, linguistic and non-linguistic dictionaries, the main types of linguistic dictionaries: explanatory, etymological, spelling, orthoepic, morphemic and derivational, dictionaries of synonyms, antonyms, phraseological dictionaries [Exemplary program: 9].

However, we believe that it is advisable to single out lexicographic competence, which includes:

1) knowledge: about the traditions of Russian lexicography, about the origin of the theory and practice of the formation of dictionaries, about the tradition and taking into account the achievements of lexicographic science and practice by the new generation of scholars of dictionaries; typologies of linguistic dictionaries; the main methods of presenting a word in a dictionary, the structure of a lexicographic entry; knowledge about the information potential of the dictionary in the formation of modern language culture;

2) skills: a) lexicographic: determine the specifics of dictionaries of different types; read a dictionary entry; extract the necessary information from the dictionary entry; b) general educational: predict the results and possible consequences of different solutions; establish causal relationships; find, formulate and solve problems; acquire new knowledge;

3) skills: a) lexicographic: the need to refer to the dictionary; use of dictionaries; b) general educational: independent work; critical thinking; self-organization and self-control.

General educational skills and abilities are highlighted by A.A. Khusnutdinov [Khusnutdinov 2005].

Thus, we can say that lexicographic competence in its most general form is the awareness of the need to refer to a dictionary, the ability to choose the dictionary that is necessary for solving a specific cognitive and communicative task, the ability to read a dictionary entry and extract the necessary information. Then, lexicographic competence can be understood as a high level of general and special theoretical knowledge, the ability to use lexicographic publications of any type in practice, as well as the formed skills of independent research work in the field of lexicography. Lexicographic competence characterizes a high degree of philological training of a student.

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