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## THE ROLE OF COMPETENCY ELEMENTS IN TEACHING ENGLISH SOUNDS AND THEIR PRONUNCIATION

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### ABSTRACT

This article provides an overview of competence and its role in language learning. Competence is a sign of activity that leads to the expected result. It is a product of knowledge and the ability of an expert to apply it in practice. Competence differs from knowledge in that a task cannot be defined or evaluated without practical performance. Competence is an important criterion of competence, which is manifested in repeated application in different situations, as well as in problematic situations.

### KEYWORDS

Competence, variability and differentiated character, independent education, integration of knowledge, intercultural and general professional competence.

### INTRODUCTION

Communicative-normative phonetics, the basics of using modern information and computer technologies to increase the effectiveness of language learning, the

Smart-learning environment for language learning, the creation and processing of electronic documents, as well as theoretical and practical skills for explaining the

nature of the capabilities of information technologies and their practical implementation is focused on studying its aspects. It is to teach foreign language to students with modern pedagogical technologies and ensure that they can use it freely in their future professions and everyday life. Therefore, the role of independent education in teaching science is incomparable [1-4].

The system of independent learning of students plays an important role in learning the English language of communicative-normative phonetics. As a result of the rapid development of science and technology, the flow of information has increased dramatically, and due to the limited time for delivering this information to students, attention is increasingly being paid to the organization of independent learning [1,3].

The organization of self-study from the point of view of competence has a number of specific features. We will try to clarify their content. Orientation to take into account the individual characteristics of students is reflected in the variety and differentiated nature of the information and practical tasks provided to students for independent completion. This means that each requirement allows you to choose texts and assignments in communicative-normative phonetics at the level that matches your capabilities and abilities.

In the process of students' self-study, integration of knowledge, integration of general cultural and general professional competences occurs. Students begin to get a more complete idea of the science of communicative-normative phonetics, and gain experience in practical and research activities. In the course of self-study, self-improvement and the development of the student's personality will

determine the direction of professional independent education.

In the process of working on the four stages of communicative-normative phonetics (conversation, speaking, reading and listening), the student forms various methodological skills for the development of educational modules, fragments of curriculum, differentiated individual educational routes necessary for students in learning science, innovative technologies of teaching science. The ability to design individual independent learning tasks for students is realized due to the formation of a complete database of information about each student. It reflects personal, professional, educational achievements in the process of independent learning and thereby allows monitoring the personal professional development of students. In this regard, the analysis of the content of the self-study given to the student will be the basis for the exact selection of the set of independent work tasks at the next stage. As a result, it serves to develop the student's professional competence.

Another feature of independent learning is that it is reflected in changes in the evaluation system. In this case, grades are assigned to completed independent educational tasks of a particular form during the educational process of a certain interval. This leads to individualization of assessment for each independent learning task. As a result, the resulting average is evaluated.

Another important feature of independent education is its achievement orientation. Because the main goal of independent education in communicative-normative phonetics is the development of the student's professional skills and the quality of

knowledge. This means creating ample opportunities for every student to show their abilities and talents.

Thus, in the context of the implementation of competence, the characteristic of students' independent learning tasks is that they are directed to a specific student; It is manifested in the need for the existence of a database that allows to ensure the individual orientation of the independent education of students, the existence of an informational educational environment that provides the opportunity to use new educational and methodological support, and in the provision of individual professional development.

The fact that students have difficulty analyzing the studied material is that their informational competence is not sufficiently developed. It is difficult to analyze and process large amounts of information, students have problems with searching, selecting and sorting information on social networks and the Internet. Because students have difficulty in making basic decisions, that is, insufficiently formed social competence is shown. Lack of communicative (communication) competence due to the lack of skills of establishing equal collegial relations between the student and the teacher, that is, problems related to students not knowing their rights and obligations.

They have difficulty in active participation in communicative-normative phonetics classes, for example, in discussions of translation of words in English, in discussions due to the lack of vocabulary in individual work. This, in turn, becomes a serious problem in speaking English fluently. Later, many students face difficulties related to conducting practical and seminar activities during pedagogical practice.

In conclusion, it is critical to focus on the development of all components of competence in the training of English language instructors in the teaching of communicative-normative phonetics from the moment students are admitted.

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