



COMPETENCE APPROACH IN TEACHING ENGLISH

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ABSTRACT

This article discusses the issue of a competent approach in teaching English. The article provides information on the concept of competence and is based on its importance. This approach is illustrated by concrete examples and situations.

KEY WORD: language, English, language features, competence, method, style of play

DISCUSSION

Educational technology is a system of joint activities of students and teachers in the design (planning), organization, orientation and adjustment of the educational process in order to achieve a specific result while ensuring comfortable conditions for the participants. The competence-based approach is defined through the interpretation of the concepts of "competence" and "competence".

Competence is defined as:

1) The ability to do something well or effectively;

2) Compliance with the requirements for applying for a job;

3) Ability to perform special labor functions.

Competence means thorough knowledge in a particular area. The subject "English" has great potential for the formation of key competencies. According to A.V. Khutorsky's classification, there are 3 main types of competencies:

1) Key competencies: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor, competence of personal improvement;

2) General subject competences;

3) Subject competences.

The main means of forming key competencies in the study of a foreign language are various technologies, forms and methods. There are no completely incompetent forms and methods of educational work. But some forms by themselves do not work to develop key competencies:

- 1) Teacher's monologue;
- 2) Frontal individual survey;
- 3) Informative conversations;
- 4) Independent work with the textbook on the instructions of the teacher;
- 5) Film demonstration;
- 6) Traditional test.

Competence methods are those that have not only educational, but also life justification. It problematization of content in the context of today's and tomorrow's life of students, organization of extracurricular activities, use of competence-based methods and forms of training:

- a) Method of projects;
- b) Development of critical thinking;
- c) The method of debate;
- d) Game technology (language, role-playing games, dramatization);
- e) Case study;
- f) Problematic discussions;
- g) Pair and group work;
- h) Language portfolio;
- i) Use of audio-visual tools, multimedia technologies, Internet resources.

Competence methods and forms of training. Discussions, conversations, role-playing games of a problematic orientation, project activities are those activities that encourage students to think independently in oral or written form. Let us dwell in more detail on some competence-based methods and forms of training: Real, life, natural situations. Students should be able to solve real communication



problems:

1) Thank you for the lesson - "Thank you for the lesson".

2) Offer help - "Can I help you?"

3) Clarify homework - "What was your home task?"

4) To complain about the sneak, the offender - "He's been telling on me! He is a sneak".

Real communication begins with Classroom English.

Real communication is possible when creating a language environment, constant monitoring and situations of success:

1) Creation of a language environment
Classroom English and Warming Up create many opportunities and situations for real communication. It is not enough to use phrases yourself, you need to ensure that students respond adequately to them.

2) Constant monitoring - Police - reception of mutual monitoring (the student keeps track of who spoke English and Russian more; Competition - reception in competition mode;

3) The situation of success - the principle "You can express it in English, even if you do not remember vocabulary and grammar." - one of the fundamental principles of the situation of success, as well as words of approval..

Dialogues - always a special attention and always a creative approach. Playing out dialogues and reading texts in English is different. Reading texts, you just memorize new words that, perhaps, will not be useful to you for everyday use. In dialogues, English speech is lively, most common, most often used. By acting out dialogues, you are talking to the interlocutor. In addition, complex phrases are usually not used in colloquial speech, so it will be easier for you to master new vocabulary by using it in dialogues. In addition, in the dialogues, you can include useful information on how, for example, ordering a plane or theater ticket by phone, how to make a purchase in a store, etc.

Variants of using the competence-based approach at the middle stage

1) Song and drawing lessons. Group work

1) Organized pair work - the basis for group work.

2) Situations should be interesting.

3) A clear task corresponding to the level of training.

4) Cards - helpers.

5) It is important not to interrupt students, to correct only mistakes that interfere with communication.

6) Conduct in a foreign language.

Collaboration gives a good stimulus for cognitive activity, for communicative work. Collaborative learning can help build skills, prepare

for complex activities with information - the project method. The design technique was introduced into the country in the 30s. The project method is a complex teaching method that allows you to individualize the educational process, enables the student to show independence in planning, organizing and controlling their activities. The project method allows students to show independence in the choice of topic, sources of information, the way it is presented and presented. The project methodology allows for individual work on a topic that is of the greatest interest to each project participant, which undoubtedly entails an increased motivated student activity. He himself chooses the object of research, decides for himself: whether to limit himself to a textbook on English (just by completing another exercise), or to read other textbooks provided by the school curriculum. However, children often turn to additional sources of information (special literature, encyclopedias), analyze, compare, leaving the most important and entertaining. The initial stage of work on the project - the introduction and discussion of the topic is offered in a regular lesson, in parallel basic vocabulary, grammar are given, children master simple sentences.

Practical work on the project begins at the stage of "Consolidating the material" and "Repetition" and becomes a harmonious part of a single learning process. One of the main features of project activities, in our opinion, is the orientation towards achieving a specific practical goal - a visual presentation of the result, be it a drawing, application or composition.

In teaching English, the project method provides students with the opportunity to use the language in situations of real everyday life, which undoubtedly contributes to better assimilation and consolidation of knowledge of a foreign language.

Project types: 1) monoproject, 2) a collective project, 3) oral and speech, 4) written, 5) Internet project. When working on a project, you need to take into account the information range, research, language aspect. Thus, the use of the competence-based approach makes it possible for the comprehensive harmonious development of the child's personality, the development of mutual responsibility, to improve the quality of learning based on the development of educational standards, the development of research skills in the learning process, and the preparation of an educational base for further education.

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