



Students' Development Competencies in Improving Foreign Languages in Higher Education Institutions

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Annotation: The pedagogical potential of a foreign language is transferred in lessons in collaboration with the teacher and students; based on the student's level of knowledge (what is the level of his knowledge, skills, qualifications), starting from that level; taking all measures to encourage student initiative; To develop a sense of self-assessment and self-confidence, to develop a sense of responsibility and a critical view of the results of one's work, and to learn a foreign language so that students can use the knowledge they have acquired to solve life problems within the framework of future independent education It is very important to constantly encourage learning. This article talks about skills aimed at improving self-development skills.

Keywords: learning and intellectual process, innovative process, innovative activity, pedagogical technology, problem in education, teaching methods, primary education.

Introduction

In higher education, students First, when setting the goals of determining the personal and professional position, future, fate, and place of young people in the educational space of higher education institutions is fully implemented (i.e., students are given the opportunity to demonstrate their abilities); secondly, if the student's motivation to accept other cultures is mixed (comes together) with his independent education, then this situation leads to the synthesis of the properties and characteristics of his personality, which are manifested in his individuality, in the direction of realising his potential. Thirdly, if the teacher constantly focuses on the spiritual/spiritual development of the student, on educating him to understand the meaning and essence of his literacy and the need to accept universal values, and on accelerating the student's independent development in the direction of self-actualization, it can be said that the process will gain real importance. Fourthly, if the student is constantly instilled with the idea of the importance of affirming his/her own intellectual, mental, and spiritual ability and completion, the development of the student's ability to consciously think about existence will be more effective.

Material and methods: According to most researchers, a foreign language teacher should have at least the following professional skills: the ability to evaluate teaching methods and set realistic goals; the ability to independently solve methodological problems that arise; the ability to solve problems; the ability to approach non-standard ways of solving pedagogical tasks in a variable way; and the ability to create a self-education methodology. ([4] Based on the pedagogical potential of a foreign language, lessons are conducted in collaboration with the teacher and students; start teaching the student at whatever level he is (what is the level of his knowledge, skills, qualifications); take all measures to encourage student initiative; create situations where the student can learn vital skills at every opportunity, such as self-evaluation and self-confidence, a sense of responsibility and a critical view of the results of one's work development (for this, it is necessary to develop critical thinking in the student so that he can monitor his own development level , for example, in the field of language learning); It is very important to continuously encourage students



to learn a foreign language so that they can use their knowledge to solve life problems in the framework of future independent education.

When learning a foreign language, students need to get ample opportunities for personal and professional development and then, for example, in the process of learning to communicate in a foreign language, the development of speech culture takes place, and here-communicative (ability to communicate, engage in dialogue, ability to go) is formed, and this requires the presence of such qualities/characteristics as: speed of speech, language sensitivity/intelligence, independence, self-control, and others. In addition, learning a foreign language in many cases determines the level of social intelligence of a young person, and on this basis, his self-development helps to create personal skills for social relations, and it should be said here that self-development cannot be achieved without defining a stable professional and life meaning, position, and future, in other words, without building clear life prospects. At the same time, a foreign language's pedagogical potential has its own serious reserves, and their educational resources are primarily open in the communicative approach to teaching. In essence, this approach implies the following:

- the teacher's students with active, mutually organised activities to do ;
- speech and cross-cultural communication are two distinct aspects of the existence of possibilities;
- students study the status of activity objects naturally organically (organically), and there they are, the objects of activity to the initiators (leaders) and later on, while executors and supervisors rotate;

Students must be able to perform tasks that define study goals before being pushed to create personal meaning for themselves.

As a result, foreign language higher education students develop competencies for themselves. Pedagogical development_ potential young people's foreign language communication as a tool literate to apply from teaching is made up of the following components: Now, this part of the student's social and cultural development is not but his own professional in the activity of practical skills done to increase productive and successful communication. Done to increase the possibility of being multicultural education is also required. A person wrapping around the world to learn about differences in the fields of independent education can see this as a tool in this foreign language of pedagogical potential. Together), the importance of application in terms of natural question surface emerges [2].It is logical not to create certain pedagogical conditions that help students develop language culture through foreign language teaching but, in particular, to create certain pedagogical conditions that help develop self-development competencies. Natural thinking (these conditions will be considered in the second chapter of this study). All this implies the following, taking into account the pedagogical potential of a foreign language in developing the ability to define the meaning of life, future, and destiny in students of higher education institutions:

- for students to acquire knowledge based on their social needs and interests in order to achieve competitiveness in the field of their chosen profession;
- in addition to professional competencies, the acquisition of intercultural and language competencies is necessary in order to successfully integrate into any society;
- to introduce a creative approach to one's activities in order to be needed (to be in demand) in various spheres of social life and thus to achieve life stability based on the realization of one's possibilities, abilities, and competences;



- striving for productive cooperation in various areas of the multicultural environment in order to gain additional knowledge about the traditions and lifestyles of people of other cultures.

