Teaching a Foreign Language and Developing Language Competence

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Abstract: *This article focuses on tasks related to the study of a range of skills related to analysis and comprehension of texts "reading literacy". This competence can also be referred to as understanding competence.*

Keywords: *competence, teaching competence, language skills, cultural and professional competencies, basic competencies.*

Introduction: Currently, the anthropocentric and language-cultural orientation of language teaching is increasingly manifesting itself in language didactics. In this regard, new requirements are imposed on the training of students of various specialties. Scientific anthropocentrism and its interdisciplinary character require the investigation of the human phenomenon from different perspectives. As a result, interdisciplinary fields of science such as psycholinguistics, ethnolinguistics, sociolinguistics and linguoculturology emerged. In the modern world, the requirements for learning a foreign language are extremely high, therefore good foreign language skills contribute to the competitiveness and professional mobility of a future professional of a foreign country. As a result of studying a foreign language, prospective specialists must master not only communicative but also general cultural and technical skills. This set of competencies is referred to as basic competencies.

Literature analysis and methodology: This term was introduced by the International Labor Organization in the early 1990s for the qualification requirements for postgraduate education, specialists in the professional development system and managerial retraining [7:34]. And now it is used in conjunction with synonymous terms: basic, basic, general and universal competencies. "Basic competences are, in part, cultural and intersectoral knowledge, knowledge, skills and abilities required for effective human professional activity" [8]. The development of such important competences is, in our opinion, a clear goal of foreign language teaching. The competence approach, which is widely used in the methodology of teaching a foreign language, determines the purpose of training for the formation of communicative competence, that is, the amount of knowledge, skills and abilities necessary for successful oral communication. The ability to conduct a constructive dialogue, use different styles of speech depending on the communication situation, create and edit various documents, as well as speak in public is one of the main qualities of professional activity of law enforcement officers. Body. Teaching a job-oriented language provides them with language and professional education. The basis of the educational process should therefore be job-related texts that help to form and develop verbal and non-verbal language skills in the professional activity of the future lawyer. When working with text materials, students must demonstrate the following skills:

➢ be able to determine the purpose of the text;

➢ be able to identify the main idea in the text;

➢ can determine who the text is intended for;

➢ understand a sentence and find a text that reproduces it in full;

> ➢ Be able to find a sentence in the text that most accurately reflects human characteristics, feelings, experiences and thoughts.

Problem solving occupies the most important place in the development of language skills in younger school children.

After all, the ability to solve problems in real life is the basis for additional education, effective professional activity and participation in social life and the organization of a personal jury.

For example, when working with texts, diagrams and tables, the student must demonstrate the following skills, which have the most general intellectual characteristics:

> ➢ be able to give reasons; be able to choose his point of view;

> ➢ extract, analyze and compare the necessary information;

> ➢ be able to identify the causes of people's actions.

In class I form literal sentences and count tongue twisters, pure sentences, rhymes, proverbs and words to enrich vocabulary, memory and thinking. For example, I may include working in pairs or groups: creating a pre-made statement from the words on the cards. Poetic attempts and speech activity gradually appear. Poems are a pattern in children's hearts. To feel the richness, the beauty and the expressiveness of the language - is that education, not language development?! A creatively liberated, emotional child will feel and understand more of what they have read. In reading classes, my children become theater actors, and even a weak student takes part in this action, revealing hidden abilities that he cannot always demonstrate in a simple lesson. In reading classes, children need to learn what is important in everyone's life;

> ➢ ability to transmit information; continue the conversation;

> ➢ socialize; retell, describe the situation;

> ➢ write letters, congratulations;

> ➢ colorful arrangement of speech.

The position of the teacher also changes radically. He ceases to be with the student a vehicle of the objective knowledge that he wishes to impart to the student. Its main function is to encourage students to show initiative and independence. In fact, this creates conditions that allow students to develop their intellectual abilities and skills at a developmental level while realizing their interests and desires and taking action.

Discussion and results: The meaning of the term development is also changing. The individual development of each person is primarily associated with the development of skills that he already has in the specialty, skills that are not just the acquisition of thematic information that is never needed in practical life. it has nothing to do with the personality of any particular person. Efficiency. It is impossible to develop language skills if the student answers in class only when necessary. The success of this work is only possible if it is carried out regularly and in the system. One of the future-oriented tasks of language support is teaching the right way to speak. For this purpose, the following creative tasks can be used in Russian lessons: - Complete the text in several sentences; - Recording the beginning of the text and its sentence; - Divide sentences with small sentence fragments into parts; - Writing a text based on what you have read; - put sentences in the right order to compose the text; - putti; - continuation of the story; - Create a story from a series of images. Essays and stories in Russian are the best tools to develop students' language skills. They enliven the classroom, encourage students to practice, and show them the richest potential of the language and the need to learn it. Children observe, collect, summarize, compare the material and draw conclusions. From the first level of competence, simple texts are retold in action, up to

compact presentations on behalf of the speaker or planning with creative and grammatical tasks. Highly artistic texts, written by well-known word masters and then rewritten in writing by children, contribute to the development of language ability, purify language, improve their culture, awaken artistic taste and develop language ability.

It is impossible to develop students' independence and creativity only through presentations to develop the ability to convey their thoughts and knowledge. You need the conditions so that you can express your opinion. K.D. Ushinsky writes that children learn primarily through imitation, but it would be a mistake to think that independent activity arises from self-imitation [5:8-10]. The elimination of errors in a speech in connection with the assimilation of grammatical material without extra time will not only improve the Russian-speaking language culture of students, but the Russian language will help to better master grammatical concepts, which will lead to an awareness of the Role of language leads to grammar studies. Children must be taught self-examination and basic editing. First of all, it has a collective text editing function. Children replace words, eliminate repetition, change the order of words, connect sentences with conjunctions, and sometimes change the order of presentation or make compositional changes. Learning to speak fiction is a responsible task for students. Discipline, attention, memory, thinking and of course language develop. During communication, communicative competence develops: on the first level, one understands the topic and collects the necessary information (children listen and react more than taking the initiative). At the second level, the child brings their experiences to the discussion and helps to develop them under the goals and the situation. At this level, too, he has to give a short presentation. Prepare notes and select the images you want. At the third level, readers contribute to the development of the topic and create an opportunity to help other panelists develop. In order to achieve the intended results at the fourth level, it is necessary to develop communication skills. In the fifth stage, it reads and summarizes information.

Conclusion: These five stages develop the reader's ability to speak, listen, read and understand a foreign language. In order to compare specific and sometimes unique cultures, one must fall back on some sort of baseline. This is what researchers see in mental structures that show the uniqueness of demonstrating the same non-linguistic content in different language cultures, so knowing the world as a way of knowing it. This genesis of science is natural, as the idiopathic aspects of your languages and cultures cannot be understood without recourse to others. The formation of the above components of communicative competence should be determined when choosing tools, methods and technologies for teaching modern languages in the secondary school system.

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