

# Linguo-Didactic Fundamentals of Formation of Student Linguistic Competences in Teaching Kyrgyz Language as a Second Language in Higher Education Institutions (Through the Example of Legal Professions)

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## Abstract

*The article is devoted to the problem of the formation of students' language competencies when teaching Kyrgyz as a second language in higher educational institutions in Kyrgyzstan through the example of legal professions. The article gives a brief description of the concept of "language competence", considers the approaches of foreign and domestic scientists to the allocation of levels of formation of linguistic communicative competence.*

**Keywords:** *competence, method, professional communicative competence, conventional teaching, language competence and others.*

## Introduction

The National Program of the Modern Language Policy of the Kyrgyz Republic in the Field of Teaching the State Language as a Second Language opens up the prospect of improving the methodology of teaching the Kyrgyz language on a competency-based basis, in particular, determining its linguodidactic foundations.[27, p.145]

Currently, in connection with the transition of Kyrgyzstan to the Bologna system of two-level education, the methodology of teaching the Kyrgyz language as a second language both in comprehensive schools and in universities requires research and development of scientific and methodological foundations for competency-based teaching and determining the content of competencies in educational and regulatory documents (state standards, programs, textbooks) on the Kyrgyz language.

In the practice of teaching Kyrgyz as a second language, there is a need to conduct further scientific research in this area. This is due to the fact that, in particular, at present the level of language training of specialists - university graduates does not meet the requirements imposed on them in various professional fields. It is necessary to identify what objective and subjective reasons prevent students from mastering the necessary knowledge and skills, forming their professional language competencies during their studies at universities in Kyrgyzstan based on modern teaching methods. Consequently, a radical restructuring of professional university training of students on a competency basis is necessary, including students of legal specialties. This is the reason for the relevance of the topic of our research.

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## Methodology, Materials and Methods

This paper discusses the goals and objectives of the methodology for teaching Kyrgyz as a second language, the place of this subject in the main program of two-level education.

The paper also covers issues of the conceptually new state of education, the principles of forming a set of competencies, specifying methodological techniques, and, most importantly, supplementing competencies with specific content; substantiates the need to reform professional training within the competence-based approach; examines the content of students' language competence; identifies the need to master the language for the successful professional activity of future lawyers.

An effective form of consolidating the professional language competence of students majoring in law is the use of such innovative tools and teaching methods as: design, preparation for a public speech, discussion of disputes on professionally important issues, thinking over problem situations, preparation of slides, videotapes, presentations, etc. Active forms and methods should be used in the educational process; they will enliven the speech of future lawyers, lead it to a variety of expressions (at meetings, commercial negotiations, in court proceedings, official conversations, discussions, in working with clients, etc.), help in collective discussions of speech situations, in work on organizing business communication, in editing the style of the text; will contribute to the improvement of the language competence of the future lawyer, who does not violate language norms, language rules and has correct (accurate, appropriate, expressive) speech. Along with grammar, it is important to give oral topics for speech development related to the future profession. Students should develop knowledge of the norms of literary language and the ability to apply them in practice. To develop competent written speech, for a quick and appropriate speech response, it is necessary to purposefully and systematically use proverbs and sayings related to the legal profession.

It is known that a specialist (still a student), who has mastered language competence, has a special status compared to a person who simply knows how to speak. He can successfully complete a task, bringing it to the end. He is able to master new methods of learning a language, quickly puts mental speech in order; he has a linguistic basis, so a law student is flexible in any conditions. In higher education institutions, in the methodology of teaching Kyrgyz as a second language, the formation of students' language (professional) competence should go through an innovative process, supplemented by new methods. To conduct a lesson at a high level, it is necessary to use interactive methods that, through the use of visual materials, promote the active participation of each student in the lesson, and intensive and informative teaching of the lesson leads to an increase in the student's interest in the language being studied. The result of the actions carried out to teach the language is ultimately aimed at the formation of language competence. Conducting training in Kyrgyz language classes using interactive technologies in the process of developing students' linguistic competence leads, as pedagogical observation shows, to positive results.

