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COMPETENCE-BASED APPROACH IN TEACHING FOREIGN LANGUAGES

Annotation. The article identifies the most effective methods and techniques of teaching a foreign language from the standpoint of the competence approach.

Keywords: competence approach, competence, modernization, competence, foreign language, teaching, foreign language communication.

The change in the socio-political situation, the development of international contacts in all spheres, the consolidation of these contacts and international integration have led to an increase in the role and importance of skills and abilities of genuine foreign language communication.

Rapid socio-economic progress dictates high requirements for the quality of foreign language teaching in educational institutions, as each new generation of students must rise to a higher level of foreign language proficiency. Changes in the socio-cultural context of a foreign language, new requests of students regarding the level of proficiency in it necessitate a qualitative change in training.

In connection with the modernization of domestic education, one of the most important tasks facing educational institutions is the formation of key competencies, the issue of competence-based approach in education becomes especially relevant.

Knowledge of a foreign language gives a future specialist access to foreign sources of information, without which the activity of a certified specialist is currently unthinkable. The ability to work with original literature in the specialty includes obtaining the information contained in the text, its critical comprehension, generalization, analysis and assessment of reliability. Foreign language competence ensures the readiness of the student to actually use the acquired knowledge in a professional environment.

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The concept of "competence" comes from the Latin word compete, which means to approach, to conform. In a general sense, it means compliance with the requirements, established criteria and standards in certain areas of activity and in solving a certain type of tasks, having the necessary active knowledge, the ability to confidently achieve results and master the situation.

Speaking about competencies, it is necessary to clarify the concept of "competence" - a set of competencies, that is, the observed manifestations of successful productive activity. Competence is a complex personal resource that provides an opportunity for effective interaction with the outside world in a particular area and depends on the competencies necessary for this. And what is meant by the competence approach? The competence approach in education is understood as a method of teaching, which is aimed at developing students' abilities to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: ability to search, analyze, select and process the information received, transmit the necessary information; possession of skills of interaction with other people, the ability to work in a group; knowledge of the mechanisms of 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.

At the basic level, language proficiency as a means of communication is assumed (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 has an interdisciplinary character and is evaluated by the result achieved, and not only by the correctness of the use of certain grammatical constructions and active vocabulary. The main means of forming key competencies in learning a foreign language are various technologies, forms and methods of teaching. Such forms and methods include: a teacher's monologue; a frontal-

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individual survey; informative conversations; independent work with a textbook on teacher's assignments; a film demonstration; traditional control work.

Researchers of the competence-based approach to learning offer several classifications of key competencies:1) value-semantic, 2) general cultural, 3) educational and cognitive, 4) informational, 5) communicative, 6) social and labor, 7) personal improvement.

Each of the competencies includes a large complex of knowledge, skills, skills and values.

Let's take a closer look at this classification.

1. Value-semantic competence provides a mechanism for student self-determination in situations of educational and other activities. It demonstrates what his value orientations are, whether he is able to understand his role and purpose in the world, whether he can choose attitudes for his decisions and actions, whether the student is responsible for choosing a solution. Students master this competence by participating in moral conversations, in situations of moral choice of actions.

2. General cultural competence allows students to join the dialogue of cultures, to find out the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life. At the same time, this competence shows how competent the student is in the household and cultural and leisure sphere (for example, when organizing free time).

3. Educational and cognitive competence includes elements of logical, methodological, educational activities correlated with real cognizable objects. This includes knowledge and skills of goal setting, planning, analysis, reflection, self-assessment of educational and cognitive activity. For example, students are invited to check their own work again (grammar test, essay), already checked by the teacher, but without corrected errors. The teacher discusses in detail with them the causes of errors, students work on mistakes, do a number of exercises aimed at better assimilation of the material, analyze inaccuracies of style and form. At the next stage, they repeat the work taking into account all previous comments.

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4. Information competence provides the skills of the student's activity in relation to the information contained in academic subjects and educational fields, as well as in the surrounding world. It is information competence in the modern world that is the key to successful implementation in various fields of communication, including professional.

5. Communicative competence includes knowledge of languages, ways of interacting with surrounding and remote people and events, group work skills, knowledge of various social roles in the team. Children master this competence in role-playing games, when writing questionnaires and letters.

6. Social and labor competence is closely related to communicative competence. Social and labor competence directs the ability to master various social roles in the sphere of civil and social and labor activities. The main method is a role-playing game, during which students not only practice using language skills, but also prepare themselves for future social roles.

7. The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. In this formation, the teacher himself plays an important role, his style of communication with people, his spiritual values and priorities.

It is these key competencies that make it possible for the formation of a student as a subject of educational activity and the upbringing of his personality.

The competence-based approach to teaching a foreign language requires a creative approach to the organization and construction of the educational process, the creation of conditions for the formation and development of practical skills and skills of foreign language speech. Therefore, it is necessary to strive to create such conditions in the classroom when the assimilation of language material by students is carried out naturally, in the process of communication between the teacher and the students among themselves in life situations modeled by us in various ways.

The formation of communicative competence takes place in stages with the help of game technologies, discussions, case study technology. When conducting classes, we use electronic multimedia technologies, since it is impossible to teach a

foreign language without giving students the opportunity to hear the speech of native speakers and see their style of behavior in a particular communication situation.

Students define social roles, conduct dialogues on various topics, practice oral speech of a socio-cultural orientation, which allows them to show creativity of thinking. Mastery of communicative competence means mastery of various social roles. The main way to do this is role-playing. In the process of acting out various life situations, students prepare themselves for future social roles, for life in a society with its own laws and rules, thus forming social and labor competence.

In turn, the high quality of foreign language learning contributes to 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 them to use it to meet professional needs, implement business contacts and further professional self-education and self-improvement.

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