

The Role of Competency-Based Approach in Developing Students' Professional Skills

Dalieva Madina Habibullaevna

Senior teacher, Uzbek State World Languages University

E-mail: darling87@bk.ru

Abstract: *The article deals with the issues related to the role of competency-based approach in developing students' professional skills. As we know, the purpose of education is not just knowledge, skills, but the formation of "Communicative competencies", which must be mastered for the socialization of a person, for his "productive adaptation" to this world. As well as, the author analyzed the research and commentary of researchers on the formation of the communicative competence of students and presented them in this article.*

Key words: communicative competence, activity, specialist; linguistic competence; communicative competence; communicative culture of students, special knowledge, communicative method, skill, awareness in linguistic theory.

The development of communicative competence in the study of foreign languages contributes to the versatile development of the student's linguistic personality, and also assumes, the need for a harmonious combination of the educational activity itself, in the framework of which basic knowledge and skills are formed, with creative activities related to the development of individual components of students, their cognitive activity, creative thinking, ability to independently solve non-standard communicative tasks¹.

Communicative competence - the ability to real communication is adequate to the goals, areas, situations of communication, readiness for verbal interaction and mutual understanding².

¹ A.G. Shtarin. Competency-based approach in teaching: technology: lesson development / ed. - comp. Volgograd: Teacher. 2008

² Bim I.L. A student-centered approach is the main strategy for updating a school. // Foreign languages at school. No. 2. 2002

The following indicators are included in the concept of communicative competence:

- awareness in linguistic theory, its awareness as a system of rules and general requirements governing the use of language in speech;
- knowledge of speech theory, possession of the main types of speech activity;
- proficiency in basic language (identify, classify, etc.) and speech (select, update, etc.) skills;
- the ability to analyze the speech situation and, in accordance with it, choose the program (verbal and non-verbal) of speech behavior.

At present, the goal of teaching communicative competence is more multifaceted, it is aimed not only at transmitting information, but also, at expressing feelings, thoughts, will, and desires of a person; it requires the

choice of not only other language units, but also extra linguistic conditions, under which communication takes place.

Canelé and Swain published³ an influential article in which they argued that the ability to communicate required four different sub-competencies:

- *grammatical* (ability to create grammatically correct utterances),
- *sociolinguistic* (ability to produce socio linguistically appropriate utterances),
- *discourse* (ability to produce coherent and cohesive utterances), and
- *Strategic* (ability to solve communication problems as they arise).

And in PRESETT the term of “*intercultural competence*” is used instead of “*sociolinguistic competence*”.

The formation of communicative competence is characterized by the presence of the following criteria:

³ Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing// Applied Linguistics. 1980, 1 (1). -Pp. 1-48.

- a desire to make contact with others;
- be able to assess the situation of communication;
- the ability to organize the course of a communicative act.

The ability of verbal communication is manifested in the communicative culture of students, the formation of which is evidenced by the following signs of mental activity:

- a) installation for analysis, involving self-esteem and interpretation of one's communicative behavior;
- b) flexible response to various communicative situations;
- c) the ability to initiate and independently organize communicative interaction.

In the context of a communicative strategy for language teaching, the formation of communication skills and the development of the ability to carry out communication, and the path to mastering the language is seen in its practical use as the most important goal.

The communicative strategy of language teaching actualizes its educational potential, contributing to the students' mastery of the culture of speech behavior and communication.

Communicative competence develops in accordance with the topics, problems and situations of communication selected for this level of training within the following areas of communication: social, educational, labor, social and cultural.

The study of foreign languages should be aimed at developing communicative competence, including speech competence, i.e. the ability to effectively use the language being studied as a means of communication and cognitive activity;

A competent approach in teaching foreign languages allows us to turn a modern student from a passive element of the educational system into an active participant in the educational process, where he learns to shape his worldview, comprehending the experience accumulated by mankind using

traditional sources of information and new technologies, and the teacher acts as an adviser, assistant, opponent and consultant. It is the competency-based approach that allows not only to obtain a certain amount of knowledge, but also teaches the student the most important thing - the ability to think independently and acquire knowledge independently.

Thus, the competency-based approach puts forward in the first place not the student's awareness, but the ability to solve professional problems.

For students of non-linguistic universities, the main learning objectives are the formation of a foreign language speech competency, which is one of the main components of a foreign language communicative competence, as well as the ability to work with information.

As part of the competency-based approach, there are technologies which contribute to the development of students' professional competence, and also allow us to develop the ability to work with information, think critically

and solve problems while working in a team. Among these technologies, "Development of critical thinking through reading and writing" technology stands out, because its purpose is to use the means of reading and writing that are necessary for the development of foreign language competence.