To develop creative skills and creative thinking, it is useful to use interactive methods (interactive presentation, use of visual aids, video recordings, "brainstorming", role-playing technology, "case method"). Let's consider the "case method" ("case method") in more detail. Its essence is that students are asked to comprehend a real-life situation, the description of which simultaneously reflects not only some practical problem, but also actualizes a certain set of knowledge that must be learned when solving this problem. At the same time, the problem itself does not have unambiguous solutions. As a pedagogical tool for training lawyers, prosecutors, analysts, etc., the case method has proven itself very well. For example, in such television shows as "Court Hour", "Court is in session" cases are analyzed. In this case, two-way work is carried out: the first is achieving goals and solving problems in traditional training, the second is achieving the goal through joint actions, mutual assistance. The essence of interactive learning is not in presenting or taking something ready-made, but in searching, in jointly made conclusions, in ensuring the development of individual skills, as well as in a set of pre-planned target didactic actions.[8, p.64]

In the zigzag strategy, students provide mutual assistance and protect each other in the group. When conducting a lesson using interactive methods, students are accustomed to independent work, master the techniques of exchanging opinions, which are considered the main ones in learning a language, learn to

observe, analyze, and work in a group. They begin to act not only for themselves, but also for others; they learn to defend their opinions and the opinions of the group. Closer relationships develop between students. The connection between the teacher and the student is strengthened. In the joint work of the student and the teacher, the effectiveness of the lesson increases. [13, p.37]

As a result of using interactive methods, students studying Kyrgyz as a second language should master the vocabulary minimum, they develop language competence, they acquire their own baggage of knowledge. Another positive side is that the teacher's monologue does not prevail. An atmosphere is created in the classroom when the student is not shy, not afraid, "does not close off", he can freely express his opinion. Partnership relations develop between the teacher and the student, a dialogue occurs, and as a result, creative cooperation arises. The concept of "I" is lost, group principles, principles of action for the sake of group members, acceptance of the opinion of the group and agreement with it arise. Communication arises, relationships are formed. Providing assistance, support to each other, the birth of new ideas, the ability to respect the opinions of others, etc. The strategy of critical thinking ensures control of the student's individual knowledge; activates interest in mastering information; helps to connect the studied material with new information; forms competent abilities; gives an incentive for an in-depth study of the topic. [31, p. 65-67]

## Literature Review

Various aspects of the competence basis of the content of education have been studied by scientists from the Commonwealth countries. Thus, in the works of K. Zh. Aganina, I. L. Bim, E. D. Bozhovich, V. A. Bolotov, V. V. Vetrova, M. Zh. Zhadrina, I. A. Zimnyaya, T. V. Ivanov, B. K. Igenbaev, O. E. Lebedev, M. I. Lisina, A. K. Markova, T. P. Popova, J. Raven, V. V. Serikov, D. Hymes, N. Chomsky, A. V. Khutorskoy and others, the problems of forming competencies are considered. The results of the study of the theory and practice of professional training of future specialists are presented in the works of V.M. Antipova, S.I. Arkhangelsky, A. A. Verbitsky, M.N. Vyatutnev, T.M. Dridze, D.I. Izarenkov, M.V. Kitaygorodskaya, K.Yu. Kolesina, G.A. Pakhomova, T.V., V.V. Safonova, L.N. Shabalina and others. The psychological and pedagogical foundations of language learning were studied by scientists V.A. Artemov, B.V. Belyaev, I.A. Zimnyaya, L.N. Leontyev, V.A. Nemov and others. I. L. Bim, E. M. Vereshchagin, V. G. Kostomarov, V. Maslova, R. K. Minyar-Beloruchev, E. I. Passov, V. V. Safonova, G. D. Tomakhin, I. I. Khaleeva, N. M. Shansky and others devoted their works to the study of socio-cultural (linguistic, cultural, Russian studies) competencies in the methodology of teaching Russian as a foreign language and as a non-native language. In Uzbekistan, the problem of competency-based learning was studied by H. B. Babadzhanov, M. Kh. Tokhtakhodzhaeva, U. Sh. Tursunova, I. I. Khaleeva, S. R. Sheikhmambetov and others. In Tajikistan - S. N. Aliyev, P. D. Dzhamshedov, G. R. Rakhmonov. In Kazakhstan - A. E. Abylkasymova, E. K. Abdrasilov, R. A. Avakova, L. O. Askar, K. B. Zhaksylykova, O. A. Machina, U. E. Musabekova, M. A. Salkova and others.

