
**SYSTEM FOR DEVELOPING AND IMPROVING THE MAIN COMPONENTS
OF THE COMPETENCY-BASED APPROACH**

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Abstract:

Development of foreign language competences of future foreign language teachers on the basis of a person-oriented approach, improvement of the system of training foreign language teachers through information educational technologies, scientifically based improvement of technologies that diagnose the level of development of foreign language skills in pedagogues from the perspective of a competent approach are of great importance.

Keywords; competence theory, competence approach, linguistic competence, competence.

In developed countries of the world, America, Germany, France, Brazil, Spain, Finland, Russia and other countries, significant scientific work has been carried out on the theory of competence and competency in language education, in particular on the development system, the main components of the competence approach have been expressed and certain scientific opinions have been expressed on about this. Therefore, the competency-based approach is a process focused on the individual, ensuring the competitiveness of a specialist, helping him to be recognized by people around him, to occupy a strong place in society by realizing his potential, in a word, provides an effective result in training. Numerous and varied interpretations of the terms “competence” and “competence” are given in scientific studies conducted in developed countries in Europe. In particular, the interview testing methodology developed by the researcher is one of the pedagogical innovations. It goes without saying that these two terms are complementary and interrelated concepts. Because a competent person who does not have competence cannot fully realize it in socially significant aspects. According to researchers, competencies are dynamic in nature, since they are not an immutable quality in a person’s personality, but are capable of developing, improving, or completely disappearing if there is no reason for their development.

If we define competence as a property (quality) in a generalized form, then competence can be considered as the possession of this property, which is manifested in professional activity. A graduate (specialist) who has graduated from a certain university or institute will have the potential to intensify his professional activities and demonstrate his competence based on certain competencies - professionally significant qualities. It should be noted that the term “competence” makes sense to use to describe a specialist in his professional activities, namely “competence” is the main feature that makes a specialist “potentially” competent. Therefore, it is not entirely correct to talk about the acquisition of competence, as in some studies. Because you can become competent only

by using competencies related to a specific profession, applying them in specific professional experience.

So, competence means the corresponding competence of a person, which consists of competence and personal attitude towards the subject of activity. In our opinion, the concept of competence relevant for our research includes and serves to express in a broad sense: a) training, “specialization”, actual mastery of methods and means of activity and means of activity related to pedagogical and linguistic competence; educational result, represented by the ability to timely to solve problems; b) the compatibility of knowledge, skills and abilities that allow you to set a specific goal and achieve it.

Scientists are well aware that the suffix “similar” in the term “competence” actually means the level of proficiency in the quality of education. That is why this term is used in our national language and pedagogical practice to define educational qualities and the level of their possession. Competence is understood as the integrated qualities of a person, based on knowledge and experience acquired during the educational process, manifested in general abilities to perform certain types of activities and his professional training.

So, the concepts of “competence” and “competence” mean knowledge, competence and ability a little broader than chala, since they include such pedagogical qualities as a person’s focus on a specific area, the ability to sense problems and tasks, the ability to show thoroughness, the ability to be flexible thinking. In our national language, both terms are used as synonymous concepts. Since these concepts are relatively new in our domestic pedagogy, we see that in the relevant literature there are different interpretations of them. But their concise, meaningful and standardized expression is given in the definitions of the State Standard of Higher Education.

From the point of view of the requirements for the level of professional training of graduates of higher educational institutions in the national education system, the concept of competence means the ability of a future specialist to adequately use a body of knowledge, skills and methods of activity in certain situations . . . Let's take a closer look at this issue: from the point of view of pedagogical activity, which corresponds to the object of our study, we can say that competence is the ability to assimilate the connection between knowledge and practice, or, in a broad sense, the ability to show and find the process necessary to solve a problem, in particular action and cognition.

In general, all definitions of professional competence imply a certain creative potential. In particular, the situation related to the object of our research, namely the creativity of the teacher, has its own subject. For example, it is based on the ability of a future English teacher to master all knowledge in the field of English and related sciences, teaching and learning methods, carefully study and interpret them in psychology and pedagogy. Therefore, we believe that the following factors are very important for pedagogical creativity; the variety of pedagogical tasks and own solutions, i.e. the variability of their solutions; level and description of your skills and the possibility of further development;



the desire to improve it, understanding the need for new solutions and psychological preparation for it, confidence in its implementation.

