PRINCIPLES OF LANGUAGE COMPETENCE IN TEACHING FOREIGN LANGUAGES

Kulmatov Bakhrom

USWLU, Doctor of Philosophy (PhD) in Pedagogical Sciences.

ABSTRACT

The method of implementing the communicative approach to teaching, proposed by the Council of Europe, requires teachers of foreign languages to provide the necessary professional and communicative role-playing content and good professional training and retraining. Reflecting on the general pedagogical aspect of good educational practice requires determining the extent to which the above principles, which form the basis of good educational practice, and its results have been implemented. A professor cannot change the content of training, textbooks, state educational standards, programs and assignments, but on their basis he can creatively approach the educational process and organize it in different ways.

KEY WORDS: *education, technology, communication, competence, skills and competencies, educational content.*

With the modernization of foreign language education, observed in all countries of the world, the regulatory and methodological support of teaching a foreign language provides the basis for its organization in accordance with international standards. They describe the goals and objectives of the educational process, the necessary conditions for the organization, the content and amount of knowledge, skills and competencies required by trained personnel, modern educational technologies used in organizing training, and their scientific and theoretical foundations.

The educational process begins with the formation and development of the language competences of students, its design, more precisely, the setting of goals and learning objectives, the formation of training content and the definition of ways to achieve goals, i.e. development of teaching methods. content for students.

The formation and development of linguistic, ethnocultural and socio-psychological competencies of students was considered as a psychological, didactic and methodological problem. While psychologists study the individual mental characteristics of a person, Methodists view this issue as a general and fundamental law of education.

Methodologists study the ways, methods, conditions for the formation and development of students' competencies in a foreign language in the system of lifelong education.

Methodological scholars emphasize the important role of observation, comparison, analysis and synthesis performed by teachers in the development of language competencies. Analyzing research in this area, the opinions of the researchers were divided into 2 groups as follows:

In the first group for the development of thinking skills in the formation of linguistic competencies of students.

The formation of language competencies in the second group is the formation and development of students' thinking abilities and a positive attitude towards science.

P.P. Esipov points out that there are two signs in the educational process that indicate the level of students or skill:

1. Constant increase in the mental activity of students during the lesson.

2. Ability to analyze knowledge, develop skills and competencies [1].

N.V. Elashkina's research analyzes that "Competence is the pursuit of this knowledge and the use of methods of action to achieve the set goal" [2].

His views on the essence of the formation of competencies in mastering foreign languages can be divided into three groups:

In the first group (I. T. Ogorodnikov, I. I. Rodak, G. M. Murtazin, etc.) The formation of competencies in mastering a foreign language is interpreted as the formation of students' willpower and emotional attitude to the educational material.

In the second group (G.A. Ganilin, A.I. Gorbunov, B.P. Esipov, M.I. Makhmutov, M.N. Skatkin, T.I. Shamova, G.I. etc.) The purpose of acquiring linguistic competencies is to develop cognitive activity. They explain that thinking is a key tool in the formation and development of language competencies.

In the third group (E.P. Burunov, L.P. Aristova), it is believed that it is necessary to create favorable conditions for the formation and development of language competencies.

The formation of students' language competencies in the learning process is associated with the product of mental activity - thinking. Thinking, on the other hand, requires certain conditions that demonstrate elements of the student's language proficiency only when optimal conditions for thinking are created.

In the methodology of teaching languages, especially recently, scientific research is being carried out to successfully solve the problem of acquiring linguistic competencies by students [3]. A complex of didactic principles has been created, the teaching methodology and practice of which are based on the experience of teaching methodologists-teachers and have been successfully tested in different countries. Despite the differences in names and essence, the following didactic principles, which hold a firm place in modern education, are acceptable to most teachers and methodologists: teacher education, awareness, activism, exhibition, systematic (consistent), individual approach, compatibility within strength. Tuberculosis.

In the scientific works of V.P. Skvortsova, N.A. Lashkarova, T.I. Tambovkina, T.S. Beauty shows convenient ways to implement the above principles. If it is recommended to organize interdisciplinary ties in foreign language lessons in order to form students' language competencies, T.I. Tambovkina is recommended to use creative tasks, and E.P. Skvortsova - to create problem situations.

"In the traditional system of teaching a foreign language in the process of learning a language, the teacher is the main teacher for the student. The student's educational opportunities are limited only at the teacher's level, and the student refuses to study on his own and becomes completely dependent on the teacher, "say the innovators.

But this is a very subjective situation, and for some reason the most inexperienced or uneducated teachers forget that this can only be observed in practice.

Innovative learning promises the following. "In the process of learning a language, the student is encouraged to learn independently through interactive methods and independent thinking is required. In this case, the student sees the teacher not as an educator and evaluator, but as a facilitator (derived from the English word "assist", which positively influences the course of the process and creates appropriate conditions for it).

Innovators could imagine what would happen if the teacher was active and the student was passive, and now the teacher was a passive facilitator and the ignorant, lazy student was active.

In addition to language learning, students listen to lectures on language teaching methods and participate in workshops during the allotted hours.

According to the innovators, in addition to learning the language, students acquire the necessary knowledge and skills for a future foreign language teacher through a special practical program, consisting of 12 modules, which is taught over three academic years on the subject of language teaching methodology.

