

## COMPETENCE IN TEACHING FOREIGN LANGUAGES

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**Abstract:** *The article refers that one of the ways to intensify educational activities students, increasing their level of motivation to learn a foreign language and developing activity and creativity is competence-based approach to teaching a foreign language. The article identifies the most effective methods and techniques of teaching foreign languages to schoolchildren from the perspective of competency-based approach.*

**Key words:** *competence approach, competence, modernization, competence, foreign language learning, foreign language communication.*

## INTRODUCTION

The ability to communicate effectively in a foreign language is becoming increasingly important in our globalized world. As a result, the demand for qualified and competent foreign language teachers has grown significantly. This article aims to review the current research on the importance of competence in teaching foreign language, and to provide insights into the key factors that contribute to effective language instruction.

The changing socio-political situation, the development of international contacts in all spheres, the strengthening of these contacts and international integration have led to an increase in the role and importance of skills and abilities of genuine foreign language communication.

Rapid socio-economic progress dictates high requirements for the quality of foreign language teaching in educational institutions, since each new generation of students must rise to a higher level of foreign language proficiency. The change in the socio-cultural context of a foreign language, new requests from students regarding the level of proficiency in it dictate the need for a qualitative change in learning.

In connection with the modernization of domestic education, one of the most important tasks is, the formation of key competencies is facing educational institutions, and the issue of a competence-based approach in education is becoming especially relevant.

Knowledge of a foreign language gives a future specialist access to foreign sources of information, without which the activity of a certified specialist is currently unthinkable. The ability to work with original literature in the specialty includes obtaining the information contained in the text, its critical understanding, generalization, analysis and assessment of reliability. Proficiency in a foreign language ensures the student's willingness to actually use the acquired knowledge in a professional environment.

The concept of "competence" comes from the Latin word *competere*, which means to approach, to conform. In a general sense, this means meeting the requirements, established criteria and standards in certain fields of activity and in solving a certain type of tasks, having the necessary active knowledge, the ability to confidently achieve results and master the situation.

For the first time, the concept of "competence" appeared in the 60s of the XX century in the United States of America, where it was used as part of activity education, the purpose of which was to train specialists who were competitive in the labor market. Initially, it all came down to automating the acquired practical skills within the framework of a behaviorist approach, which was clearly not enough to develop the creative and individual abilities of the trainees. In this regard, it was proposed to distinguish two concepts: competence and competence (competence and competencies). Competence began to be considered as a personal category, and competencies turned into units of the curriculum and formed the "autonomy" of competence.

Speaking of competencies, it is necessary to clarify the concept of "competence" – a set of competencies, that is, the observed manifestations of successful productive activity. Competence is a complex personal resource that provides an opportunity for effective interaction with the outside world in a certain area and depends on the necessary competencies for this.

And what is a competency-based approach? The competence-based approach to education is understood as a teaching method that is aimed at developing students have the ability to solve professional tasks of a certain class in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process the information received, transmit the necessary information; mastering the skills of interacting with other people, the ability to work in a group; mastering the mechanisms of planning, analysis, self-assessment of their own activities in non-standard situations or in conditions of uncertainty mastering the methods and techniques of solving the problems that have arisen.

The competence approach imposes certain requirements on students and their level of proficiency in a foreign language. In this regard, the basic and advanced competencies of students are distinguished.

At the basic level, language proficiency as a means of communication is assumed (a certain vocabulary, knowledge of basic grammatical structures, knowledge of the laws of language functioning, familiarity with the cultural environment, etc.).

The advanced level assumes that students will use a foreign language to solve practical problems, for example, to find the necessary information on the profile of your specialty. This level is interdisciplinary in nature and is evaluated based on the result achieved, and not only on the correctness of the use of certain grammatical structures and active vocabulary.

The main means of forming key competencies in learning a foreign language are various technologies, forms and methods of teaching. Such forms and methods include: a teacher's monologue; a frontal-individual survey; cognitive conversations; independent work with a textbook on teacher's assignments; a film demonstration; traditional control work. Researchers of the competence-based approach to learning offer several classifications of key competencies: 1) value-semantic, 2) general cultural, 3) educational and cognitive, 4) informational, 5) communicative, 6) social and labor, 7) self-improvement.

Each of the competencies includes a large set of knowledge, skills, skills and values.

Let's take a closer look at this classification.

1. Value-semantic competence provides a mechanism for student self-determination in situations of educational and other activities. It demonstrates what

his value orientations are, whether he is able to understand his role and purpose in the world around him, whether the student can choose attitudes for his decisions and actions, whether he is able to. The student is responsible for choosing the solution. Students acquire this competence by participating in moral conversations, in situations of moral choice of actions.

2. The general cultural competence allows students to engage in a dialogue of cultures, to find out the cultural foundations of the family, society, social phenomena and traditions, the role of science and religion in human life. At the same time, this competence shows how competent a student is in the household, cultural and leisure sphere (for example, when organizing free time).

In terms of learning foreign languages, we are talking about the formation of a social-cultural competence, which is:

- how is it readiness and ability to find common and specific features of the development model of the studied and native languages;

- to find, compare and summarize cultural information obtained from different sources and in different languages;

- to build speech interaction in accordance with the norms adopted in a particular culture, taking into account the specifics of speech.

3. Educational and cognitive competence includes elements of logical, methodological, educational activities correlated with real cognizable objects. This includes knowledge and skills of goal setting, planning, analysis, reflection, self-assessment of educational and cognitive activities. So, for example, students are asked to double-check their own work (grammar test, essay), which has already been checked by the teacher, but without corrected errors. The teacher discusses in detail with them the causes of errors, the students perform. They work on mistakes, perform a series of exercises aimed at the best mastering the material, analyzing the inaccuracies of style and form. At the next stage, they repeat the work, taking into account all the previous comments.