We would like to briefly highlight a very important issue related to the theoretical foundations of this chapter, namely the relationship and differences between the concept of “competence” and the concepts of knowledge, skill and competence. In our opinion, competence by its nature and functions does not reject knowledge, skills and abilities, but is fundamentally different from them. In particular, it differs from knowledge in that it exists not as information about an activity, but as an idea about an activity. Differs from skills in that they can be used to solve various types of problems and problems. Competence differs from skills in that it is implemented and not automated. This gives a person the opportunity to act not only in a familiar situation, but also in a new non-standard situation. If competence is considered as an ability, then we are talking about the different abilities and talents of a person. There are different approaches to the interpretation of the concept of “ability”. According to the personal approach, abilities are understood as a characteristic or a set of personality characteristics for successful activity, including emotional and volitional characteristics of the individual.

These scientists classify all competencies into internal factors (self-concept, characteristics, motives), which are more difficult to diagnose and develop, and external factors (knowledge and skills), which can be developed through training. Internal factors provide “motivation” and the desire to apply knowledge and skills. An important component, self-control, seems to be considered here, but the authors did not include it in the structure of competence. The study and analysis of scientific and methodological sources confirms that some researchers consider the essence of a specialist’s professional competence to be his preparation for professional activity. Preparation for activity can be considered as a structured component of competence, and in a broader sense - as a dynamic structural-level education of the individual, representing the unity of professional self-awareness, motivational- ability and content-procedural components. To clarify the analysis in this regard, let us turn to some sources.

When studying the scientific and methodological literature, we observed the presence of opinions and some proposals of scientific experts on another important issue related to our research - the components of competence and the criteria for their assessment. We believe that, taking into account the above and other scientific and methodological literature, the criteria for assessing the competence of a subject of activity can be divided into two groups. They are: a) structured (motivation, knowledge, skills, abilities); b) description of the process and result of functional activity.

The term "competence" was first used by Noam Chomsky in the 60s and 70s of the 20th century at the University of Massachusetts in the United States of America in the formation of theoretical information about the theory of language and transformational grammar. Linguistics was introduced by this scientist into practice through the term “linguistic competence” and defined as follows: “Competence is a set of knowledge, skills and abilities aimed at activities in the process of using language.” According to

information from some sources, in 1959-60 of the last century, the work of R. White was analyzed as “Competence - human life as a holistic concept based on personal motivation (motivation redefined the concept of competence).” In Western Europe, the term began to be used in the 1970s. The followers of Noam Chomsky began to assimilate the concepts of potential knowledge of a language and the actual knowledge of a native speaker of his language, that is, language competence, and the application of language skills in any situation, that is, language activity.

Based on these considerations, we draw the following brief conclusions:

1. The results of the study and analysis of a large amount of scientific and methodological literature gave us the opportunity to note two cases regarding the concepts of competence and competency: a) the terms “competence” and “competence” are defined as synonyms, meaning the practical application of a knowledge system; b) The concepts of “competence” and “competence” differ from each other for various reasons.
2. The difference between both concepts is revealed, first of all, in situations that serve as their content in different forms. In such cases, competence is understood as a characteristic of a person, which means possession of educational competencies, which are the basis of expert competence.
3. There are two approaches to determining the structure of competencies: genealogical (describing the content and nature of the competency) and typical aspects of the concept, that is, the types of specialist competencies in the competency structure (for example, linguistic (speech, phraseological, lexical, grammatical), as well as communicative) and pragmatic competence.
4. Competence is not a simple sum of knowledge, skills and abilities; it is a concept with a slightly different semantic range. It is real, specific to a person and depends on the actions of a person. Competence combines cognitive (knowledge), operational (modes of activity and readiness to act) and axiological (the presence of certain values) aspects.
5. The term competence is usually applied to persons of a certain socio-professional status and confirms that their understanding, knowledge and skills correspond to the real level of complexity of the tasks they perform and the problems they solve. Competence and competency are complementary and interrelated concepts.

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