The development of the stages of mastering some Western European languages made it possible to develop short-term (two-year) projects related to various aspects of organizing foreign language teaching. They are intended, among other things, to develop new differentiated curricula and further improve the communicative approach, for theoretical justification and practical application of individualized forms of learning foreign languages. The project also includes self-study, vocational education, language acquisition by immigrants, testing of communication competencies, language proficiency assessment and self-assessment, an assessment of the vocational training system and retraining of foreign language teachers.

In international projects developed by the Council of Europe, much attention is paid to the methodology and conditions for the use of modern technologies (telecommunications, satellite television, interactive video, computers, the Internet, as well as traditional audiovisual means).

The specificity of the communicative teaching methodology is widely covered in the recommendations of the program developers and project managers of the Council of Europe. These recommendations are summarized and systematized by Joe Chives, Lead Expert for the current language section of the Council of Europe, and titled "Communication in the Modern Language Classroom" [4].

At the beginning of the recommendations, the difference between the communicative approach and traditional standard education is described as a primary situation related to the goals and objectives of education in the implementation of the communicative approach. Particular attention is paid to creating a communicative environment for organizing lessons in the English language class, group, pair and individual work, as well as methods

EPRA International Journal of Research and Development (IJRD)

of forming groups and pairs, forms and methods of managing educational activities during the lesson.

A separate block of recommendations is designed to develop students' listening skills and contains a detailed analysis of the key factors that determine cognitive and comprehension processes. This includes the processes of perception and understanding, knowledge of the environment, the context in which language and speech materials are presented and applied.

Educational and methodological support of the processes of understanding and perception of material in a foreign language is carried out in three forms of organizing the receptive activity of students:

1. Listening comprehension of a text in a foreign language, educational activities that require reading before reading the text;

2. learning activities in the process of listening comprehension or reading a text;

3. Listening comprehension and learning after reading.

It is worth noting that in the pre-text phase of the teacher's interest in activating the background knowledge of students, students create their own texts after experiments focused on creative work on the application of the "Brainstorming" method.

At all stages of working with methodological techniques and speech samples for the formation, development and improvement of listening skills in a foreign language, it is considered appropriate to give exercises in the following sequence:

1. actions before listening;

2. Actions while listening;

3. Post your listening exercises.

During the preliminary text phase, students are provided with basic information about the type of text chosen for listening comprehension and the order in which the material is presented (information, message, image, interview, etc.). Then some information to create the background that students need to understand the text, advice on how to understand the text, the nature of the difficulties they may face; A short oral description of the text may be provided in the form of a resume, photograph or photographs that reveal the content of the text.

In general, the formation and development of listening skills in a foreign language According to the Council of Europe program, the formation and development of listening skills in language learners of communicative understanding of speech (listening comprehension) in communicative situations is relevant.

In situations where the content of the texts is difficult for the listener, the communicative approach requires the use of the method, study assignments and exercises listed above.

The next block of recommendations is for the formation and development of reading skills, where the main task is to help students understand unfamiliar authentic texts with the required speed and to the extent appropriate to the type of activity, without outside help.

REFERENCES

1. Ахмедова Л. «Общеевропейские компетенции владения иностранным языком: изучение, обучение, оценка» в образовательном процессе республики Узбекистан. - www.journal.fledu.uz, 2014. - № 1.

2. Демин В.П. Профессиональная компетентность специалиста: понятие и виды // Стандарты и мониторинг в образовании. – Москва, 2000. –№ 4. – С.34-42. Зимняя И А Ключевые компетенции – новая парадигма современного образования // Интернет-журнал "Эйдос". - 2006. - URL: http://www.eidos.ru/journal/2006/0505.htm (дата обращения 15.03.2018). 6.

3. Зимняя И А Ключевые компетенции – новая парадигма современного образования // Интернет-журнал "Эйдос". - 2006. - URL: http://www.eidos.ru/journal/2006/0505.htm (дата обращения 15.03.2018). 6.

4. Егорова С.П. Совершенствование лексических навыков говорения студентов языкового вуза: на материале английского языка.: Дис. ... канд. пед. наук. – Махачкала, 2006. – 172 с.

5. Елашкина Н.В. Формирование учебной компетенции в условиях дистанционного обучения студентов иноязычному общению: начальный этап языкового вуза.: Дис. ... канд. пед. наук. – Иркутск, 2006. – 199 с.

6. Лыков М.Н. Современные требования к структуре и содержанию вузовского учебника по дисциплинам гуманитарного цикла и педагогические условия их реализации: Автореф. дис. ... канд. пед. наук. – Казань: 2008.; Махкамова Г.Т. Концепция формирования межкультурной компетенции студентов факультетов английского языка. – Т. Фан, 2010. – 208 с.

7. Karmen Pižorn University of Ljubljana. The Development of a CEFR-based scale for assessing young foreign language learners'writing skills. UDK [811.111'243:373.3].:37.091.279.7 DOI: 10.4312 / linguistica. 54.1. Luisiana. – 2016, pp. 241-259 .

8. Лапидус Б.А. К вопросу о сущности процесса обучения иноязычной устной речи и типологии упражнений // Методическая мозаика. – М., 2006. – № 4. – С.2-5.

9. Рашидова Ф.М. Совершенствование концептуально-методических основ внедрения CEFR с систему непрерыного образования Узбекистана (на примере английского языка). Дисс. ... док.пед.наук. – Т.: 2017. – С.309.

10. *Саидова Ф.Б. Совершенствование системы управления качеством образования в высших образовательных учреждениях: опыт стран Европы и Республики Узбекистан // Замонавий таълим. – Тошкент, 2016. – № 12. – Б. 11-17.*