



DEVELOP LINGUISTIC COMPETENCES IN FUTURE TEACHERS' THEORETICAL ASPECTS

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Article history:	Abstract:
Received: 4 th September 2023 Accepted: 4 th October 2023 Published: 8 th November 2023	This article provides information on the theoretical aspects of the development of linguistic competences in future teachers and the competence-based approach, the foundation and competences related to science are relevant tools in the modern world.
Keywords: linguistic competence, competence-based approach, knowledge, skill, skill set, communicative ability, modern technologies	

At the current stage of the development of society, great attention is paid to the issue of improving the educational process. It calls for learning the skills, abilities and qualifications necessary for life in modern society. In this regard, everything that happens with the goals of the educational approach is quite natural. The modern education system is characterized by a change in focus from a knowledge-based approach to a competency-based approach, which includes the search for skills and abilities suitable for various life situations. This approach consists in mastering new activities for the subject. The task of "...further improving the education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in line with the modern needs of the labor market" has been set as a priority[1]. It should be noted that competence is perceived by future teachers as a direct result of the educational process in mastering certain methods of activity.

It is important to develop competencies in education. Competence is understood as a sum of knowledge and skills formed during the study of a certain subject, field, as well as the ability to perform any activity. In addition, professional education in higher education requires that the specialist has developed the ability to communicate with native speakers, who are the source of real information, as well as the ability to use the language in various situations of competence and speech, which is called communicative language competence. emphasizes the need for communicative ability in learning the mother tongue, which is a linguistic core. The organization of the educational process, including the development of language competence, has not been sufficiently studied. In order to correctly and accurately implement the principles of the educational process, the teacher should find such ways and means, which will enable

future teachers to manage their educational activities and develop their language skills.

Today, attention is paid to various topics in the study of the problem of linguistic competence of future teachers. These concepts are considered through the prism of concepts such as "competence", "competency-based approach", communicative competence, etc. [2]. The theoretical basis of the studied problem consists in considering one of the main concepts in the process of modernization of the educational system - the idea of competence formation. This is reflected in the ability of future teachers to integrate, transfer and use knowledge in various life situations. It is clear that the purpose of education is to prepare future teachers for an independent life, to contribute to their readiness to organize their activities effectively, to make the right decisions using internal and external resources, and to acquire the skills to achieve goals. will consist of formation.

Now, the competency-based approach, foundational and subject-specific competencies have become a relevant tool in the modern world. They are not always studied in the educational system. Concepts of knowledge, values and beliefs are often referred to in order to show what we aim to impart to pupils and students. Competency-based education is inextricably linked with the terms competence and qualification. In some cases competence and competence are treated as two different concepts, in others it is not. In explanatory dictionaries, competence is defined as "a person having good knowledge of a number of issues and events", while competence is defined as "a person having experience, knowledge, and authority over a number of issues and events". . Competence is a phenomenon "a range of questions, problems", competence is a quality, characteristic of a person. Competence can be defined



as an area of knowledge that a person is aware of [3]. Competence, as a rule, means a high level of skill in a certain direction.

Scientist V.I. Kapinos supports the idea that these concepts are independent of each other: "Competence is the concept of a set of components that describe the object of study, teaching methods, the purpose of learning and should ensure mastery. Competence is the concept of a student who has mastered the necessary knowledge and sets of components, describing the subject of study [4].

In dictionaries of methodological terms, scientists interpret the term "competence" in two ways:

1) competence is understood as "a range of questions", that is, formed knowledge, skills, a set of skills, the process of teaching a certain subject;

2) competence is defined as a characteristic of a person, i.e. "ability to perform any work".

At the level of mastery of future teachers manifestation, set of skills and methods of performing work in relation to a specific object - it should be noted taking into account competence as a subject of influence on the result of education. This feature is a necessary layer for the formation of competence after self-management.

Competence has a social demand and allows future teachers to be adequate in normal life situations. Competence is a person's unique ability and readiness for various activities based on knowledge, experience, values, inclinations, acquired during the educational process, participation in the educational and cognitive process of a person oriented towards independence. Everything related to competencies is directly related to the experience accumulated by people and their activities.

Competence is the ability to use existing knowledge, skills, and abilities in daily activities. It is seen as the ability to know the relationship between knowledge and situations, or as the ability to use knowledge and act to overcome problematic situations. Thus, competence cannot be considered only a certain amount of knowledge and skills, because various life situations and circumstances play an important role in its formation. Competence means subjectively mastering new activities in the process of mastering new technologies.

As a result of the person's assimilation of information during his career, he begins to manage it. Accordingly, at the core of competence lies self-management. The word competence in a broad sense is the result of the educational process, and the educational process in educational institutions should be directed to the formation of competence. In comparison with other results of education, it should

be noted that competence is related to the structures of self-management of knowledge, skills, and the subject and consists of the following:

- appears depending on the situation;
- exists as a potential manifested in a specific situation;
- to be conscious in contrast to skill;
- in contrast to the qualification - it is portable - it is improved not by the development of skills, but by other structures of competence;
- unlike knowledge, it exists in the form of activity [5].

As mentioned above, competence allows a person to change and adapt to environmental conditions within the framework of knowledge, skills and abilities. In general, competence is the manifestation of the ability of a person to act in certain conditions. Without certain knowledge, there can be no competence, but knowledge itself does not constitute competence, moreover, knowledge without competence may not manifest itself, in this case, modern technologies of education. In addition to teaching, it also serves to form certain competencies, and after that, the manifestation of the competency is checked on the basis of knowledge. Acquiring competencies depends on the experience and is based on the activity and activity of the student.

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