4. Information competence provides the skills of a student's activity in relation to information contained in academic subjects and educational fields, as well as in the surrounding world. It is information competence in the modern world that is the key to successful implementation in various fields of communication, including professional. To do this, you need:

- find the necessary information in various sources, both on paper and on electronic media in different languages;

- select the necessary information, highlighting the main and secondary;

- to determine the degree of reliability of information by comparing it with information from other sources and to question it;

- use the information you receive effectively;

- save information, protecting it from unwanted users.

5. Communicative competence includes knowledge of languages, ways of interacting with other and remote people and events, group work skills, knowledge of various social roles in a team. Children master this competence in role-playing games, when writing questionnaires and letters.

6. Social and labor competence is closely related to communicative competence. Social and labor competence determines the ability to master various social roles in the field of civil and social labor activities. The main method is role-playing, during which students not only practice using language skills, but also prepare themselves for future social roles.

7. The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. The teacher himself, his style of communication with people, his spiritual values and priorities play an important role in this formation.

It is these key competencies that make it possible to form a student as a subject of educational activity and education of his personality. A competence-based approach to teaching a foreign language requires a creative approach to the organization and construction of the educational process, creating conditions for the formation and development of practical skills and foreign language skills. Therefore, it is necessary to strive to create such conditions in the classroom when students learn language material naturally, in the process of communication between the teacher and the student with each other in life situations modeled by us in various ways.

The formation of students' competencies depends on their activity, when the "activity" of the teacher turns into the activity of the trainees. The competence-based approach strengthens the practical orientation of education, emphasizes the need to gain work experience and the ability to apply knowledge in practice. Thus, the competence approach includes a set of principles for determining the goals of education, expressed in self-determination, self-actualization and the development of students' individuality. Equally important is the issue of choosing the forms and methods of teaching students. Learning in competence-based education acquires an activity-based character, i.e. the formation of knowledge and skills is carried out in the practical activities of students, their joint activities in groups are organized; active forms and methods of teaching are used, innovative technologies of a productive nature; an individual educational trajectory is built; interdisciplinarity in the learning process, connections are actively introduced; the most important qualities are developed: independence, creativity, initiative and responsibility.

The formation of educational and cognitive competence is the formation of learning skills, the ability to analyze one's activities. Self-control and mutual control are actively used to form this competence.

The formation of communicative competence takes place in stages with the help of gaming technologies, discussions and case study technology. When conducting classes, we use electronic multimedia technologies, since it is impossible to teach a foreign language without giving students the opportunity to hear native speakers to understand their language and see their style of behavior in a specific communicative situation.

Students define social roles, conduct dialogues on various topics, practice oral speech and speech clichés of a socio-cultural orientation, which allows them to show creativity of thinking. Mastering communicative competence means mastering various social roles. The main method is a role-playing game. In the process of acting out various life situations, students prepare themselves for future social roles, for life in a society with its own laws and rules, thus forming social and labor competence.



In the context of learning a foreign language, students develop certain competencies by obtaining knowledge that they can acquire in their further professional activities in the field of economics, commerce and business, mastering various ways of solving problem-cognitive tasks, experience effective decision-making and achievement of goals by overcoming obstacles. The stock of knowledge, knowledge of ways to solve problems and experience in achieving goals are necessary components of students' competence. The absence of at least one of these components makes competence incomplete.

Thus, the competence-based approach in teaching a foreign language is developing as an alternative to traditional learning, in the process of which knowledge, skills and abilities are acquired that limit their practical application in the future professional activities of students and insufficiently take into account the essence of modern human competence in a competitive free market. Before you start using a competence-based approach in teaching a foreign language, you must meet the following requirements.

First, it is necessary to familiarize students with the essence and content of the competence approach. Students must master certain intellectual, creative and communication skills. This means that they should be able to work with the text (highlight the main idea, search for the necessary information in the text in a foreign language), analyze information, make generalizations and conclusions, be able to work with a variety of reference material, as well as be able to conduct a discussion, listen and hear the interlocutor, defend their point of view, back it up with strong arguments to be able to compromise with the interlocutor, to be able to express their thoughts concisely.

In addition, students should be able to work in a variety of organizational forms: in pairs, groups, in teams where there is a clear distribution of roles (for example, boss, secretary, etc.).

As for practical skills in foreign language proficiency, students should have a certain program, lexical and grammatical material, be able to work with correspondence in a foreign language and independently compile various documents in Russian and foreign languages, have an idea of conducting business negotiations in a foreign language.

Thus, the competent use of the competence approach requires significant training, the creation of a solid language base for students, which is carried out in the learning system.

In turn, the high quality of learning a foreign language contributes to competitiveness and professional mobility in the field of professional activity and communication of a future specialist. The acquisition of foreign language competence by students consists in mastering a foreign language at a level that will allow them to use it to meet professional needs, establishing business contacts and further professional self-education and self-improvement.

#### Conclusion

In conclusion, competence in teaching foreign language is a multifaceted concept that encompasses linguistic proficiency, pedagogical expertise, cultural understanding, and the ability to create a supportive learning environment. The reviewed research demonstrates that these competencies are crucial for effective language instruction and have a significant impact on student outcomes. Moving forward, it is essential for teacher training programs to emphasize the development of these competencies to ensure the delivery of high-quality language instruction.

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