

PRODUCTIVITY OF COMPETENCY-BASED APPROACH IN TEACHING ENGLISH

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Annotation: The article is devoted to the essential factors of increasing competency-based approach in foreign language learning and productivity in higher education. We study the content of productive foreign language education and the improvement of the appropriate methodical model that allows updating educational resources in this scientific field. The aim of the article is to determine the leading principles, methodological conditions and technological features of the productive foreign language learning by analyzing the classical and modern pedagogical practice, to develop the concept of the productive approach and the appropriate methodological model as the contemporary educational format.

Keywords: Competency Based Education, teaching approach, methods, productivity, professional competences, skills.

Introduction. The process of reforms carried out in various spheres of the Republic of Uzbekistan was an impetus to the implementation of great works on increasing the effectiveness of practical use of foreign languages, paying the main attention to the improvement of students' ability to use them wisely and productively in the social environment, further improvement of Foreign Language Teaching in all higher educational institutions. Since the education of an educated, qualified and comprehensively mature individual to our society is the main task of education, it is worthwhile for the educators to have the necessary competences.

It is known that language is a means of interacting different nationalities and nationalities with each other. Therefore, from time immemorial, great attention has always been paid to the study of foreign languages; language teaching methods have also been regularly improved. It is worth noting that the reforms carried out in the field of education in our country have also made positive changes in the teaching of foreign languages.

According to scientific sources, The Specialists of the field recognized that it is possible to combine all the requirements according to the type of activity into the following three groups: [1; 50-54]

special competence necessary for solving theoretical and practical issues in National Science and specialty Sciences;

Pedagogical methodological competence, providing training of educators for pedagogical and methodical activities.

There are several approaches that have been used and improved to this day in the effective study of foreign languages in the countries of the world. G.V.Rogova offered 5 approach such as: (Conscious approach), (Practical approach), (Structural approach), (Situational approach), (Different approach). [7; 315]

The organization of the educational process on the basis of a modular competency-based

approach in higher education is the sum of the professional competences of the educator as the goal of education, and as a means of achieving it is the modular construction of the content and structure of vocational education.

Doctor of philological Sciences, linguist A. Nurmonov noted that the concept of competence education puts before language education the task of forming certain competences in young people, in particular, such as linguistic, conversational, creative (independent and creative thinking), pragma linguistic. The student's speech competence is the qualification for the practical use of certain language capabilities.

However, N. A. Muslimov believes that "competence is expressed in the fact that this is the acquisition of the knowledge, skills and necessary for the implementation of the student's personal and social significant professional activity, as well as their use in professional activities." The A. X. Mahmudov, on the other hand, describes the competency as "an integral adjective characteristic of a person that allows him to effectively conduct professional activities under constantly changing conditions or a specialist."

In foreign countries, the term "competency" has also been widely used in such areas as education, sociology, Business, Economics, and in this regard, well-known scientists E. Zeer, I. Zimnyaya, V. Ken-Kelik, A. Kiveryalg, N. Fallmina, M. Lukyanova, A. Markova, P. Mironenko, V. Slastenin, and T. Sorokin. were carried out scientific research. However, in our country, attention was paid to the term of competence after independence.

As can be seen from the above definitions, the term competency refers to such meanings as knowledge, skills, dignity, skill, while the competency approach to education is a direction of education that is aimed at the formation of skills for the effective application of acquired knowledge, skills and skills in practice.

Competence-based education (CBE) is considered by foreign academics as it is defined as a system or program of education that measures knowledge, skills and experience in addition to or using credit hours. The goal is to turn the student into a specialist in a particular field. The main features of the (CBE) are: to focus on results, to focus on skills development to demonstrate that they have mastered the competence rather than time-based teaching, that is, the student is regarded as a learner. This training scheme is aimed at assessing the students what they can do for the society [2; 171-186].

The competency-based learning approach is not a novelty; disciplines such as medicine, psychology, and engineering are far more advanced in this area. Educational institutions such as Alverno College, Exselsior College and Thomas Edison State College in the United States developed programs in the 1970s. Today it has developed and many universities and colleges have joined this initiative [3; 171-186].

This method of Education, which has proved to be successful, has more than 52 programs launched in the US using a variety of options. (CBE) courses provide flexibility and enable students to learn at a pace or run that is appropriate for them. Educators can assess whether they have mastered the competency when they feel ready.

The first step to introducing (CBE) is to understand what the compensation is. This term has different definitions in the educational and business context [5; 10-24].

Literature review and methods. The Secretary-General of the United Nations in 1997-2006,

Kofi Annan defines competence as a combination of skills, characteristics and behaviors that are directly related to successful performance at work. In the educational system, the competence determines what students can do after completing the program. The main emphasis will be on the application of their abilities and the correct demonstration [7;315].

Specific definition of competence: the student's competence includes three elements: knowledge, skills and attitude. These components are combined to perform certain activities with measurable results that clearly show what the learner is capable of. The compensation includes a set of resources and abilities that an individual can acquire in order to perform a particular task.

Competences can be classified as disciplinary (disciplinary) or transversal (transversal). The first, as the name suggests, includes powers that belong to a particular discipline. The latter are also referred to as general concessions, that is, competencies that are common to different areas of education, for example. It includes critical thinking, effective communication, ethics, etc. In some cases, one course may include the above-mentioned compensations.[8; 33-57]

Results and discussion. Education based on competence requires special and non-standard methods of teaching. The methods of teaching cat should be self-directed to the students, should be able to apply what is being taught in practice and should correspond to their acceptance methods. These activities require continuous practice, since the acquisition of competences is a continuous process; this ensures the strengthening of new skills and the transition to long-term memory. The process of qualification in students is gradually improved.

Assessment of the competences allows determining the degree of mastering, motivating students to work to achieve their goals, develop self-correcting and continuous learning skills, change or improve strategies based on results.

On the other hand, the methods of evaluation include: published articles, tests, projects and rubrics are educational journals, self-assessment, peer evaluation, and behavior tracking scales.

There are tests for more accurate measurement of educational results, for example: assessment of the effectiveness of team members, leadership skills test, oral communication skills test, critical thinking skills test, graduation qualification test, test of English as a foreign language and general innovation skills exam. [10; 82]

Conclusion. Hence, a competency approach to education is a set of knowledge that provides the basis for learners to make productive use of the knowledge, skills and skills they have acquired in their future personal and professional activities. Teaching within the framework of the competency approach, the student is understood to form a mature individual who is mature in every field, Broad in world view, thoughtful, able to express his / her opinion in written and oral ways.

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