COMPETENCE IN TEACHING FOREIGN LANGUAGES

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Abstract: *This work aims to analyze the essential abilities in the foreign language teaching process. The development of linguistic and cultural competency is given particular emphasis, with the emphasis being placed on the necessity of this preparation for the thorough training of international students and the enhancement of future professionals' professionalism. The findings of this study have the potential to facilitate the development of task and exercise systems for teaching foreign languages, including English, to students at higher education institutions.*

Keywords: *languagecompetence learner-centeredapproach phonetic competence grammaticalcompetence, lexicalcompetence, linguodidactics, system of competences, a communicativecompetence, a linguoculturologicalcompetence, trainingmethods.*

INTRODUCTION

One of the primary goals of the learner-centered approach is to strengthen the student's autonomy, which is a mix of gained life skills that aid the student in the learning process. Learning and practice outside of the classroom are equally as important as learning and practicing in the classroom for successful language acquisition. Students will require more instruction and support for this. A learner-centered approach to language competency development in the process of learning a foreign language can also help to obtain an effective result.

In light of the definitions and examination introduced to the student focused approach, one might say that it is fitting to establish an intuitive language learning climate, adjusting student focused approach schooling to the desires and abilities of the understudy and coordinating it with the kind of instruction and type of preparing that is viewed as compelling in language learning. It ought to be noticed that in the hypothesis of showing unknown dialects, two terms are similarly normal, specifically phonetic ability and language skill. Phonetic as indicated by the capability page, semantic skill or language ability is an arrangement of etymological information gained by clients of a language as a local language. Language ability varies from language use during correspondence. The idea of open skill of an unknown dialect is appeared in progress of a few specialists and varies from one another in that it is enlightened through various methodologies.

While the concept of foreignlanguagecommunicativecompetence is interpreted in different ways, for teachers of a foreignlanguage, communicativecompetence is one of the cornerstones of theirprofession. By examining the definitions that expertshavecreated of communicativecompetence, by combining different components, and by describing the professionaldevelopment of activity in a foreignlanguage, we understand that the specialist'sability, willingness, and ability to choosecommunicativebehavioraccording to the

norms of a foreignlanguagesystem is capable of communicatingeffectively in reallife and can teach that to hisstudents and helpthemdeveloptheircommunicativeskills in the future.

Competence in teaching foreign languages is critical in shaping students' language acquisition, cognitive development, and cross-cultural competence. The ability of language educators to effectively impart linguistic skills, cultural nuances, and communicative strategies has a significant impact on the overall language learning experience. This multifaceted competence combines linguistic proficiency, pedagogical expertise, cultural sensitivity, and innovative instructional strategies. In this section, we examine the theoretical foundations of competence in language teaching, emphasizing the core dimensions and dynamics that underpin effective language instruction.

The primary goal of teaching a foreign language at all levels of education in the Republic of Uzbekistan is to develop students' communicative competence in a foreign language so that they can carry out activities in the everyday, scientific, and professional spheres in a multicultural world.In this document, the requirements for the level of training of graduates at all levels of foreign language teaching are divided into three categories: linguistic, sociolinguistic, and pragmatic competence. " Linguistic competence entails learning about language material (phonetics, lexicon, grammar) as well as skills in various types of speech activity (listening, speaking, reading, and writing). Sociolinguistic competence enables the selection of the desired linguistic form and method of expression based on a single speech situation, communicative goal, and desire of the speaker.When misunderstandings arise in the foreign language being studied in a communicative situation, pragmatic competence implies the ability to get out of difficult situations through repeated requests, apologies, and so on." According to U.Hashimov and I.Yakubov, the primary linguistic material of speech activity consists of phonetic, grammatical, and lexical material.

Nowadays education in a broad sense has been distinguished as the investment in the development of the society. The governments and the wide public are concerned about adequacy of quality of education, training and economic, social efficiency of the means invested in education. The matter of educational contents corresponding to future demands has become a vital issue in educational reforms all over the world. The significance of flexibility,adaptability, mobility, creativity of education and life-long learning in the global, changing world is the focal point of modern national and international discussions concerning higher education and vocational training. In the light of Bologna agreements assuming the academic and professional recognition of the state diplomas within the European space, graduation of qualified specialists, capable of life-long learning and performing professional work in conditions of multicultural environment, the problem of professionally orientated communicativelanguage competence development acquires a special meaning.

