PROBLEM OF COMPETENCE APPROACH IN TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC TERTIARY INSTITUTION

Rashidova Munavvar Xaydarovna
Senior teacher,
Department of Foreign languages
Military-technical Institute of the
National guard of the Republic of Uzbekistan,
Tashkent,
Uzbekistan

ABSTRACT

The article discusses the issues of competence as the basis of the competence approach; the problems of the competence approach in the process of teaching a foreign language to cadets in a non-linguistic educational institution. The author considers the main forms and methods of submitting educational material and believes that one of the ways to intensify the educational activities of cadets is to increase their motivation to learn a foreign language and develop cognitive activity. In this regard the use of competence-based approach in teaching a foreign language is suggested.

KEYWORDS: *competence approach, communicative competence, communication skills, educational competence, linguistic competence, language proficiency, foreign language teaching.*

INTRODUCTION

According to the state educational standards of the Republic of Uzbekistan, the process of learning foreign languages especially English language should be aimed at forming the ability to communicate in all the spheres of life including social, professional, and political which should lead to the development of language communicative competence. The formation of foreign language communicative competence is interconnected with the formation of social, professional and educational competencies. In order to form these competencies it is required to use the educational potential of all subjects studied. The term "competence" in this regard means the ability to apply knowledge and skills, successfully act on the basis of existing practical experience in solving problems of various kinds, and also determines compliance with the requirements set by criteria and standards in certain areas of activity and in solving a certain type of tasks, possession of the necessary knowledge, the ability to achieve results.

LITERATURE REVIEW

A. A. Verbitsky considers competence as a readiness and desire for productive activity with full awareness of responsibility for its results, which is implemented in the activity through self-regulation mechanisms, determining the success of this activity and manifesting itself as the competence of the student [1, pp. 67-73]. Therefore, we can say that competence is the ability to act in situations of uncertainty. Based on the above, competence should be understood as a given norm of educational training of students and should be regarded as the actual personal qualities of students formed in the course of training. At the same time, the appearance of a new result does not in any way negate traditional results, and competence is considered as an integrated result that includes all the traditional results of education. According to O. E. Lebedev the competence approach is a set of General principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results. These principles include, first of all, the development of students' ability to independently solve problems in various fields and activities based on the use of social experience, which is an element of their own experience; as well as the creation of necessary conditions for the formation of students' experience of independently solving communicative, cognitive, organizational and other tasks [2, pp. 3-12]. Subject-based learning of a foreign language is only the basis for the formation of competencies as an integrated result of students' educational activities. The communicative competence can undoubtedly be considered as the leading one, since it is the basis of all other competences: language, socio-cultural, informational, as well as readiness for self-education and self-development. At the same time, we do not consider communicative competence as a personal characteristic of the student, its formation is manifested in the process of communication.

METHODOLOGY

Since the communicative competence is focused on achieving practical results in mastering a foreign language, on the education and development of the student's personality, the issues of communicative teaching a foreign language come to the fore. Specialists who teach a foreign language agree that people who speak English are can be divided into three groups: those who have learned it as a native language; those who have learned it as a second language in a so – called "bilingual society"; and those who are forced to study it for a practical purpose-administrative, professional or educational". Cadets who receive education in a non-linguistic institute belong to the category of students who are "forced" to study a foreign language for practical purposes in connection with a new direction of education. It follows from this that the specifics of any non-linguistic institute require special forms and methods for the formation and development of students ' skills to use foreign language communicative competence to obtain the necessary information in order to expand and deepen knowledge in the context of their future professional activities, to increase the level of cultural awareness that contributes to productive intercultural communication. The main activity of cadets in the military institute is the development of a military specialty that corresponds to the profile of the educational institution. Mastering a foreign language is considered by them through the prism of their attitude to the future profession. It would be natural to assume that a certain level of professional motivation will contribute to the formation of key competencies in foreign language classes: the formation and development of language, speech and socio-cultural competence, teaching the norms of intercultural communication in a foreign language, the development of intellectual and creative abilities in the process of learning languages and cultures.

Communicative teaching of foreign languages is of an active nature, since speech communication is carried out through speech activity. Therefore, the teacher in the process of teaching a foreign language should teach students to extract from the proposed educational material the maximum information of the General cultural and General humanitarian plan, use the basic text as a starting point for subsequent information search. Therefore, work in this direction should be carried out on the terms of partnership, where the teacher is a more experienced partner, taking into account the cultural needs, interests and level of knowledge of cadets. The result of this activity will not only enrich the cultural baggage, but also maximize the horizons of cadets, increase their cultural level, which will contribute to the formation of key competencies.

To form students' communicative competence outside of the language environment, it is not enough to saturate the training session with conditionally communicative exercises that allow solving communicative tasks. It is necessary to give them the opportunity to think, to reason in a foreign language on possible ways to solve problems, to conduct analysis, comparison so that students focus their attention on the content of the statement, so that their attention is focused on the thought, the idea, and the language would act in its direct function, the function of forming and formulating thoughts. The teacher needs to be able to implement the rich educational opportunities of a foreign language which means that students must focus on the language itself, on its ability to give names to things, ideas, processes, on idiomatics, on the linguistic and cultural aspect, on etymology. To this end, it is necessary to give the work on language the character of a search, research activity, the result of which will be the ability to see the meaning and meaning of objects and events behind an impassive language sign.