In the Kyrgyz Republic, methodological ways of forming ethnocultural competence along with linguistic and communicative competence in the methodology of teaching the Russian language have been studied and introduced into educational and regulatory documents.

To solve the problems of our study, the results of studies of scientific and methodological problems of the methodology of teaching Kyrgyz as a second language by such scientists as N. A. Akhmetova, K. A. Biyaliev, K. D. Dobaev are of interest. The works of N. A. Akhmetova are devoted to the development of the theory of modular-rating technology of teaching at the university. The research of K. A. Biyaliev is devoted to the problems of formation of communicative competencies in teaching Kyrgyz as a second language in the university. The problems of teaching Kyrgyz vocabulary in Russian-language schools are considered in the works of K. D. Dobaev. Meanwhile, in the practice of teaching Kyrgyz as a second language, there is a need for further scientific research in this area. This is due to the fact that, in particular, at present the level of language training of specialists - university graduates does not meet the requirements imposed on them in various professional fields. It is necessary to identify what objective and subjective reasons prevent students from acquiring the necessary knowledge and skills, forming their professional

language competencies during their studies at universities in Kyrgyzstan based on modern teaching methods. Consequently, a radical restructuring of professional university training of students on a competency basis is necessary, including students of legal specialties. This is what determines the relevance of the topic of our research “Linguodidactic foundations for the formation of students’ language competencies when teaching Kyrgyz as a second language in higher education institutions (using legal specialties as an example).”

## Research Objective

The purpose of the study: to develop linguodidactic foundations for the formation of language competencies of future lawyers when teaching Kyrgyz as a second language.

This goal is specified in the research objectives:

Conduct a theoretical and methodological analysis of the problem; study the theoretical foundations of language competence; determine the state of theoretical and practical study of the methodology of teaching Kyrgyz as a second language based on language competence.

Study the linguodidactic foundations for the formation of language competence of university students and determine the methods and techniques for its improvement; develop recommendations for the use of technologies for teaching Kyrgyz as a second language in the educational process, contributing to the formation of language competence of future specialists.

Develop methodological ways of forming the language competence of law students as the basis for the formation of professional competence; determine a set of interactive methods for improving language competence.

Determine the linguodidactic principles of forming professional language competence; to develop a technology for developing professional language competencies of law students in the educational process when teaching Kyrgyz as a second language. To experimentally identify the effectiveness of the proposed technology for developing language competencies of law students in the process of teaching Kyrgyz as a second language.

## Data Analysis

The results of the study were published in scientific-methodical and scientific-pedagogical international and republican journals, in conference proceedings from 2020 to 2025.

The experimental base of the study was the Faculty of Law of the Kyrgyz National University named after J. Balasagyn, the Kyrgyz State Law Academy, the Faculty of Law of the Institute of Modern Information Technologies in Education. The respondents of the experimental training were first-year students, as well as teachers of these universities.

The experimental work was carried out in three stages (ascertaining, training and control stages):

At the first (ascertaining) stage (2020-2021), a theoretical study and analysis of the state of the problem of forming the language competence of university students was carried out; the goals, objectives and directions of the research were determined; the object, subject, hypothesis, methodology, conceptual and categorical apparatus are substantiated. Some provisions were clarified or adjusted during subsequent work.

At the second (formative) stage (2021-2022), the level of development of language competencies of law students in studying Kyrgyz as a second language was diagnosed. Taking into account the results of the ascertaining stage, an educational technology was designed aimed at developing the language competence of students based on an individual approach to students, with the inclusion of modern interactive and traditional methods; a system of oral and written assignments, etc. was developed; criteria, indicators and

levels of language competence of law students were selected; a methodology for a formative experiment was developed; a formative experiment was organized and conducted.

At the third (control) stage (2023-2025), the results of experimental training were analyzed, summarized and systematized; The conditions for effective teaching of students Kyrgyz as a second language were determined; conclusions were formulated and practical recommendations were developed.