The level of foreign language professional communicative competence of the Russian academic science teachers unfortunately comes short of satisfactory. Their skills are based on the language education which they get studying at school anduniversity. However, inadequate standards of school language teaching, ineffective teaching techniques, and low motivation mean that language teaching at school does not provide for development of foreign language competence. As a result mostteachers are not able to communicate in English in their professional field. The teachers' unsatisfactory knowledge of foreign languages results in

restrictions on acceptance of foreign students to Russian universities and holds back massive direct cooperation of scientists with their university counterparts from abroad.Taking into consideration modern requirements to develop foreign language professional communicative competence of the academic teaching staff, AdvancedTraining Faculties offer courses of foreign languages. Their aim is to master professional vocabulary and develop communication skills. It is noteworthy to mention that learning a foreign language requires overcoming serious psychological barriers. There are many stereotypes connected with language learning, such as poor language abilities, age restrictions, poor memory, etc.

For example, after students have finished reading the text, they will be asked how to find examples of the past simple tense in the text, how they were created, and what they were used for, and then students will create a rule based on discussions. D. Riedel emphasizes the use of situational presentations, text and written tapes, and training by the method of "control-training-control" (Teach test Teach) in the development of grammatical competence on the basis of a learner-centered approach. When teaching grammatical competence using the "control-training-control" method, the teacher explains the subject through a series of tasks after determining how much students are aware of the subject.

Students will also be aware of information about their knowledge and will be able to take responsibility in the learning process as a result of this method. Because students collaborate to create working conditions, teach each other, and share their knowledge. As the ultimate goal of learning Pratima Dave Shastri's grammatical competence, language learners should be able to learn and support the language appropriately, to use the same things in different tasks in different ways. Unlike formal or descriptive grammar, functional grammar is best taught by communicative language learners in conjunction with other language skills, within a context, using the inductive method. Penny Ur (Penny Ur) made the following recommendations for improving phonetic competence:

- return of the teacher or sounds, words or sentences by analogy and imitation of a copy recorded in the tape;
- analysis of the speech of a language learner by writing it on tape, comparison of the speech of local users;
- be regularly aware of pronunciation rules and constructs;
- use of drill exercises: repetition of sounds, pronunciation of words and sentences;
- execution by learning dialogues;
- repetition of exercises in the choir;
- memorization and execution of sentences, fast words and rhymes (rhymes);
- the language learner records his voice on tape, listens, analyzes and corrects his mistakes.

Unlike grammatical and lexical competence, active (pronounced) and passive (audible) pronunciation units are simultaneously mastered during the development of phonetic competence, with listening indicating internal speech and pronouncing indicating external speech. The teaching of lexical competence is shown in English teaching methodology as a means of mastering the different types of speech activity.

The multifaceted nature of competence in teaching foreign languages underscores the complexity of language instruction. Linguistic, pedagogical, intercultural, and technological

competencies collectively contribute to the effectiveness of language educators. Moreover, the evolving landscape of language learning, including the rise of online instruction and blended learning models, emphasizes the need for language teachers to adapt and refine their competencies.

Conclusion

As a result, this thorough analysis highlights the complex relationship between competence and teaching foreign languages, emphasizing the need of combining linguistic ability, pedagogical knowledge, cultural awareness, and creative teaching methods. The review's conclusions provide insightful advice to educators, administrators, and legislators who want to improve language learning environments and standards for language instruction. Going forward, sustained professional development, encouraging mentorship programs, and a dedication to culturally inclusive teaching methods must all be included in coordinated efforts to improve proficiency in teaching foreign languages. Teachers can enhance the language learning experience of their diverse student cohorts by fostering linguistic proficiency, cultural awareness, and communicative competence through the adoption of a holistic approach to competence in language teaching.

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