

METHODS OF TEACHING COMPETENCE IN STUDYING A FOREIGN LANGUAGE

Tairova Sevara Farkhodovna

Student of Samarkand State Institute of Foreign Languages

Samarqand, Uzbekistan

tairovasevara@icloud.com

Abstract

The article analyzes methods aimed at forming various competencies in students when learning a foreign language. In education based on a competency-based approach, active learning methods, interactive methods, project-based learning, and simulation methods in real situations are considered, aimed at developing students' ability to apply knowledge, skills, and abilities in practice. The article provides practical recommendations for teachers on the advantages, disadvantages, and application of each method.

Keywords: foreign language, teaching methods, competence, competency-based approach, active learning, interactive methods, project-based learning, simulation, practical skills, methodological recommendations.

INTRODUCTION

In the context of today's globalization, knowledge of foreign languages is important for every person and opens up opportunities for international communication, professional activity, and self-development. Therefore, the main goal of foreign language education is not only to teach grammatical rules, but also to form practical skills in students, that is, the ability to use the language in various situations. Traditional teaching methods are often aimed at providing theoretical knowledge and do not pay sufficient attention to the development of students' practical skills. Therefore, foreign language teachers strive to use modern teaching methods aimed at the formation of competencies in students. The competency-based approach implies the development of students' ability to apply their knowledge, skills, and abilities in practice. In this case, students not only acquire theoretical knowledge, but also learn to apply it in real-life situations. Methods such as active learning methods, interactive methods, project-based learning, and simulation contribute to increasing student activity, developing independent thinking, and forming practical skills.

I. Methods of developing foreign languages in students

The competency-based approach to teaching a foreign language is a student-centered approach, aimed at developing students' communicative abilities and general language competence in life situations. This approach moves away from traditional methods that prioritize grammatical rules and vocabulary memorization.

The competency-based approach is based on the concept of communicative competence, which means the ability to use language effectively and adequately in various situations. This includes grammar and vocabulary knowledge, as well as speaking, listening, reading, and writing skills. This approach emphasizes the importance of combining these skills to develop holistic language understanding. One of the main aspects of the competency-based approach is the use of authentic materials and assignments. Real materials can be texts, videos, or audio recordings that reflect the use of language in real life. By introducing students to the original materials, they become acquainted with the language, since native speakers use it. This helps students understand natural language patterns, idiomatic expressions, and cultural nuances [1, 85].

In addition, the competency-based approach emphasizes the importance of task-based learning. The tasks are designed to simulate real-life situations in which students need to use target language to achieve a specific goal. For example, students can participate in role-playing games, discussions, or problem-solving. These sessions provide students with the opportunity to practice their language skills meaningfully and attentively.

Another important component of the competency-based approach is the integration of language skills. Instead of teaching skills separately, this approach promotes the interaction of speaking, listening, reading, and writing. Students are encouraged to use their language skills holistically, reflecting how the language is used in real life. For example, students can read the text, discuss it with their peers, and then write an answer or conclusion.

Assessment in the competency-based approach differs even from traditional approaches. Assessment is based on work tasks that require students to demonstrate their communication skills in life situations, rather than focusing solely on grammatical and vocabulary tests. This may include oral presentations, group discussions, or written essays. Evaluation criteria often include not only the correctness of language use, but also fluency, consistency, and sociolinguistic adequacy. The competency-based approach also recognizes the importance of students' autonomy and self-reflection. Students should actively participate in the process of language learning, set goals, and monitor their success. Students are also encouraged to reflect

on their language learning experiences, identify areas for improvement, and develop coping strategies [2, 52].

Teachers with a competency-based approach act as facilitators and trainers, providing students with the necessary support and resources to develop their language competence. They create a student-centered environment in which students feel comfortable taking risks and actively participating in language activities. The competency-based approach to teaching foreign languages prioritizes the development of students' communicative abilities and general language competence. This approach is aimed at preparing students for the effective use of language in real life by focusing on real-life materials, task-based learning, integrated practice, and student independence.

II. Individual and group institutions for teaching foreign languages

There are various methods and strategies that contribute to the development of different types of competencies. Competencies are a set of knowledge, skills, abilities, and attitudes that allow people to effectively perform tasks in a certain area. Here are some of the main methods and strategies for developing competencies:

1. Formal education. Formal education provides a structured learning environment in which individuals can acquire knowledge and skills related to certain competencies. This includes participation in schools, colleges, universities, or vocational training programs that offer curriculum-based education in various subjects.

2. Learning through experience. Learning through implementation is a powerful way to develop competencies. Through practical experience and life situations, people can acquire practical skills and the ability to solve problems. This can be achieved through internships, apprenticeships, on-the-job training, and project-based assignments.

3. Coaching and mentoring. Having an experienced coach or coach can make a great contribution to the development of competencies. Mentors provide people with guidance, assistance, and opportunities to learn from their experiences. They offer valuable information, feedback, and personal advice that will help people improve their skills more effectively.