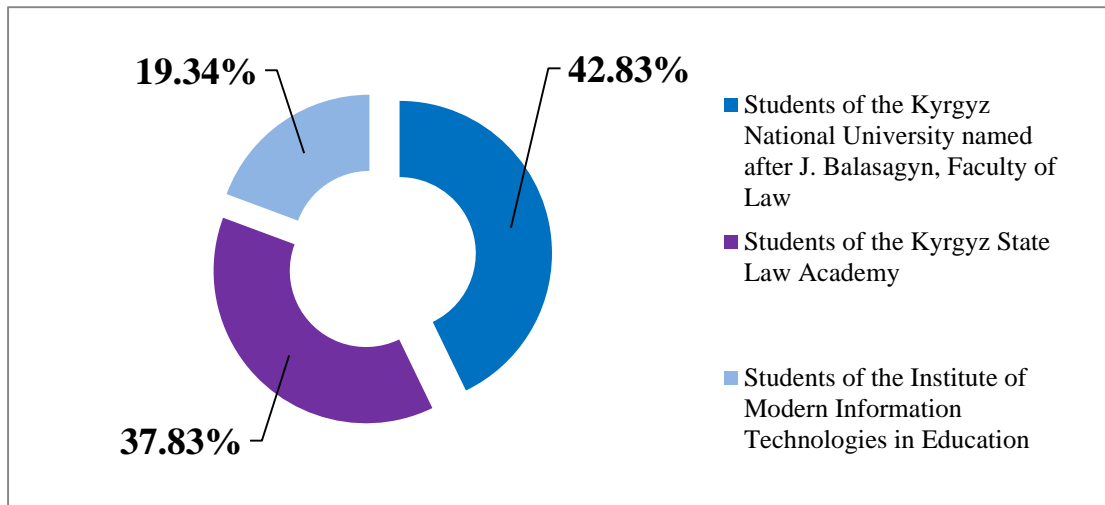
## Research Results

During the pedagogical experiment, the results of experimental training were summarized; scientific and methodological recommendations developed on the basis of the research results are presented; the organization and conduct of the pedagogical experiment are considered; the results of the formative and control stages of the experiment are summarized and the results are summarized; the effectiveness of the proposed technology for teaching Kyrgyz as a second language is substantiated.

From 2020 to 2025, a pedagogical experiment was conducted at the Law Faculty of the Kyrgyz National University, at the Kyrgyz State Law Academy, at the Institute of Modern Information Technologies in Education, the purpose of which was to develop, implement and experimentally test the effectiveness of the proposed technology for teaching Kyrgyz as a second language to form the language competence of students of legal specialties. A total of 550 1st-2nd year students (the total number of students in the control and experimental groups) took part in the pedagogical experiment.

At the ascertaining stage of the experiment, we held discussions and round tables with teachers of initial courses to familiarize them with the upcoming course of the experiment and the formation of language competencies; conducted an analysis and discussion of the competencies reflected in the work programs; developed materials for testing. A round table and an open lesson were held with the participation of first-year students and teachers (the topics were “The Constitution of the Kyrgyz Republic” and “Noun”). In each educational institution where the experiment was conducted, two groups were selected: a control group and an experimental group. Then, before the beginning of the experiment, students were tested. (The testing results are reflected in Table 3 and Figure 1).