Research studies have shown that the use of the pedagogical potential of a foreign language in improving the self-development competencies of HE students has a positive effect on determining their personal and professional status, place, future, and destiny:

- students begin to perceive and understand their role in this world more widely and demonstrate the ability to sympathise with others in the events that are happening;
- feeling their participation and responsibility in making this or that decision (solving the task), students begin to show motivation to solve pedagogical problems;
- by introducing a personal context into their professional activities, students begin to think professionally and thus demonstrate their pedagogical positions/points of view/attitudes;

By demonstrating initiative, independence, and freedom in their thoughts and judgments, students begin to gain a sense of self-confidence and thus begin to behave as socially mature individuals;

- By acquiring the vocabulary of a foreign language not only from the point of view of a single goal, but primarily to use it (the vocabulary) as a necessary tool or tool for active participation in the discussion of problems, students begin to have a much higher attitude towards learning a foreign language.

In higher education students in the study of self-development competencies from the point of view of the pedagogical potential of a foreign language, as a personal characteristic, aspect, this ability has a certain psychological component that requires the student to understand: what is for him personally and intellectually, including what physical meaning and expression of data; whether he has set the goal of his activity in terms of spiritual plans; how he builds his relations with society; and what he expects (hopes) from him. Usually, these and other aspects help the individual determine the essence of determining his professional position, future, and place, taking into account the essence of determining his position, future, and fate in the context of personal and life orientation. However, since the student cannot master all of these relevant aspects in the form of knowledge, their solution can be achieved only as a result of including him (the student) in a specific or concrete cognitive activity. In order to increase the competence of self-development, it is considered appropriate to take into account the specificity of information in country studies and cultural studies, and for this, it is necessary to introduce interdisciplinary relations to the science of "foreign language" in the humanities system, to expand the possibilities of a foreign language, in particular, its possibilities as a tool of intercultural communication. All this determines the student's goals, which are not only related to the general and language culture, but also related to the development of the ability to determine his personal, professional, and life meaning, future, destiny, and status. This can be conditioned by the organizational-pedagogical approach. In this regard, to introduce, add, introduce students to the culture of the country of the language being studied; increase their philological competence; increase the level of erudition, knowledge, and outlook; the formation of motivation for communication in a multicultural environment with the help of foreign language tools, etc., can be included among such goals. This includes the development of universal intellectual (mental) and practical skills in students, for example, the ability to clearly express (describe) the motives and motivations of their actions and actions, justify their plans for language learning, and present them with evidence. we also add the formation of a second language personality, which represents the ability to receive, the ability to determine one's priorities in future activities, etc. This refers to the formation of the quality of readiness for independent self-



organization in the student, whether it is learning a foreign language or striving to determine the meaning of his life.

In addition to the formation of language, communicative and other competencies, it is possible to conclude that it is necessary to take into account the pedagogical potential of this subject. As an educational resource, this potential is related to the fact that it helps young people to form a cultural image of the world, as well as a vision (understanding) of their identity. In this regard, students In the process of improving self-development competences, the formation of their spiritual qualities related to civil position relations takes place at the subconscious level, and this (formation) is an important condition for improving the ethics (manners) of communication in the conditions of a multicultural environment is considered when the student realises that he has to carry out his professional activities related to actual pedagogical problems, he develops career-oriented interests.

Conclusion

So, foreign language students Pedagogical potential in improving self-development competencies requires the availability of opportunities, tools, and mechanisms for determining the personal and professional position, place, future, and fate of each student and structurally includes personal, activity, and attitude components. The personal component consists of students ' thinking and understanding of their life skills and professional interests and their interests in the process of forming their language competences, which expands the range of foreign language communication. The activity component is related to the profession, as well as cultural studies related to raising the cultural level, broadening the worldview; It is related to the formation of value orientations and bases in the student as a basis for choosing the types and levels of their life activities. Humanization of the educational process aimed at providing the conditions for the realisation of the student's potential during the formation of language components to the relational component includes helping to guide the establishment of thinking and understanding in terms of values.

Pedagogical as a means of accelerating (intensifying) the self-development competencies of higher education students in order for students to think through their life prospects based on reflexive values and realise their potential as subjects of their lives. Factors such as support are necessary.

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