

LINGUISTIC COMPETENCE: PSYCHOPEDAGOGICAL AND PSYCHOLINGUISTIC APPROACHES

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Abstract

The present paper addresses linguistic competence from psycholinguistic and psycho-pedagogical perspectives. This paper provides the definition of linguistic competence, from a general and a specific perspective, its conceptualization being derived from the holistic paradigm. Based on the analysis of children's peculiarities of noun grammatical forms acquisition, the specific mechanisms of linguistic competence's evolutionary manifestations are revealed.

Keywords: immanent integrality; linguistic competence; grammatical forms of noun; preschool child

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