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EXPLORING LINGUISTIC AND COMMUNICATIVE COMPETENCE

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Abstract. *This article provides information on the topic of linguistic competence and communicative competence at developing communication skills in modern education. This topic is important as one of the main aspects of modern education.*

Keywords. *Linguistic competence, grammatical system processing competences, communicative competence*

Introduction. Basically “linguistic competence” means knowing vocabulary and grammar. “Communicative competence” is knowing when and how to use different styles of speaking, and how to understand the context. Linguistics helps us understand our world. Apart from simply understanding the intricacies of world

languages, this knowledge can be applied to improving communication between people, contributing to translation activities, assisting in literacy efforts, and treating speech disorders. Communication competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer-mediated communication, and to think critically. In this article, we explore more informations about linguistic competence and communicative competence, and discuss the difference between the them.

Main part. Jayier Tarango said about linguistic competence: Linguistic competences are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions in order to perform oral and written discussions. Linguistic competences are also related to information competences, because the correct writing of scientific documents and the description of research findings demand the demonstration of information seeking, selection, compilation, and processing competences, which are supported in the comprehension and production of scientific texts for diverse audiences(2017). A few years ago Michail Paradis said: Implicit linguistic competence, the underlying grammatical system whose existence linguists infer from the systematic verbal behavior of speakers, is acquired incidentally, stored without awareness of its form, and used automatically (i.e., without conscious control). It is acquired incidentally by focusing attention on aspects of perceived utterances other than those that are internalized, that is, that become part of the implicit underlying procedures that allow speakers to understand and produce sentences. In the field of second language (L2) acquisition, it has long been assumed tha t the underlying linguistic competence of learners or speakers of a second language is represented in terms of a complex linguistic system, commonly referred to as an “processing competences” (following Selinker, 1972).

Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e. it includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behaviour. The application of

communicative competence is serial, i.e. different processes and activities are coordinated in a typical sequence and require appropriate timing and control of specific behaviour. It is influenced by the behaviour of the other person and by the context and requires the preparedness and willingness to communicate with the other person for the benefit of all. Communicative competence can be acquired, i.e. the necessary skills are built up step by step through repeated, reflected practice and experience (Ridgeway 1993, Spitzberg 2003).

Neky Choe explains the difference between linguistic competence and communicative competence: In Linguistic Competence No matter how the speaker doesn't know how to communicate well with others, it's anyway okay as long as the speaker doesn't make any grammatical mistakes. Linguistic competence is, thus, purely about the language itself, not non-linguistic factors for communication. Communication is, just the matter of the speaker himself or herself, not of the teacher. But, In the sense of Communication Competence, language is basic or sometimes secondary depending on the situation. No matter how the speaker can use a language perfectly without any errors, if the speaker cannot make or use proper methods to have the goal of a task come true, then his or her Communication competence cannot be said to be well developed.

Conclusion. In this article, we have provided information about linguistic competence and communicative competence, reviewed the opinions of scientists, and learned the differences between the two. Linguistic competences involve a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful scientific communication that may be destined to different communities or audiences and Communicative competence is important because it allows people of all different levels linguistically to speak to each other. It similarly allows for more positive interactions amongst one another. For example, teenagers would likely speak differently to their friends than they would to their grandmother or teacher.

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