

Competencies In Language Teaching

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Annotation: this article is devoted to demonstrating a great many peculiarities in teaching process focused on language. On the top of that it can help to identify how to teach, as well, as enhancing the quality of available process. Mostly, it is deemed to be basic way to organize effective language teaching.

Key words: language, teaching, competence, techniques, concepts, theories.

It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields of Uzbekistan. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study new ways of understanding and conceptualizing language, language teaching, language assessment, lesson design, classroom observation, and feedback – key areas in the professional lives of language teachers. In addressing these concepts, we take a socio cultural perspective of learning and present teachers with short vignettes (and reflections) in each section that illustrate key concepts. We have learnt to think critically and compare our personal experiences with those reflected in the vignettes. Additionally, we present four paragraphs that follow different competences. Each competence will help us to apply new knowledge and skills to our own teaching contexts in addition this work illustrates information how to teach language communicatively. In order to achieve the goal, we use various speaking skills as well as it has been focused on activities including sociolinguistic and pragmatic competence.

In language teaching process, competences play great role and one of them is linguistic competence. This is very useful for us as this competence refers to the

knowledge of grammatical, lexical, stylistic rules in spoken and written English. This is the foundation of teaching the basic construction of the language. However, it should be taken into account that linguistic competence cannot be taught separately from social meanings such as culture and interpersonal relationships should be included while teaching this aspect.

Linguistic competence occurs when students learn new grammar rules, new words and collocations at the beginning of the lesson where students learn the standardized structure of the language.

In one of my lessons, linguistic competence was emphasized when I explained the structure and the use of Passive Voice in the English language. For example, common usage of Passive Voice such as, why and how we use it. I conducted an interesting lesson where the students dealt with the great deal of activities. Unfortunately, none of them paid attention to the linguistic competence, because they considered that the subject “Integrated language skills” never deals with grammar. But while generalizing ideas on the topic “Food” they made mistakes, and I explained this theme by examples on their speech.

After reviewing the ideas, I have figured that Pragmatic competence is the ability to use the language successfully in a communicative interaction besides it should be undertake in contextually appropriate way. Pragmatic competence develops student’s ability to interpret meaning both verbally and non-verbally. It would be very simple and precise to explain it as comprehensive knowledge and practical skills of usage of speech units what is beyond the dictionary meanings of statements; in other words, it is about what is actually meant with an utterance based on the norms and conventions of a particular society, or context, in which conversation takes place. Therefore, having a good command of the conventions enables the speaker to establish effective and appropriate communication as well as understanding each other clearly and this ability is generally referred as pragmatic competence.

The teacher who focuses on pragmatic competence should focus on students to survive in real life situations. Therefore, without being aware of developing pragmatic competence, students will find out challenges and difficulties when they are communicating with native language bearers in diverse speech topics understanding that even most advanced dictionaries also fail to express certain words or expressions used in real life situations. Thus, pragmatic competence helps

students with tools that help them to have successful communication and interaction.

The technique of interview has elements of pragmatic competence. During the activity students work in two different groups, each having different tasks and group members. The successful completion of the activity requires students not only ability to understand the meaning of the conversation but also the skill of explaining or interpreting the spoken message. Each student in the group has to explain or teach new members of the group; otherwise, the task is not completed. This in turn means that each student has responsibility to feel and do the task, so that the group does not fail. Even though the pragmatic competence is not the focus, it is there in the activity.

Watching a short video and then discuss it from one point of view, after some time giving another interpretation of the same situation to the learners for showing the matter of pragmatics in example. At our lessons most attention is focused on situations about given topic. Students can express their ideas but with lots of grammar mistakes. If a teacher concentrates on pragmatic competence, grammar shouldn't be the first focus, but how the students are able to use the right word in a right situation, how the words or word combinations are chosen in a suitable atmosphere. This is the important fact.

If we teach language according to pragmatic competences students would be able to comprehend the main contextual meaning of the given materials. It is important to raise learner's pragmatic awareness too.

It helps the learners to get necessary linguistic skills and teachers also should have the necessary teaching skills enabling their students to adapt different teaching strategies.

Sociolinguistic competence covers the relation between linguistic signals and their contextual - or situational - meaning in different cultural environment. It is the state of being aware of how culture matters and its differences affect the way we interpret the same issues or matter in different way. As we live in the world, our nationalities, our cultures, our beliefs and in brief, our societies (Here there are sub-societies or subgroups of for example women or men, the young and the old and etc.) differ from each other. We face a lot of different sides of other cultures in our lives. And surely, the sphere of learning a foreign language is not an exception in this case. Here the sociolinguistic competence is the main point of the discussion. Sociolinguistic competence is an ability to be flexible and adoptable in

the other culture, in communication with the different group representatives, to understand, more clearly, to interpret another culture's or more exactly sociolinguistic factors' influence to the meaning in communication. We must not neglect the fact that we are obliged to transfer this knowledge to the new generation of language learners. I cannot stress enough that sociolinguistic competence is one of the main skills that real language user should inevitably possess and apply appropriately.

One example I can bring here is that in many cases students of our country hesitate to express their own opinion on this or that matter if they are opposite to teachers'. It sounds like student does not respect the teacher. However this is only a debate and any kind of ideas can survive. In European countries it is a normal situation. Furthermore this type of actions I mean when students express their own ideas and they are active while debates are supported by teachers.

As for me, I try using jokes (but not always) to improve the students' sociolinguistic competence. The teacher presents students the joke and observes whether the learners can understand it and laugh. If they cannot interpret the hidden humor, the teacher clarifies the misunderstanding and explains. It will help if firstly students are given the material about the cultural norms in different societies in the form of scanning or doing any kind of objective tasks.

In lessons based on the topics such culture and traditions should be focused on sociocultural competence. After retraining courses I am going to develop my students' socio-linguistic competence by doing special activities referring to their specialty.

In my opinion, the strategic competence is the ability to communicate in a foreign language by using a number of ways of compensation, even there are several gaps in the speaker's foreign language speech like vocabulary, grammar and other types of competences. Strategic competence covers paraphrasing, generalizing, reducing and repairing. By using these ways, the speaker succeeds in his goal to communicate effectively.

I think being strategically competent plays an important role in communication. That is why, the teachers should teach their learners by establishing the strategic competence skills at the same time. I think everyone of us may make mistakes while speaking in a foreign language, we usually try to correct or compensate our mistakes by paraphrasing or generalizing or by doing others. This correction is a strategic competence.

Different interactive games can be played in order to develop the strategic competence. One of them for example, not using ‘yes’ and ‘no’ activities. It is useful in order to warm them up at the beginning of the lesson. Students are divided into two groups and they are given the context. They scan, skim within three minutes and then answer the questions of the other group member without using short answers ‘yes’ and ‘no’. The answers should be in a form of a full sentence. And another activity I do is the dialogue or text which is full of higher level words. Students should try to find out what the words mean in the context. It is called a contextual learning.

If I would have the lesson once more I would try to spend more time on developing the strategic competence of the students. For that I would implement interactive games to the teaching process. One of them is “Understand me”. This is a group work. The class should be divided into small groups. The member from each group takes a word which is written in small papers in from the box and they should explain this word to the other members of his group but without using this word. The time should be limited. The group which was able to find out more word than others is the winners. The same game can be played but by verbal and non-verbal method. Both of them are going to be great fun for students.

It is very important to teach students language competences and their components in order to make them more confident for communicating in the target language.

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