

THE COMPETENCE APPROACH IN EDUCATION OF A FOREIGN LANGUAGE

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Abstract. This article is dedicated to the knowledge of a foreign language, which 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 comprehension, generalization, analysis and assessment of reliability. Foreign language competence ensures the readiness of the student to actually use the acquired knowledge in a professional environment.

Key words: foreign, language, competence, pedagogy, specialist, text, ability, progress, quality.

INTRODUCTION

The change in the socio-political situation, the development of international contacts in all spheres, the consolidation 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, as each new generation of students must rise to a higher level of foreign language proficiency. Changes in the socio-cultural context of a foreign language, new requests of students regarding the level of proficiency in it necessitate a qualitative change in training. In connection with the modernization of local education, one of the most important tasks facing educational institutions is the formation of key competencies, the issue of competence-based approach in education becomes 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 comprehension, generalization, analysis and assessment of

reliability. Foreign language competence ensures the readiness of the student to actually use the acquired knowledge in a professional environment.

MATERIALS AND METHODS

Competence began to be considered as a personal category, and competencies turned into units of the curriculum and constituted the "autonomy" of competence. Speaking about 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 particular area and depends on the competencies necessary for this. 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 their specialty. This level has an interdisciplinary character and is evaluated by the result achieved, and not only by the correctness of the use of certain grammatical constructions 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; informative 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) personal improvement. Each of the competencies includes a large complex of knowledge, skills and values.

It is these key competencies that make it possible for the formation of a student as a subject of educational activity and the upbringing of his personality. The competence-based approach to teaching a foreign language requires a creative approach to the organization and construction of the educational process, the creation of conditions for the formation and development of practical skills and skills of foreign language speech. Therefore, it is necessary to strive to create such conditions in the classroom when the assimilation of language material by students

is carried out naturally, in the process of communication between the teacher and the students among themselves 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.

RESULTS AND DISCUSSIONS

The competence-based approach strengthens the practical orientation of education, emphasizes the need to acquire experience in activities, the ability to put knowledge into 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 the individuality of students. No less important is the question of choosing forms and methods of teaching students. Learning in competence-oriented education acquires an activity 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 are built; an individual educational trajectory is built; interdisciplinary connections are actively implemented in the learning process; the most important qualities are developed: independence, creativity, initiative and responsibility.

The formation of educational and cognitive competence is the formation of skills of educational activity, the ability to analyze their 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 game technologies, discussions, 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 the speech of native speakers and see their style of behavior in a particular communication situation. Students define social roles, conduct dialogues on various topics, practice oral speech and speech cliches of a socio-cultural orientation, which allows them to show creativity of thinking.

As for practical skills of 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 draw up various documents in native and foreign languages, have an idea of conducting business negotiations in a foreign language.

CONCLUSION

Thus, for the competent use of the competence approach, considerable preparation is required, the creation of a solid language base for students, which is

carried out in the learning system. In turn, the high quality of foreign language learning contributes to competitiveness and professional mobility in the field of professional activity and communication of the 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, implement business contacts and further professional self-education and self-improvement.

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