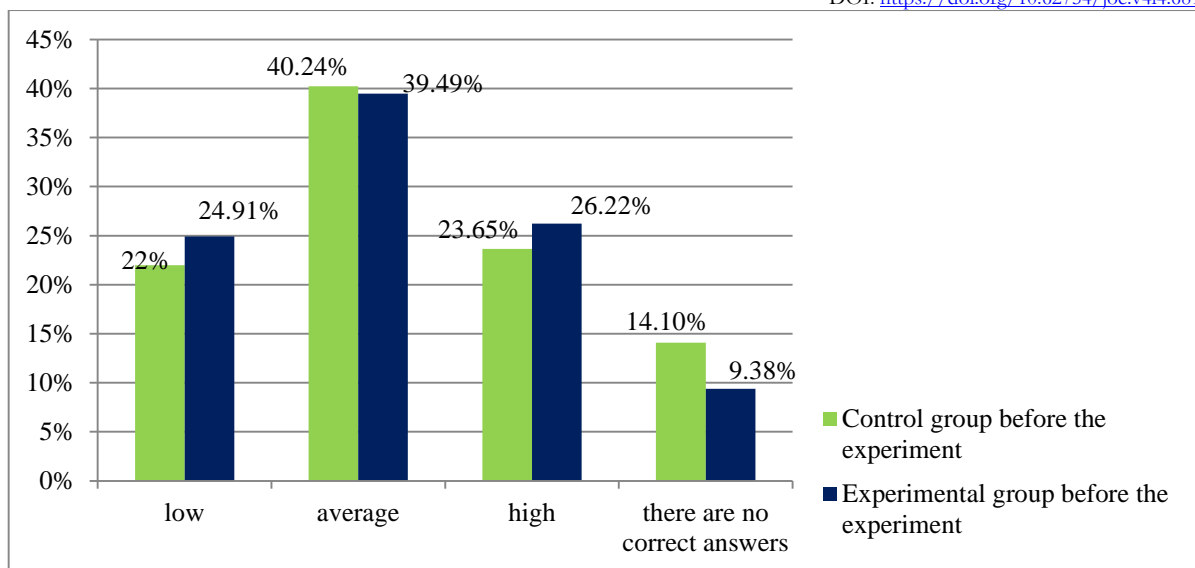
<b>Universities that participated in the experiment</b>	1-10 questions	10-20 questions	20-30 questions	30-40 questions	correct answers	in percent (%)
Kyrgyz National University named after Zh. Balasagyn, Faculty of Law	77	88	91	43	299	42,83%
Kyrgyz State Law Academy (KSLA)	98	45	82	39	264	37,83%
Institute of Modern Information Technologies in Education	39	23	45	28	135	19,34%
<b>Final result. Total:</b>	214	156	218	110	698	100%

**Table 2. Results of testing law students****Figure 1. Results of testing law students**

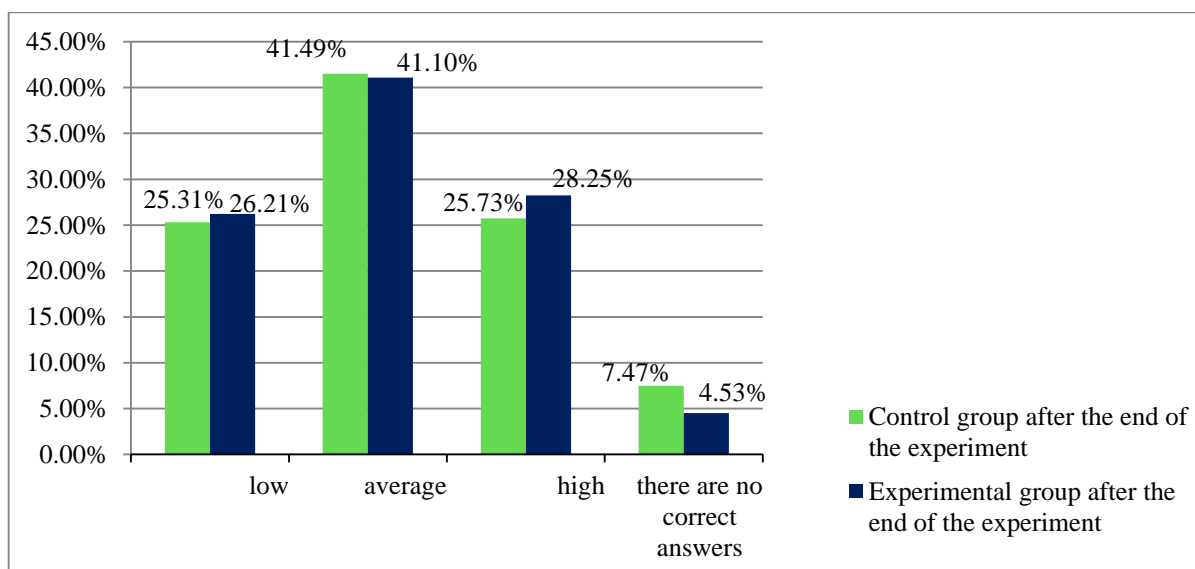
Level of knowledge	Control group before the beginning of the experiment	Experimental group before the beginning of the experiment	Control group after the end of the experiment	Experimental group after the end of the experiment
low	53	77	61	81
average	97	122	100	127
high	57	81	62	87
there are no correct answers	34	29	18	14
total students	241	309	241	309

**Table 3. Results of measurements of the level of knowledge of students in the control and experimental groups before and after the experiment**