4. Continuous training. Competencies are not static; they require constant study and improvement. Participation in lifelong learning activities, such as attending seminars, workshops, webinars, and conferences, helps people stay informed about the latest knowledge and trends in their field. Reading books, scientific articles, and online resources is also crucial for developing competencies.

5. Self-assessment and reflection. Constantly evaluating your competencies and reflecting on strengths and areas for improvement is a powerful growth strategy. Self-assessment tools, performance evaluation, and reflective practices help people identify gaps in their competencies and develop action plans to address them.

6. Collaborative learning. Learning from others through collaboration and teamwork can significantly contribute to the development of competence. Participation in group projects, discussions, and problem-solving allows people to exchange ideas, perspectives, and knowledge. It contributes to the development of critical thinking, communication skills, and flexibility, which are important competencies in today's interconnected world.

7. Simulation and virtual training. Simulation-based learning and virtual learning environments provide a safe and manageable environment for practice and professional development. These methods allow people to experience real scenarios, make decisions, and receive immediate feedback without real consequences. They are especially effective in such areas as healthcare, aviation, and military training.

8. Learning using technology. The use of technologies can improve the development of skills. Online courses, e-learning platforms, educational applications, and virtual reality tools offer flexible and convenient learning opportunities. They provide interactive and engaging content that allows people to acquire and apply authority at their own pace.

9. Industry and professional development. Creating a strong professional network contributes to the development of competencies. Participating in industry conferences, joining professional associations, and participating in online forums allows people to connect with experts, share knowledge, and gain insights into new practices and trends.

10. Continuous feedback and evaluation. Regular feedback and evaluation are crucial for competency development. Continuous evaluation, performance evaluation, and constructive feedback from managers, peers, and mentors help employees understand their achievements, identify areas that need improvement, and make necessary adjustments to improve their qualifications [3, 68].

The combination of formal education, experiential learning, mentoring, lifelong learning, self-assessment, collaboration, simulation, technology, networking, and feedback contributes to the development of various competencies. By combining these methods and strategies, people can continuously develop and improve their skills throughout their personal and professional lives. Tasks and active forms of teaching play a decisive role in the development of competence. Competence is understood as the knowledge, skills, and abilities

that people possess and apply in various fields. It is achieved not by passively receiving information, but through active participation and practice. Assignments and active learning allow people to apply their knowledge and skills in real-life situations, helping them to understand and master the topic more deeply.

One of the main advantages of challenges and active learning is that they stimulate high-level cognitive processes. When students actively participate in completing tasks, they are required to analyze, synthesize, and evaluate data, which leads to a deeper understanding of the topic. For example, conducting experiments and practical exercises in natural science classes allows students to apply scientific concepts, make observations, and draw conclusions. This active participation develops their critical thinking and problem-solving skills, which allows them to develop competence in this area. In addition, assignments and active learning contribute to a student-centered approach. Students, instead of passively receiving information, become active participants in their own educational process. They master their education and develop a sense of responsibility and independence. This student-centered approach allows individuals to set goals, observe their progress, and reflect on their learning, which ultimately contributes to the development of competence. For example, participating in communicative activities such as role-playing games or debates in language classes allows students to actively use language and improve their speaking and listening skills [4, 38].

Additionally, assignments and active learning increase motivation and activity. When students actively participate in learning, their interest and interest in the subject increases. This motivation stems from the internal satisfaction arising from the successful completion of tasks and active participation in the learning process. As a result, students can be persistent in their efforts, engage in deeper learning, and improve their skills in the field. For example, solving life problems in a mathematics lesson or participating in collaborative problem-solving activities can increase students' motivation to learn and apply mathematical concepts.

Assignments and active learning also contribute to the development of the skills to be conducted. Conductive skills are abilities that can be applied in various contexts and fields. By completing tasks that require the application of knowledge and skills in various situations, students develop these transferable skills, which contribute to their overall competence. For example, working on group projects not only improves collaboration and interpersonal relationships, but also develops skills such as communication, leadership, and time management, which are valuable in many areas of life. In addition, assignments and active learning contribute to a more realistic and practical learning experience. Traditional passive

teaching methods often focus on theoretical knowledge and anecdotal facts, which does not fully prepare students for real situations. However, assignments and active learning allow students to apply their knowledge and skills in real-world situations [5, 74]. Such experimental learning allows people to understand the practical consequences of what they learn and develop competence in the context of real-life problems. For example, participation in applied research or simulation in a business course helps students understand the complexity of decision-making and problem-solving in a business environment.

CONCLUSION

In conclusion, tasks and active forms of learning are very important for the development of competence. By stimulating high-level cognitive processes, encouraging a learner-centered approach, increasing motivation and engagement, promoting the development of transferable skills, and ensuring genuine learning experience, challenges, and active learning, it allows individuals to gain deeper understanding and mastery of the subject matter. Through this active participation, students acquire the knowledge, skills, and abilities necessary for qualification in various fields.

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