
TEACHING FOREIGN LANGUAGES TO STUDENTS BASED ON THE COMPETENCY APPROACH

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Abstract

In this article, the important aspects of the competence-based approach to teaching students' foreign languages are mentioned. Current trends and perspectives of using a competency-based approach in the educational process of foreign language teaching are discussed.

Keywords: Competence approach, competence, competencies, communicative competence, communication skills.

Introduction

Innovative changes in the development of modern society make the modernization of the education system more relevant and have a significant impact on the education system. The aim of the education system is to develop and improve the educational level of students' foreign language skills, taking into account international educational standards and the priority of human dignity. The professional communication skills of students in a foreign language, as a humanitarian phenomenon, have an impact on the personal and professional self-determination of future specialists.

The concept for the development of the public education system in the Republic of Uzbekistan until 2030 has been approved, five initiatives have been implemented to implement comprehensive measures aimed at creating additional conditions for youth education, general state educational standards for secondary education and science curricula based on the competency approach to create developed, normative foundations for participation in international studies to assess the quality of education. [2] The rapidly developing socio-economic development places high demands on the quality of foreign language teaching in educational institutions. The question of the formation of basic competencies in the fulfillment of the tasks set by educational organizations in the teaching of foreign languages becomes particularly relevant due to a competency-based approach in education.

The competency-based approach to foreign language teaching is a systematic approach aimed at developing practical language skills as well as cultural, sociolinguistic and communicative competencies. This article discusses the current trends and prospects of using the competency-based approach in the educational process of teaching foreign languages.

Main Part

Psychologist and educator, academician of the Russian Academy of Pedagogy Irina Zimnyaya defines three main stages of development of a competency-based approach to education.

The first stage - 1960-1970 years

Most scientists believe that the founder of the competence approach is the American researcher N. Chomsky. [1] In 1965, N. Chomsky at the University of Massachusetts proposed the term "competence" in relation to linguistic theory. In his theory, Chomsky proposed the need to justify the "fundamental difference between the ability to know or use language" and served as the basis for competency-based education (CBE). This direction was the beginning of the competency-based education trend in the United States. [4]

The second stage - 1970-1990 years

The concepts of competence and competency are widely used in the theory and practice of native language teaching, and in the field of human resource management, researchers have begun to compile a list of competencies. For example, in his 1984 book *Competence in Modern Society*, John Raven identified 37 competencies, including independent learning, obtaining and using feedback, solving complex problems, critical thinking, and self-awareness.

The third phase - 1990-2001

The terms "competence" and "competence" have become established in the educational context. With their help, UNESCO began to formulate the desired educational outcomes. At the Bern Symposium in 1996, Valo Hutmacher introduced the concept of core competencies and identified five types:

- political and social;
- related to life in a multicultural society;
- communicative;
- related to strengthening public information;
- the ability to learn throughout life.

Since the beginning of the 21st century, the competency-based approach has found its way into almost all levels of education (with the exception of preschool educational institutions).

In this sense, the competence approach in foreign language teaching is of great importance. The term "competence" was introduced into language teaching by N. Chomsky and was later supplemented by the term "communicative competence". E. I. Passov expresses his thoughts on teaching not only the language, but also the culture of a foreign language in the broadest sense of this word. E. I. Passov defines the new term "foreign language culture" as an integral part of education. On the basis of the term foreign language culture, all educational, cognitive, developmental and pedagogical

aspects that lead students to master a foreign language are understood. The goal, on the one hand, is determined by the objective needs of the majority, represents the social order and, on the other hand, determines the entire educational system, the content and organization of the system. Strengthening the communicative side of this direction is manifested in the transformation of the goals of teaching a foreign language and the content of education. E. I. Passov and other researchers propose the following order: teaching a foreign language, teaching speaking in a foreign language, teaching speech activity in a foreign language, teaching communication.[9] The meaning of this concept is that language has its own rules, which are subject to the rules of grammar, and mastering them ensures the ability to use language in the process of communication. In other words, the ability to communicate through language, language and norms, the correct use of the system, the choice of communicative actions, the correspondence to the actual communication situation were understood.