**Figure 3. Histogram of the control and experimental groups before the experiment**



**Figure 4. Histogram of the control and experimental groups after the end of the experiment**

Based on the testing results, the students were divided into two groups: beginners and continuing students. The continuing students group included students who scored high points during the testing. The beginning students group included students who scored average and low points. 309 students were included in the experimental group (half of them were beginners and half were continuing students), and 251 students were in the control group (also half were beginners and half were continuing students). At the ascertaining stage, the students' knowledge level was determined according to the following parameters: 1) written work; 2) oral work; 3) spoken language. Based on the testing results, the students' knowledge level was higher in the experimental groups compared to the control groups. We have developed a system of written and oral assignments and exercises for students aimed at identifying their skills in creating thematic situations; the level of spoken language development in accordance with the chosen profession, the level of language competence and the ability to correctly write. At the beginning of the experiment, the tasks were offered in accordance with the content of the program of the previous system, then - according to the new program, revised in connection with the change of hours in accordance with the requirements of the Bologna system.

An objective assessment of the level of language competence of future specialists at the university was carried out according to the following criteria:

- a) mastering grammar with the help of texts (using the texts “Constitution of the Kyrgyz Republic”, “Prosecutor’s Office of the Kyrgyz Republic”, “Judicial Authority”, etc.) with a professional focus (grammatical correctness of a phrase, phrase, word, accuracy of a concept, consistency with the content of a grammatical form);
- b) determining the effectiveness of speech and thinking activity in the field of professional communication (writing an essay on the topic “What, in your opinion, does it mean to be a responsible lawyer who complies with the standards of professional ethics?”);
- c) development of expressiveness of oral speech (using dialogues conducted during court cases as an example) in the space of professionally important topics (number of phrases/words composed according to the sample of the language being studied, ability to express one’s attitude, to evaluate events, ability to use speech samples of the language being studied in different ways, consistency of spoken words, conversations on a given topic, moments of professional communication, phonetic and grammatical correctness of speech (additional indicators);
- d) understanding of text while reading and reading aloud (quality of understanding; volume of understanding; volume of perceived speech; reading speed; nature of perceived speech; nature of language material, its level of adaptability (originality), depth of understanding (reading a voluminous text “Judicial Authority” and discussion in a group).

At this stage, the level of students' knowledge, as well as the reasons that hinder students' perception and understanding of language competence are identified:

1. In classes on Kyrgyz as a second language, teachers do not fully use the achievements of pedagogical and methodological science, new technologies, in particular, interactive teaching methods taking into account the individual characteristics of students of legal specialties, aimed at developing their independence; as well as visual aids, TSO (audio and video materials, slides, video tapes, presentations, etc.);
2. Today, throughout the country, the main problem in the field of studying Kyrgyz as a second language is the insufficient provision of university teachers of Kyrgyz as a second language with educational and methodological literature developed using modern technologies of teaching methods of the Kyrgyz language.
3. A small number of hours for teaching Kyrgyz as a second language, allocated in the current standards and curricula of universities.

The necessity of using both traditional and innovative methods, forms of teaching and upbringing taking into account some features of teaching Kyrgyz as a second language and the increasing need of students to know the language was revealed. Taking into account the results of the ascertaining stage of the experiment, a formative experiment was developed.

Students of the 1st and 2nd years were offered assignments and exercises of three types: language exercises for teaching proverbs and sayings; proverbs and sayings that develop speech; situational and thematic exercises for using proverbs and sayings in speech. When performing three types of exercises, the experimental group showed a higher level than the control group.

The analysis of the quality of the tasks completed by the experimental and control groups was carried out at three levels.

The assessment of the completed tasks of the 1st task "Language exercises for teaching proverbs and sayings (for students of the 1st and 2nd years)" was carried out according to the following criteria:



1. Correct spelling of proverbs and sayings (checking for grammatical errors);
2. The ability to supplement proverbs and sayings with other members of speech, write them correctly;
3. Knowledge of the grammatical rule being studied and its application (for example, determine what kind of sentence it is, what are its main and secondary members, etc.).