The purpose of this technology is the formation of critical thinking skills through the interactive inclusion of students in the educational process.

One of the effective ways to solve this problem is the introduction of critical thinking technology into the educational process. In this regard, the problem of teaching a foreign language in higher education is updated taking into account the use of active teaching methods, and in particular, the pedagogical technology "Development of critical thinking through reading and writing". The aforementioned technology is based on a communicative and active teaching principle, providing

for a dialogue, interactive mode of classes.

The competency-based approach fundamentally changes the traditional idea of training a specialist in a technical university as simply transferring to him a certain amount of knowledge in teaching a foreign language⁴.

It is one of the ways to intensify the educational activities of students, increase their level of motivation to learn a foreign language, develops activity and creativity, teamwork.

It should be emphasized that the competency-based approach does not imply a rejection of the knowledge model; it considers knowledge only as a tool for mastering one or another basic ability. We can say that if before the student had to “know this and that,” then now he should “know this and that.” The competency-based approach in professional education requires not only a change in the methods of teaching foreign languages, but also a

rethinking of the values and methodological basis of the whole process and the results of teaching a foreign language.

In accordance with the competency-based approach, the knowledge acquired within the framework of the training course should serve as the basis for the ability to solve professional problems, possess not only linguistic and regional knowledge, but also actively act as a successful participant in intercultural and professional communication.

While teaching based on competency-based approach in teaching, the teacher needs new methods and technologies to identify the student’s knowledge, update it, add what is missing, structure the training material, teach not only to remember and reproduce, but to apply knowledge and skills in practice. The methods that organize learning through desire stimulate the learning of students, stimulate their natural curiosity, and

⁴Milrud R.P. Competence in language learning // Foreign language at school. No. 7. 2004 P.30-36.

motivate them for independent acquisition of knowledge.

The formation of communicative competencies of students is one of the most important tasks facing the educational system in connection with the modernization of domestic education. In this regard, the issue of competency-based approach in education becomes relevant.

The competency-based approach places certain demands on students and their level of knowledge of a foreign language. In this regard, we distinguish them into basic and advanced competencies.

At a basic level, language is supposed to be a means of communication (a certain vocabulary, mastery of basic grammatical structures, knowledge of the laws of the functioning of the language, familiarity with the cultural environment, etc.)

An advanced level suggests that students will use a foreign language to solve practical problems, for example, to search for the necessary information

on the profile of their specialty. This level has an interdisciplinary character and is assessed by the result achieved, and not just by the correct use of certain grammatical constructions and active vocabulary.

How successfully the competency-based approach to teaching is being implemented can be judged by the extent to which students with their level of knowledge of a foreign language are able to withstand competition in the free labor market in the future and take their rightful place not only in their society, but also in the international community.

In the conditions of teaching a foreign language, students can develop certain competencies by acquiring knowledge that they will be able to acquire in their future professional activities in the field of economics, commerce and business, mastering various ways of solving problem-cognitive tasks, experience in effective decision-making and achieving set goals through overcoming obstacles. The stock of knowledge, the possession of

methods for solving problems and the experience of achieving the goal are necessary components of students' competence.

Practical use of English in forthcoming professional activity is the main purpose of language teaching. The lack of motivation is one of the main difficulties in some English classes. Moreover, students are also too shy to speak with the friends. Good oral communication is essential to every aspect of life and work.

Concluding, any graduate from the High school should be able to carry the knowledge, which form an integral picture of the world, skills and abilities to work out different types of activities: educational, career and also have modern value orientations and creative experience, be able to use new information technologies, be prepared for interpersonal and intercultural cooperation, both within their own country, and at the international level.

References:

- [1]. A.G. Shtarin. Competency-based approach in teaching: technology: lesson development / ed. - comp. Volgograd: Teacher. 2008
- [2]. Bim I.L. A student-centered approach is the main strategy for updating a school. // Foreign languages at school. No. 2. 2002
- [3]. Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing// Applied Linguistics. 1980, 1 (1). -Pp. 1-48.
- [4]. Galskova N.D. Modern methods of teaching foreign language: A manual for teachers. M: ARKTI-Glossa. 2000. P.165
- [5]. Milrud R.P. Competence in language learning // Foreign language at school. No. 7. 2004 P.30-36.
- [6]. Savignon, S. J. Communicative Competence Theory and Classroom Practice: Texts and Contexts in Second Language Learning. (2nd ed.). New York: McGraw-Hill Companies, Inc . 1997.