



## DEVELOPMENT OF COMPETENCE OF HIGH GRADE SCHOOL STUDENTS IN TEACHING ENGLISH LANGUAGE

**Bainiyazov Daniyar Kuanishbay uli**

Doctoral student at the Nukus State Pedagogical Institute named after Ajiniyaz

<https://doi.org/10.5281/zenodo.10820272>

### ARTICLE INFO

Received: 07<sup>th</sup> March 2024

Accepted: 14<sup>th</sup> March 2024

Online: 15<sup>th</sup> March 2024

### KEYWORDS

*Pedagogy, teaching, competence, pedagogical technologies, innovative pedagogy.*

### ABSTRACT

*The paper substantiates the need to use effective methods and advanced technologies aimed at the formation of personal qualities in teaching English language for graduates of secondary educational institutions.*

Today, secondary school students need to learn English language through modern teaching methods. Modernization of education at the level of secondary general education institution requires regular updating and replenishment of students' intellectual load with innovative information.

Fast socio-economic development means that every generation of students needs to reach a better degree of proficiency in the foreign language, which places strict demands on the caliber of English language instruction provided in educational institutions. A shift in teaching methodology is required due to modifications in the socio-cultural framework of English language and fresh demands made by students on their competency level.

The development of critical competencies is one of the most significant challenges facing educational institutions in relation to the modernization of domestic education; this makes the debate over competence-based approaches in education particularly pertinent.

Without the ability to access foreign information sources, the work of a qualified specialist would today be unimaginable for someone lacking proficiency in English language. Obtaining the material in the text, critically understanding it, extrapolating its implications, analyzing it, and determining its dependability are all part of using original literature in the field. Proficiency in English language guarantees the student's readiness to use the knowledge they have learned in a professional setting.

The concept of "competence" comes from the Latin word *competere*, which means to approach, to conform. In a general sense, it means compliance with the requirements, established criteria and standards in certain areas of activity and in solving a certain type of tasks, having the necessary active knowledge, the ability to confidently achieve results and master the situation.



When talking about competencies, it is necessary to clarify the concept of “competence” - a set of competencies, that is, the observed manifestations of successful productive activity. Competence is a complex personal resource that provides an opportunity for effective interaction with the outside world in a specific area and depends on the competencies necessary for this. And what is meant by the competence approach? The competency approach in pedagogy is understood as a teaching method aimed at developing students' abilities to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process them information received, transmission of the required information; Possession of skills to interact with other people, ability to work in groups; Knowledge of the mechanisms of planning, analysis and self-assessment of one's own activities in a typical situations or under conditions of uncertainty; Knowledge of methods and techniques for solving problems encountered.

At the elementary level, language skills are required as a means of communication (a certain vocabulary, knowledge of basic grammatical structures, knowledge of the laws of language function, familiarity with the cultural environment, etc.). At the high school level, students are expected to use English language to solve practical problems, such as finding the necessary information about the profile of their field. This level is interdisciplinary in nature and is assessed based on the result achieved, and not only on the correctness of the use of certain grammatical constructions and active vocabulary. The main means of forming key skills when learning English language are various technologies, forms and methods of teaching. These forms and methods include: a teacher's monologue; a frontal, individual survey; informative conversations; independent work with a textbook on teacher tasks; a film screening; traditional control work.

The following categories of essential competencies are provided by researchers of the competence-based approach to learning: 1) value-semantic; 2) general cultural; 3) educational and cognitive; 4) informational; 5) communicative; 6) social and labor; and 7) personal improvement. A substantial complex of knowledge, skills, values, and abilities make up each competency. Let us examine this categorization more closely.

1. In educational and non-academic contexts, value-semantic competence offers students a means of exercising self-determination. It shows his orientations toward values, whether he can comprehend his place in the world and its purpose, whether he can select attitudes for his choices and actions, and whether the student must come up with a solution. By engaging in moral discussions and moral decision-making scenarios, students gain mastery over this competency.

2. A general understanding of cultures enables students to participate in cross-cultural dialogue, learn about the cultural underpinnings of family, society, social phenomena, and customs, as well as the place of science and religion in human existence. Additionally, this competency demonstrates the student's proficiency in the cultural, recreational, and domestic domains (e.g., planning free time).

3. Elements of logical, methodological, educational activities correlated with actual cognizable objects are included in educational and cognitive competence. This covers planning, goal-setting, analysis, reflection, and self-evaluation of cognitive and educational activities. For



instance, after the teacher has reviewed their work (an essay or grammar test), students are welcome to review it again, but this time without corrections. The instructor goes over the reasons behind mistakes in great detail with the class; they also work on their mistakes, complete various exercises designed to help them better absorb the information, and examine errors in style and form. They repeat the work at a later stage, accounting for all of the earlier feedback.

4. The skills a student possesses in relation to the information found in academic subjects, educational fields, and the outside world are known as information competence. In today's world, information competency is essential for effective application in a variety of communication domains, including the workplace.

5. Language proficiency, interpersonal skills for both local and distant people and events, group work abilities, and awareness of the different social roles within the team are all examples of communicative competence. Youngsters gain proficiency in this area through role-playing games, letter writing, and questionnaire writing.

6. Communicative competence is closely linked to social and labor competence. The ability to master var is directed by social and labor competence.

Using game technologies, discussions, and case study technology, communicative competence is formed step by step. Our classes make use of electronic multimedia technologies because it is impossible to teach a foreign language without providing students with the chance to listen to native speakers and observe how they behave in specific communication scenarios. Students can demonstrate their creative thinking by defining social roles, having discussions on a range of subjects, and practicing oral speech with a socio-cultural perspective. One must be proficient in a variety of social roles in order to be proficient in communication. Rolling roles is the primary method for doing this. Social and labor competence is formed by students as they practice acting out different life scenarios and get ready for future social roles and life in a society with laws and regulations of its own. A future specialist's professional mobility and competitiveness in the field of professional activity and communication are subsequently enhanced by the high caliber of foreign language learning. Learning a foreign language to the point where it can be used for professional purposes, establishing business relationships, and advancing professional development is what is meant by students acquiring competence in that language.

## References:

1. В Kuchkarov, O Mamatkarimov, and A Abdulkhayev. «Influence of the ultrasonic irradiation on characteristic of the structures metal-glassemiconductor». ICECAE 2020 IOP Conf. Series: Earth and Environmental Science 614 (2020) 012027 Conference Series
2. Mamashokirovna A. U. Development of the spiritual and moral values of orphanage pupils //Образование через всю жизнь: непрерывное образование в интересах устойчивого развития. – 2015. – Т. 2. – №. 13 (eng). – С. 403-405
3. Rinatovna G. A., Shamsunovna N. A., Muzaffarovna A. N. Using information and communication technologies to develop writing competence of students at the lessons of the English language //Вестник науки и образования. – 2019. – №. 20-3 (74).



4. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477.
5. Askarova U. THE MECHANISM OF TRAINING FOR THE LABOR AND PROFESSIONAL ACTIVITY OF PUPILS OF THE ORPHANAGE //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 1. – C. 209-213