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COMPETENCE APPROACH IN THE PRACTICE OF TEACHING A FOREIGN LANGUAGE: WORLD EXPERIENCE, ANALYSIS OF OPINIONS ON THE TERM COMPETENCE

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ABSTRACT

In this article, the “Competent Approach” has a broader meaning than the well-mastered concepts of skills and competencies, the person's orientation (motivation, value orientation), the ability to overcome his stereotypes, sense of the problem, observation, thinking; opportunities to develop the professional and specialized competencies of future professionals through the use of modern technologies in the educational process, as well as the views, definitions and classifications of scientists and researchers in world educational practice.

KEYWORDS

Competence, knowledge, skill, approach, learning, process, cause, factor, result, development.

INTRODUCTION

It is known that internationally recognized criteria are followed in learning foreign languages.

Competence is the teaching of language based on an integrated approach to communicative, linguistic, sociolinguistic, discursive, strategic, professional, and

general cultural competence. Competence, communicative and integrated approaches are defined according to the principles of practical use of a foreign language as a means of active communicative communication in professional activities [1-3]. The task of science is to teach students to use speech situations

correctly and effectively, to form phonetic, grammatical, lexical and stylistic, typologically complete speech skills of the language, as well as their fluent and thematic communication in the second foreign language and the current political situation in the world, to ensure that they can communicate in a foreign language that is being studied in economic and social terms. the process is not effective enough unless there is a competent approach to learning foreign languages. In this regard, in the practice of world education, we present the views, definitions and classifications of scientists and researchers on the concept of "Competence" [4-7].

THE MAIN PART

"Competent approach" has a broader meaning than the concepts of deep knowledge, well-mastered skills and competencies. Because these are a person's orientations (motivation, value orientation), his ability to overcome stereotypes, to feel problems, to be observant, and to think; covers the qualities of independent learning, goal-orientation and experience of activities [8-13].

At present, a lot of research has been done on the concept of the "Competent Approach" and the definition of the content of its competencies, the problems of their formation and development in various areas of activity. In foreign countries, several scholars have expressed their views on these terms [14-19].

According to V.S. Bezrukova, a competent person is a person who has the level of knowledge and skills that can give a professional assessment, opinion, and description; According to A.G. Bermus, competence is a set of features and components and a structural unit that unites a person, object and means as a whole. S.I. Ojegov expresses these concepts as follows:

"Competence is 1. The range of issues that a person knows or is very aware of. 2. The scope of a person's duties and rights. "Competence is the quality of a person who has in-depth knowledge in a field and is therefore considered to be sound and credible."

According to S. Velde, competencies are certain requirements that are pre-set for a graduate's educational preparation or curriculum units that constitute the anatomy of competence;

According to Yu.N. Emelyanov, competence is the adaptation of an individual to individual and social forms of activity that allow him to perform his duties in society, depending on the scope of his abilities and status [19-21].

Psychologist E.F. Zeer Competence is a means of action that ensures the productive performance of a person's professional activities, and the ability of a person to apply their competence in practice. In addition to the knowledge and skills in the process of human activity, he included in the structure of competence the areas of emotional will and motivation [22-26]. Zeer considers one of the necessary components of competence to be the individual's learned actions, the means and ways of solving a problem as a whole, that is, the sum of the experiences gained. It singles out four subgroups of competence:

1. Professional orientation,
2. Professional competence;
3. Qualities of professional importance;
4. Psychophysiological features.

VN Zimin, Competence - reflects the level of knowledge and skills of a person in professional activities. He also described the ability of an individual to live in a society



as a holistic description that reflects his ability to act effectively. T.E. According to Isaeva, the feature of competence is the ability of a person to apply in practice the knowledge and skills acquired in the process of development and to create new meanings, and objects of reality from the acquired knowledge or skills. I.N. Plujnik sees competence as the ability to perform activities creatively based on personality traits, the reasons for which skills are formed [25-28].

G.K. Selevko describes Competence as the readiness of a subject to use knowledge, skills, and knowledge of science in order to set a goal and achieve it. S.E. Shishov and I.G. According to Agapov, this competence is a set of training and general abilities of a person based on knowledge and experience related to education, aimed at the independent orientation of the individual in the learning process, his entry into the work of men. They believed that a person's general ability based on knowledge, skills, interests, experience, and values acquired as a result of learning is not included in competent knowledge and skills. E.. In short, competence is the ability to manage a situation in a changing environment, respond to environmental influences, and change the environment.

