



**THE IMPACT OF COMMUNICATIVE COMPETENCE ON FOREIGN  
LANGUAGE SKILLS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
A competency-based approach to teaching a foreign language, according to the author, is one technique to boost students' enthusiasm to learn the language, enhance activity and creativity, and strengthen their learning activities. The best practices for teaching foreign languages to students are outlined in this article, with a focus on competency-based learning.	communicative competence, foreign language, communication.

**Introduction**

The shift in the sociopolitical climate, the rise of international contacts in all fields, the consolidation of these contacts, and worldwide integration have increased the role and relevance of authentic foreign language communication skills and talents.

Rapid socioeconomic advancement necessitates high standards for the quality of foreign language teaching in educational institutions, as each new generation of students must achieve a better level of foreign language proficiency. Changes in the socio-cultural environment of a foreign language, as well as new student aspirations for fluency in it, entail a qualitative shift in teaching.

One of the most critical issues confronting educational institutions in conjunction with the modernization of domestic education is the establishment of For the first time the concept of "competence" appeared in the 60s. XX century . in the United States of America, where it was used as part of activity education, the purpose of which was to prepare professionals who are competitive in the labor market. Initially, it all came down to automating the acquired practical skills within the framework of the behavioral approach, which was clearly insufficient for the development of the creative and individual abilities of the trainees. In this regard, it was proposed to distinguish between two concepts: competence and competence ( competence and competencies ). Competence began to be considered as a personal category, and competencies turned into units of the curriculum and constituted the "autonomy" of competence.

Speaking of competencies, it is necessary to clarify the concept of "competence" - a set of competencies, that is, observable manifestations of successful productive activity. Competence is a complex personal resource that provides the possibility of effective interaction with the outside world in a particular area and depends on the competencies necessary for this.

What is meant by competency -based approach? The competency -based approach in education is understood as a teaching method that is aimed at developing students' abilities to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process the information received, transmit the necessary information; possession of the skills of interaction with other people, the ability to work in a group; possession of mechanisms for planning, analysis, self-assessment of one's own activities in non-standard situations or in conditions of uncertainty; knowledge of methods and techniques for solving problems that have arisen.

The competence -based approach imposes certain requirements on students and their level of foreign language proficiency. In this regard, a distinction is made between basic and advanced competencies in students.

At the basic level, language proficiency is assumed as a means of communication (a certain vocabulary, knowledge of basic grammatical structures, knowledge of the laws of language functioning, familiarity with the cultural environment, etc.).

The advanced level assumes that students will use a foreign language to solve practical problems, for example, to find the necessary information on the profile of their specialty. This level is interdisciplinary in nature and is assessed by the result achieved, and not only by the correct use of certain grammatical structures and active vocabulary.

The main means of forming key competencies in the study of a foreign language are various technologies, forms and methods of teaching. These forms and methods include: the teacher's monologue; frontal-individual survey; informing conversations; independent work with the textbook on the instructions of the teacher; film demonstration; traditional test.

Researchers of the competency-based approach to learning propose three important competency classifications:

1) value-semantic, 2) general cultural, 3) educational and cognitive, 4) informational, 5) communicative, 6) social and labor, and 7) personal growth.

A competency-based approach to foreign language teaching necessitates a creative approach to organizing and structuring the educational process, so establishing conditions for the formation and development of practical skills and abilities in foreign language communication. As a result, it is vital to attempt to establish such settings in the classroom, where students assimilate linguistic information in a natural manner, and in the process of communication between the teacher and students in life scenarios that we mimic in many ways.

The development of pupils' capabilities is dependent on their

First of all, students need to understand the nature and content of competency-based approaches.

Students need to acquire certain intellectual, creative and communication skills.

This means that you must be able to manipulate texts (highlighting main ideas, finding the necessary information in foreign language texts), analyzing information, making generalizations and conclusions, working with various reference materials, etc.

It means that.

Leads the discussion, listens to the opinion of the interlocutor, defends the opponent's point of view, supports it with strong arguments, is able to compromise with the interlocutor, expresses one's ideas concisely.

Additionally, students must be able to work in a variety of organizational formats: pairs, groups, and teams with clear role divisions (e.g.

boss, secretary, etc.).

Practical knowledge of a foreign language requires students to master specific programs and vocabulary/grammar materials, to be able to engage in correspondence in a foreign language, and to be able to independently compose various documents in Russian and foreign languages.

not.

Manage business deals in foreign languages.

Thus, for the competent use of the competence -based approach, considerable preparation is required, the creation of a solid language base for students, which is carried out in the education system.

In turn, the high quality of learning a foreign language contributes to the competitiveness and professional mobility in the field of professional activity and communication of the future specialist.

The acquisition of foreign language competence by students consists in mastering a foreign language at a level that will allow it to be used to meet professional needs, implement business contacts and further professional self-education and self-improvement.

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