Analysis of students' answers in accordance with these criteria established: compliance with all criteria - achievement of a high level; compliance with 1-2 criteria - average; 1 criterion - low level. In percentage terms, the high level of the experimental group was equal to 57.28%, average - 23.30%, low - 19.42%. The high level of the control group was equal to 36.70%, average - 37.98%, low - 25.32%.

To complete the second task, proverbs and sayings that develop speech were selected: "One witness is not a witness", "The law is the same for everyone", "No one can extinguish the fire of truth", "Truth is excited, but lies tremble", "Man is cunning in inventions", "A bullet is bad because of wounds, a wound is bad from a word", "If necessary, even a mare will become a pacer", "An honest man is far from suffering", "Language is the scales of truth", "A man is attached to a word, and an animal to grass", "Don't let a wolf guard the sheep", "Where justice reigns, there is no place for quarrels", "Heaven on earth is freedom", "A new broom sweeps in a new way", "For what the hands have done, the neck will answer", "Even if you deceive people, fear God", "Free food will not do any good", "There is no harm in being careful", "A needle breaks on its eye, but a man on his word", "There is no smoke without fire", "Truth stops conversations, turf stops water", "Don't steal, thinking that no one sees, don't gossip if no one hears", "Someone else's property will kick out sideways", "No matter how long a rope twists, there will be an end", "There is no smoke without fire", "Good fame sits behind the stove, but bad fame runs around the world", "When sitting on a camel, don't hide behind a goat", "He who stole a calf will also steal a wolf" "You can't live with deception", "Rather than live a lie, it is better to die telling the truth", "Even if you sit crookedly, tell the truth", "A thief eats to his fill, but swears until death", "Running away, a camel will not free itself from its burden", "A deceiver remains a good-for-nothing", "If a dog has an owner, then a wolf has God."

The students were asked to complete the following tasks:

1. Select proverbs and sayings that correspond to the profession.
2. Use these proverbs and sayings according to the situation.
3. Explain the meaning of professional proverbs and sayings.
4. Determine the meaning and translate the terms contained in proverbs and sayings using a dictionary.
5. Create situations of a professional nature, conduct a conversation using proverbs and sayings.

The same criteria were used to evaluate these tasks. The analysis of the answers showed that the high level corresponds to all criteria; the average level – to the 1st and 2nd criteria; the low level – to the 1st criterion. In percentage terms, it looks like this: the high level of the experimental group is 29.12%, the average – 45.63%, the low – 25.25%. The high level of the control group is 44.30%, the average – 29.11%, the low – 26.59%.

In the third task, students were asked to create situational-thematic exercises using proverbs and sayings in practice:

1. Expressively read proverbs and sayings, observing the intonation of the Kyrgyz language.
2. Prepare and conduct a conversation using proverbs and sayings.

Analysis of the results of the third task showed: the high level of the experimental group is 40.78%, the average level is 27.18%, and the low level is 32.04%. The indicators of the control group: the high level is 38.55%, the average is 28.91%, and the low is 32.54%.

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Teaching students Kyrgyz as a second language based on the formation of language competencies during the educational experiment using various tasks and exercises on proverbs and sayings revealed an increased level of formation of students' language competencies, their speech activity, the level of students' knowledge, their interest in classes. Based on the results of the experimental group on knowledge of the Kyrgyz language compared to the control group, it can be concluded that the organization of formation based on the thematic-situational principle of students of the continuing group of language competencies contributes to the development of their speech activity and the improvement of literate written and oral speech. In the course of the study, it was revealed that the process of creating professional foreign language competence in law students is a system that restores the sides of the object that are important for the purposes of the study, it serves as a way of mastering knowledge about this object. The sample process of creating professional language competence of law students in its dynamics shows that the solution of the tasks of the teacher and students in teaching and mastering specific knowledge at the lower levels has the right direction, that continuous mutually agreed actions are carried out between them. Analysis of work on projects, linguistic tasks, checking the mastery of interlingual and controlling language competencies created conditions for identifying the levels of creating language competence of law students. The criteria and stages of developing professional language competence of students made it possible to follow the process of its formation and were able to ensure the transition of students from the lower level to the next level.