American scientists S. Uiddet and S. According to Hallifor, competence is the description of the expected results of a work or work issue. Competencies are defined as the ability of a manager to act following organizational standards. Another frequently mentioned definition of competence is a set of reasons, character traits, abilities, self-esteem, social role, and knowledge. They can be used by a person during labour activity. O.N. Yarygin, Competence in the area of the practical application of the competence acquired along with the area of problems to be solved, the scope of temporary obligations and decision-

making criteria, i.e. the sum of the practical application of operational competence.

The following important competencies are mentioned in the world educational practice:

- Competencies in the field of cognitive activity based on the independent acquisition of knowledge from various sources of information, including information sources outside the educational institution;
- Competencies in the field of social activity (acting as a citizen, voter, social group, or community member);
- Competencies in the field of labour activity (including analysis and use of the situation in the labour market, assessment and improvement of their professional capabilities, and self-organization skills);
- Competencies in the domestic sphere (including aspects of family life, maintaining and strengthening health);
- Competencies in the field of cultural activities (including the effective use of time for the spiritual and cultural enrichment of the individual).
- According to Nikitina, there are several grounds for classifying a competent approach:
- General human competence (mathematical, communicative, informational, social, moral, etc.);
- Competent approach to activities (work, study, play, career, etc.);
- Competent approach to activity-oriented objects (human-human, human-technique, human-nature, human-artistic emblem, etc.);
- Competent approach to social life (domestic, civic, cultural, etc.);
- A competent approach to the social sciences (mathematics and several humanities);

- A competent approach to human abilities (pedagogy, psychology, social, creative, technical, etc.).

To date, a lot of research material has been collected on the concept of "Competence" and the definition of the content of its competencies, the problems of their formation and development in various areas of activity. The following scholars and researchers have expressed their views and definitions of this concept. This creates the problem of classifying them.

S. According to Velde, Competence is a description of a person; a set of internal thoughts, mobile knowledge and skills. According to Academician IA Zimnyaya, Competence is an intellectual and personal experience based on knowledge in the socio-professional life of a person. An effective outcome of the learning process.

The competence of the student AK Markova includes his knowledge and skills, psychological positions, and features of his personality. According to El Ogoryov, Competence is such an evaluative category that characterizes a person as a special object of activity in which the development of human abilities, the ability to plan and perform actions that lead to competent work, rational decision-making and positive problem-solving. gives Dj. According to Raven, Competence is a special effort to effectively perform specific actions, including knowledge, skills, and means of thinking in a particular field, with an understanding of responsibility for one's actions.

NS Sakharova Competence, in contrast to the concept of competence, is a set of personal resources related to the acquisition of knowledge, skills and life experience, or human competencies that allow you to perform an action, make a decision on an issue or think about something. sum NS Sakharova divided the sum of these reserves into:

- A personal reserve, which provides positive interaction with the environment in an area and is associated with the competencies required for it;
- To treat their profession as a value or to have a desire to carry out their professional activities with quality;
- Determination of the level of education or his position, which allows the specialist to independently solve emerging problems;
- Compliance of the specialist with the requirements of the established norms and standards in the field of activity;

According to O.N. Yarygin, Competence is the jointly directed influence of a person's knowledge, abilities and subjective characteristics on the way to achieve a goal within the given competence; G.K. Selevko defines Competence (modes of activity) as an understanding of psychological characteristics and values.

According to Yu.G. Tatur, Competence is an integral feature that describes the ability of a person to put into practice his potential, ie strength (knowledge, skills, experience and personality traits), ability and aspiration to succeed in any field; A.V. According to Khutorsky, Competence is a holistic description of the quality of training in education, which is associated with the student's ability to use a complex of interdisciplinary knowledge and skills with self-awareness;

In M.A. Choshanov's research, Competence is manifested as the sum of three traits.

CONCLUSION

1. To apply knowledge, mobility or effective use of methods;



2. Criticality of thought. That is, the ability to choose the most appropriate, the most appropriate, and the most acceptable from among the decisions;
3. Have quick and operational knowledge. Ability to question effective decisions or to refrain from commenting on wrong decisions;

In other words, a competent person can not only understand the essence of the problem but also solve it in practice. After all, competence is an integral part of a person's overall cultural competence.

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