
**COMPETENCE APPROACH IN THE SYSTEM OF LINGUISTIC AND
COMMUNICATIVE TRAINING**

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Annotation

The article considers the issues of implementing a competence-based approach to linguistic and communicative training of university students in the system of higher professional foreign language education, defines the essential characteristics of the competence-based approach in education in general and its possibilities in teaching foreign languages.

Keywords: professional foreign language education, linguistic and communicative training, competence, competence, competence approach.

The introduction of a new generation of federal state educational standards causes changes in the content of education and leads to a rethinking of the quality of education.

The competence paradigm in the field of higher professional foreign language education also requires a reassessment of its result from the concepts of "training", "education", "education" to the concepts of "competence", "competence". The introduction of a competence-based approach to the educational process in general and to the training of future specialists in the field of foreign languages and cultures in particular is recognized in the modern scientific world.

For the effective implementation of the LCT of university students as the theoretical and methodological foundations of the problem under study, we have proposed systematic, activity-based, linguoculturological and competence-based approaches. Within the framework of this article, we will consider in more detail the possibilities of a competence-based approach in a multi-level system of higher professional education. The competence-based approach was chosen by us as a theoretical and methodological strategy for the implementation of the LCT of university students, understood by us as the orientation of research to present a set of generalized scientific statements on the problem, taking into account the characteristics of various areas of research of the problem and the organization of theoretical and practical activities of the researcher.

The competence-based approach does not reveal contradictions with the systemic and personal-activity approaches adopted in Uzbek science, but is their continuation at a new level of integration into the European educational space.

In the pedagogical research of the specified period, the following main groups of competence are distinguished:

- competence in the field of independent cognitive activity, based on the assimilation of ways of acquiring knowledge from various sources of information, including extracurricular;
- competence in the field of civil and public activity (performing the roles of a citizen, voter, consumer);
- competence in the field of social and labor activity (including the ability to analyze the situation on the labor market, evaluate their own professional capabilities, navigate the norms and ethics of relationships, self-organization skills);

- competence in the household sphere (including aspects of one's own health, family life, etc.);
- competence in the field of cultural and leisure activities (including the choice of ways to use free time, culturally and spiritually enriching the individual);

It is established that the transition to a competency-based learning format is based on several basic principles, among which the principles of prognosticality, manufacturability, and interdisciplinarity are distinguished.

The principle of prognosticality is used in the development of a predictive model that meets the requirements of stakeholders and specifies the expected results at each stage of the educational process in accordance with specific performance criteria. The actual level of achievement of the trainees is compared with the forecast model, the necessary corrective actions are taken during the implementation of the educational program or changes are made to its project.

Based on the principle of manufacturability, decomposition is carried out into separate interrelated and subordinate components of the educational process: stages, stages, phases, operations and their reflection in an adequate system of criteria, which systematically leads to the achievement of the planned result. The principle of interdisciplinarity provides, first of all, purposeful strengthening of interdisciplinary ties while preserving the theoretical and practical integrity of academic disciplines. At the same time, the integration of the process of studying the material between different disciplines is of great importance. The proposed disciplinary knowledge should be refracted through the prism of practical expediency, which is achieved through the synthesis of skills and abilities obtained in the study of various disciplines.

The study is also of interest, which includes the following provisions among the principles of the competence approach:

1. The meaning of education is to develop the trainees' ability to solve problems independently in various fields and activities based on the use of the trainees' social experience.
2. The content of education is a didactically adapted social experience of solving cognitive, ideological, moral, political and other problems.
3. The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independently solving cognitive, communicative, organizational, moral and other problems that make up the content of education.
4. The assessment of educational results is based on the analysis of the levels of education achieved by students at a certain stage of training.

The need to implement a competence-based approach to the LCT system of university students is due to the following factors:

- the transition from an industrial to a post-industrial society, an increase in the dynamism of the processes, a multiple increase in the information flow;
- the change of the educational paradigm as a set of beliefs, values, technical means, etc., characteristic of the members of this community;
- normative legal acts;
- shifting the emphasis from the principle of adaptability to the principle of competence of graduates of educational institutions that influence the change in approach;
- mastering the competence approach as a manifestation of a new student-centered orientation of the educational process.

The competence approach is based on the concepts of "competence" and "competence". In a competency-based way, not only educational standards are formed, but also curricula, teaching

methods and evaluation of educational achievements. In general, competence is the possession of the relevant competence, i.e. a set of interrelated personality qualities (knowledge, skills, skills, relationships) established in relation to a certain range of subjects and processes for productive action with them.

Competencies are often considered as a person's conscious ability (opportunity) to realize knowledge and skills for effective activity in a specific situation, that is, competence is a fusion of traditional knowledge, skills and abilities with the personal characteristics of the learner, with his self-awareness, reflection in the course of cognitive activity.

The ontological essence of competence consists in the interaction between the needs of a person and his ability to transform a meaningful world for himself, which is the goal and means of development. Such a state is possible when it is the result not of learned ideas, but of an adequate reflection of the objective significance of the world and one's own competence, i.e. competence acts as a meaningful dominant of the subjective world of the individual.

The formation of competence as an educational result is characterized by the following features:

- awareness (degree of comprehension);
- stability (degree of constancy);
- effectiveness (completeness of activity);
- completeness (representation of all components);
- consistency (the relationship between components);
- effectiveness (arbitrariness of purposeful activity);
- emotivity (dynamics of emotions).

Based on the statement, the relationship of competence with other educational outcomes can be presented as follows:

- literacy - mastering the minimum initial knowledge, skills and abilities necessary for subsequent broader education;
- education - complemented by the experience of creative application of the acquired knowledge and skills, as well as an emotional and value attitude to reality;
- competence - meaningful possession of theoretical knowledge, skills, decision-making methods, moral norms, values, traditions necessary for the practical implementation of specific activities and the most complete self-realization of a person;
- culture is not only the development of material and spiritual values that were inherited by previous generations, but their multiplication and reproduction;
- mentality - the foundations of a worldview that give a person the property of a unique individuality, uniqueness in combination with the ability for comprehensive self-realization.

In accordance with the traditional subject structure of the content of education, we can distinguish three levels of competencies:

- key, general cultural - go beyond the scope of education proper, have meta-subject content and socio-cultural significance;
- general education (at the higher school level - professional) - apply to all academic subjects and educational areas;
- subject - specific, special, formed within the framework of individual academic subjects.

The theoretically grounded and practically used levels of competencies, reflecting the dynamics of their formation, are based on the elements of the activity being formed (communicative, cognitive, etc.). Regardless of the number and degree of detail of the levels, their relationship, in general terms,

is carried out as follows: reproductive operations without taking into account subjective experience (on a subject material neutral to the student) -productive actions (methods of working with information dependent on the task being solved and the position of the student) – activities to solve the situation related to motives the student and his value orientations.

The integration of the higher education system into the global educational space sets the task of building up such qualities in it as transparency for the international educational market, comparability and compatibility with other educational systems. The increasing convergence in accordance with the objectives of the Bologna Process and the continuing diversity of the content of professional foreign language training based on a competence-based approach ensures that higher education retains national responsibility and is determined by national conditions, restrictions and priorities.

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