#### **Table 6. Comparative results of the ascertaining and training stages**

The effectiveness of methodological approaches to the formation of professional language competence was tested and proven in the classes in the study. During the experiment, measurements were taken using the levels of formation of professional language competence according to the system of tasks and exercises developed by us. During the control stage of the experiment, a comparative analysis was conducted and the results were processed and summarized. The analysis data confirm the research statement that the targeted use of special didactic materials contributes to the formation of professional language competence of law students, including an increase in intellectual and emotional aspects.

The educational activities of students in practical classes aimed at the formation of their professional language competence not only provide high-quality language training, but also develop such important qualities necessary for the legal profession as critical thinking, reflection, responsibility, self-confidence, etc.

that Universities participated in the experiment	Groups and levels	Language exercises for learning proverbs and sayings		Proverbs and sayings that develop speech		Situational and thematic exercises for using proverbs and sayings in practice		Average result	
		number of students	%	number of students	%	number of students	%	number of students	%
KNU named after Zh. Balasagyn Faculty of Law	Experimental - steel	38		38		38		114	
	High	18	47.3	8	21.05	15	39.47	41	35.97
	average	12	31.6	24	63.16	12	31.58	48	42.10
	short	8	21.05	6	15.79	11	28.95	25	21.93
	Control	28		28		30		86	
	High	10	35.72	7	25,00	9	30,00	26	30.23
	average	11	39.29	12	42.86	11	36.67	34	39.54
	short	7	25,00	9	32.14	10	33,33	26	30.23
Kyrgyz State Law Academy	Experimental - steel	55		55		55		165	
	High	35	63,65	17	30.91	20	36,36	72	43.70
	average	11	20,00	20	36.35	15	27,28	46	27.88
	short	9	16.35	18	32.74	20	36,36	47	28.49
	Control	45		45		45		135	
	High	16	35.55	24	53.33	19	42.23	59	43.70
	average	18	40,00	10	22.33	11	24.44	39	28.89
	short	11	24.45	11	24.44	15	33,33	37	27.41
Institute of Modern Technologies in Education (ISRTO)	Experimental - steel	10		10		10		30	
	High	6	60,00	5	50,00	7	70,00	18	60,00
	average	1	10.00	3	30,00	1	10.00	5	16.67
	short	3	30,00	2	20,00	2	20,00	7	23.33
	Control	6		6		8		20	
	High	3	50,00	4	66,68	4	50,00	11	55,00
	average	1	16.66	1	16.66	2	25,00	4	20,00
	short	2	33,34	1	16.66	2	25,00	5	25,00
Final result	Esperimental steel	103		103		103		309	
	High	59	57.28	30	29.12	42	40.78	131	42.39
	average	24	23:30	47	45.63	28	27.18	99	32.05
	short	20	19.42	26	25,25	33	32.04	79	25.56
	Control	79		79		83		251	
	High	29	36.70	35	44.30	32	38.55	96	39.83
	average	30	37.98	23	29.91	24	28.91	77	31.95
	short	20	25.32	21	26.59	27	32.54	68	28.22

The results of the experiment showed that the assumptions that were in place at the beginning of the study turned out to be correct. The study of the central acute problem in this research showed that, while maintaining individual psychological and pedagogical conditions for the creation of linguistic professional

competence in practical classes on teaching Kyrgyz as a second language to law students, it is possible to create the foundations of professional competence in another language

## Conclusion

This study does not exhaust all aspects of the problem solution. Among the promising problems that require their solution for the fruitful formation of linguistic competence of law students during their studies at the university are the following:

- 1) teaching the state language should be based on competence;
- 2) the formation of professional linguistic competence of future lawyers should become one of the main goals in teaching the state language;
- 3) the formation of linguistic competence of students in the learning process should be carried out together with the development of the individual sphere of students, since this area is an important goal of university training of specialists;
- 4) since the formation of linguistic competence of students is largely determined by the technological capabilities of training, various interactive teaching methods should be introduced into the practice of teaching the subject (design method, problem-based learning, implement integration links, etc.);
- 5) in the process of teaching Kyrgyz as a second language, it is necessary to use a teaching technology that takes into account the specifics of the professional activities of future specialists;
- 6) it is necessary to develop teaching aids, didactic materials, lesson thematic cycles of classes based on the requirements of educational and regulatory documents on teaching Kyrgyz as a second language on the basis of competence;
- 7) it is necessary to determine the levels of formation of professional language competence in educational and regulatory documents (state standards and programs).

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