An important role in this regard is played by the development of language guesswork. A sudden "insight" about a particular meaning of a word, expression, or grammatical form will motivate further linguistic search. Language guessing exercises can be just as fun as solving a crossword puzzle. Therefore, it is necessary to constantly encourage cadets to guess the language, focusing their attention on the "hints" and supports in the material itself, drawing analogies with other academic disciplines, thereby activating inter-subject communication. Based on the knowledge of law received by the cadets, it is possible to imagine studying a case (a conversation between a police officer and a driver of a vehicle, checking citizens' documents, interviewing witnesses of an accident, detaining suspects or persons who behave suspiciously, helping tourists, etc.), resolving a problem, conflict, etc. that is, situations like real ones are created, and students act in them in different social roles, portraying, as a rule, fictional characters. The act of communication is motivated by interest in the content of the depicted scenes, the desire to play a good role, and fantasy.

An equally effective method within the framework of the competence approach for the formation of communicative competence is to watch videos that not only represent the live speech of native speakers, but also immerse cadets in a situation in which they get acquainted with the style of relationships and the realities of the country of the language being studied, hear the speech of a native speaker, his intonation, emotions. In our opinion, there are no absolutely incompetent forms and methods in educational activities, so the provisions described by us can be supplemented by other methods of communicative training, in which the focus must necessarily be on the content and meaning of the utterance, when the speech context becomes particularly important, literacy and fluency of utterance by cadets develop.

One of the main components of communicative competence is linguistic competence, which is the readiness to use a foreign language as an instrument of speech-thinking activity. An equally important component of communicative competence, in our opinion, is also cognitive competence, which

determines the readiness for communicative and thinking activity. Also an important component of communicative competence is informative competence, i.e. possession of a meaningful subject of communication. Spontaneity of communication occurs when the learning situation turns into a natural one. At the same time, communication has a number of features: its content is not always predictable; transitions from one topic to another are possible; unfamiliar or forgotten words, unfamiliar or insufficiently learned grammar are required; a foreign language is used in real action [3, pp. 9-27]. The modern student is constantly in the information field of activity, so it is necessary to teach him to select reliable information from the flow of the one that we receive daily. It is also necessary to raise the level of individual culture when working with this information, to be able to understand and convince the interlocutor. Therefore, special attention should be paid to the development of speaking skills when teaching a foreign language. The focus must be on the content and meaning of the utterance, when the speech context becomes particularly important, literacy and fluency of utterance by cadets develop. When formulating an idea, the student creates a statement and interprets it based on the awareness of the content components of the text. In other words, understanding someone else's speech and creating one's own is related to the student's ability to predict the General meaning and syntactic structure of what is said, in other words, it contributes to the formation and development of foreign language communicative competence.

From the point of view of the technology used to achieve the required level of competences of the student in the learning process in learning a foreign language should be widely used active and interactive forms of teaching include computer simulations, business and role play, project method should be combined with extracurricular work. As part of the independent extracurricular activities of cadets, they can be recommended to read interesting articles on certain topics, watch programs timed to different dates, events, holidays, listen to radio programs, etc.with the subsequent presentation and discussion of the information received. When performing these tasks, the cadet develops the skill of active speech activity, while developing independent thinking, cognitive interests, and communicative foreign language skills. The traditional approach to learning aims at a result that shows what the learner has learned. The competence approach makes it clear what the student has learned in the learning process. It strengthens the practical orientation of education, emphasizes the need to acquire experience of activity, the ability to implement knowledge in practice. The competence approach includes a set of principles that define the goals of education, which are expressed in the self-determination and development of individual abilities of students. Undoubtedly, both approaches are aimed at developing certain personal qualities in students and forming value systems. The differences between them are primarily related to a different understanding of how to achieve what you want. In the traditional approach, it is assumed that all this can be achieved by acquiring new knowledge. The competence-based approach to training determines getting experience only when solving the problem independently.

CONCLUSION

Thus, the main goal of the competence approach in teaching a foreign language is to shift the focus from any kind of exercises to active mental activity of students, which requires the use of certain language tools for its registration; to develop their ability to independently solve problems of varying complexity in different types and areas of activity, based on existing knowledge. English language has a significant potential for the formation of professional, social and educational competence of a cadet of a non-linguistic tertiary institution.

REFERENCES

1. Verbitsky A. A. (2011) "Contextual training in a competence-based format. (Competence approach as a new educational paradigm)", Problems of socio-economic development of Siberia, No. 4 (6). Pp. 67-73.
2. Lebedev O. E. (2004) "Competence approach in education", School technologies, # 5. Pp. 3-12.
3. Milrud R. p. (2000) "Modern conceptual principles of communicative teaching of foreign languages", R. p. Milrud, I. R. Maksimova, Foreign languages at school, # 4. Pp. 9-27.