

**FACTORS OF TEACHING FOREIGN LANGUAGE COMPETENCE IN STUDENTS OF  
ACADEMIC LYCEUMS**

**Askarova Madinabonu Maxamadjon qizi**

*magistr ASPI*

**Annotation:** when it is called Competency, it essentially means the effective use of theoretical knowledge in activities, the ability to show a high level of professional qualifications, skills and giftedness. This thesis provides some information about the competence of teaching a foreign language in students of academic lyceum, the concepts of competence in education.

**Keywords:** language, competence, Student, Development, Foreign Language, Teaching, knowledge, qualifications.

At the present time, society needs to educate an intellectually mature generation that meets the requirements of scientific, spiritual, sustainable development and cares for the prosperity of our country. The main goal of teaching a foreign language at all stages of education in the Republic of Uzbekistan is to form a communicative competence in a foreign language for students to carry out activities in the everyday, scientific and professional spheres in the multicultural world.

Today's social requirements in the educational system necessitate the development of informatization processes. Adaptation of education to the requirements of modern development, improvement of electronic educational resources in subjects, ensuring active communication of students with electronic resources, the implementation of Independent Education presupposes neither self-assessment, quick search for the necessary information and the formation of skills for its use in solving emerging problems.

From this point on, one of the indicators of the quality of education is competence. The English concept of "competence" literally directly expresses the meaning of "ability". And in essence, the effective use of theoretical knowledge in activities means the ability to show a high level of professional qualifications, skills and talent. Competence is the acquisition of knowledge and experience in order to carry out effective activities in a particular field of science. Competence (from the Latin *competens* – corresponding, corresponding, capable, educated) is the qualities and views inherent in a person who possesses comprehensive perfect knowledge in some area, and therefore is considered weighty, authoritative.

In addition to pure professional knowledge, skills and abilities, competence also includes such qualities as Initiative, cooperation, ability to work in a group, communicative ability, Ability to realistically evaluate, logical thinking, sorting and using information.

In my opinion, competence is understood not only by the totality of knowledge and skills, but also by the fact that it is able to mobilize the knowledge acquired by students and apply it in practice in certain situations. The knowledge, skills and abilities acquired by him should be considered as the experience of being able to apply in life. The main task of such education comes from teaching students to the activities of solving assignments and solving various problems within the framework of their life activities.

Communicative competence of a foreign language is the ability to apply the knowledge, skills and abilities acquired in the studied foreign language in the process of communication.

Linguistic competence implies the acquisition of knowledge about language material (phonetics, lexicon, grammar) and skills in the types of speech activity (listening, speaking, reading and writing).

Sociolinguistic competence makes it possible for the speaker to choose the desired linguistic form, method of expression, based on some speech situation, communicative goal and desire. Sociolinguistic competence involves sociocultural competence, providing for the ability to know the national characteristics of authentic speech: the customs, values, rituals and other national-cultural characteristics of the country in which it lives, as well as to be able to present the language in comparison with the country in which it is studied.

Pragmatic competence implies the ability to get out of complex situations by repeatedly asking, apologizing, etc. when misunderstandings arise in a communicative situation in a foreign language under study. In this direction, the discourse competence was included in the pragmatic competence. This competence implies the expression of thoughts in oral or written speech through the appropriate language means.

In World educational practice, the concept of "competence" in itself is a comprehensive (information, legal and x) in the fields of culture and activity, while covering the idea of combining the intellectual and qualifying content of education, integrating the content of Education.k.) has the nature of integrating a range of skills and abilities.

Education aimed at content competence includes the knowledge, skills and abilities acquired by students in their personal, professional and social activities

practical application is education aimed at the formation of competencies.

Nowadays, in order to become a mature specialist, it is necessary to improve the competence of professional speech in foreign languages, especially English. Therefore, in the educational process in education, in particular, in secondary-special education, great attention is paid to the competence of professional speech of students. In the system of methodological training of a foreign language teacher, it is of great importance to adequately prepare this specialist, to provide him with knowledge of a special form of Culture, a language taught that is a mediator of thinking and is carried out by a person, the country of the language being studied, the principles, methods and means of teaching this

### REFERENCE:

1. Irgasheva, U.R. (2021). IMPROVING STUDENTS' PROFESSIONAL SPEECH COMPETENCE BASED ON STEAM TECHNOLOGIES IN TEACHING ENGLISH AT TECHNICAL UNIVERSITIES. *Journal of Central Asian Social Studies*, 2(02), 81-87.
2. Тўхлиев Б., Шамсиева М., Зиёдова Т. Ўзбек тили ўқитиш методикаси. –Т.: Янги аср авлоди, 2006.
3. Маҳмудов М. Болаларнинг ўқув мақсади – таълимни илмий лойиҳалаш омили // *Халқ таълими*. –2005. –№5.
4. Jalolov J. Chet til o'qitish metodikasi. *O'qituvchi* - 2012 79-118-betlar.