“Competence” and “competence” (competence and competencies) in the practice of the competency approach in some publications on educational problems concepts are used. Competence is a specified requirement (state regulations, standards) for the academic preparation of students. Competence is a complex personal education that makes the implementation of educational activities more effective and completes the process of self-development and development of the student. Competency is a measure of a person's participation in an activity. Such inclusion cannot exist without a valuable attitude towards a particular activity.

When it comes to competencies, it is necessary to clarify the concept of “competence” - a set of competencies, that is, observable manifestations of successful production activity. Competence is a complex personal resource that provides the ability to effectively interact with the outside world in a specific area and depending on the skills required for this.

Most often, competence is used to describe a specialist's potential opportunities to find a job in the labor market. To do this, he must acquire “core competencies”. These are: sufficient knowledge of native and foreign languages (literacy), computer skills (information technology skills), problem-solving skills (problem-solving skills), flexible and innovative thinking (flexibility and adaptability to innovations), aptitude and ability for continuous training (lifelong learning). These basic skills listed show that language teaching meets life's requirements if communicative competence is understood in the narrower sense (communication in learning groups).

In the context of the direction of the European general education system, in December 2006 the Council of Europe and the European Parliament adopted a list of key competences that young Europeans should have. These are: “Communicative competence in mother tongue and foreign languages; mathematical competence and basic knowledge.”

Competencies in the field of science and technology; information technology (IT) skills; the ability to learn throughout life; social and civic skills; Initiative and entrepreneurial skills as well as the ability to live in a multicultural world.”[4]

The skills mentioned above describe the requirements for graduates and are important so that students can continue their studies or pursue a professional career in the future. The competency approach places certain demands on students and their knowledge of foreign languages. Students are permitted to demonstrate basic and advanced skills. The main skills for learning a foreign language include understanding basic vocabulary and grammar, having simple conversations about everyday topics, and the ability to read and understand simple texts. Advanced competencies include a deeper understanding of complex grammatical structures, an expanded vocabulary for discussing more complex topics, the ability to write essays or analytical texts, and an understanding of the tone and intonation of language for fluent communication.

This level is interdisciplinary in nature and is assessed not only on the correct use of certain grammatical structures and active vocabulary, but also on the result achieved.

In order to successfully implement a competency-based approach in foreign language teaching, various methods are used, such as communicative exercises, role plays, project activities, authentic texts and others. These methods not only help students learn the language, but also develop their intercultural competence.

How successfully the competency-based approach to education is implemented can be measured by the ability of students with knowledge of foreign languages to compete in the labor market in the future and to take a worthy place not only in their own society, but also in the international community.

The use of a competency-based approach in foreign language teaching, in turn, first requires the development of students' intellectual, creative and communicative skills. This means that students can work with texts, search for necessary information in a foreign language, highlight the main idea, summarize and analyze data, draw conclusions, conduct a conversation and listen to the interlocutor. They should be able to defend their point of view, be able to compromise with the interlocutor. In addition, they should be able to work in pairs, groups, teams with clearly defined roles (manager, secretary).

As for the practical skills of mastering a foreign language, one must master the lexical and grammatical material specified in the program, be able to independently process business correspondence in a foreign language, write various official documents in the native language and in a foreign language, official negotiations lead, they should have the imagination to go and be dialogic and polylogical initiators.[2]

Conclusion

The benefits of a competency-based approach to foreign language teaching include a deeper understanding of linguistic structures, increased student motivation, the ability to apply acquired knowledge in practice, and the development of communication skills. Learning foreign languages at a high level, in turn, increases the quality of competitiveness and professional mobility of a future specialist in the field of professional activity. Acquiring foreign language skills enables students to

professionally implement their professional needs, make business contacts and further their training and development in their further professional activities.

A competency-based approach to foreign language teaching is an effective tool for developing students' language and communication skills. The correct application of this approach requires a comprehensive approach to organizing the educational process aimed at developing linguistic competence and readiness to communicate in a foreign language. In addition, the competency-based approach involves the use of modern technologies such as computer programs, Internet resources and multimedia tools to develop students' language skills and communication skills.

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