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## **DEFINITION OF PHONETIC COMPETENCE**

**Abstract.** This article is about phonetic competences and competence. Here you will learn about the definition of this concept, its first use in pedagogical education and its importance today. Scientific works and articles of scientists in Uzbekistan and abroad were used in writing the article.

**Key words:** Competence, competence, phonetics, phonetic competence, knowledge, skills, competence, phonetic competence in teaching a foreign language

## **ОПРЕДЕЛЕНИЕ ФОНЕТИЧЕСКОЙ КОМПЕТЕНТНОСТИ**

**Аннотация.** Эта статья посвящена фонетическим компетенциям и компетентности. Здесь вы узнаете об определении этого понятия, его первом использовании в педагогическом образовании и его значении сегодня. При написании статьи использованы научные труды и статьи учёных Узбекистана и зарубежья.

**Ключевые слова:** Компетенция, компетентность, фонетика, фонетическая компетентность, знания, умения, компетентность, фонетическая компетентность при обучении иностранному языку.

## **FONETİK KOMPETENSIYA TA'RIFI**

**Анотасија:** Бу мақолада гап фонетик компетенсијалар ва компотентлик хақида борди. Бунда сиз бу тushинчанing та`рифi, педагогик та`лимда ilk бор қо`лланishi ва hozirgi kundagi ahamiyati хақида билib olasiz. Мақолани yozishda O`zbekistondagi va horijdagi olimlarning ilmiy ishlari va maqolalaridan foydalanildi.

**Тayanch tushinchlar:** Компетенсија, компетентлик, фонетика, фонетик компетенсија, bilim, ko`nikma, malaka, chet tilini o`qitishda фонетик компетенсија

**Introduction.** The content of the concepts of competence and competency is controversial among scientists. The main goal of learning a foreign language is to develop a culture of intercultural communication and mastery of skills specific to a foreign language (listening, speaking, reading, writing). This involves the effective use of social, cultural, linguistic and emotional experiences that conversation partners have previously acquired while listening, speaking, reading and writing in the development of personality in German language. When learning a foreign language, a student is not only concerned with fully acquiring language skills, but also with improving their linguistic and cultural skills (competencies). When developing these characteristics in students, it is necessary to develop their competencies, especially in the process of imparting knowledge, skills and qualifications related to the German language. The term “competence” includes a teacher’s education, skills, abilities and experience. In other words, it is his ability to perform a certain type of work. In fact, the terms competence and competency are similar. Competence refers to the body of knowledge and its availability in people; Competency is the use of knowledge in the work process.

In recent decades, the use of concepts such as “competence”, “competency” and “competent approach” in the education system has become popular. Since these terms are considered in different positions, there is no clear interpretation.

We are sure that when studying the literature, some researchers consider the concepts of “competence” and “competency” as synonymous or interrelated and complementary concepts, while others distinguish them as two independent concepts.

**Literature review.** The concept of “competence” was first introduced into the education system by N. Chomsky in the 1970s. In the 20th century, this concept was widely used in the United States (and later in European countries) in connection with the problem of individualization of education. Therefore,

American scientists associate competence not with a job description, but with a general job description. N. Chomsky proposes to distinguish between linguistic knowledge and competence; he says that linguistic knowledge is a language system and competence is the ability to use language in specific situations.

Research methodology In 1996, the Council of Europe divided core competencies into five groups. It is very important to use and know these things when teaching a foreign language.

1) political and social skills, such as B. Assumption of responsibility, participation in joint decision-making, non-violent conflict resolution, participation in the functioning and improvement of democratic institutions;

2) skills related to living in a multicultural society (intercultural skills);

3) Competencies related to oral and written communication that are important in work and social life;

4) Competencies related to the emergence of the information society;

5) the ability for lifelong learning is important as a basis for continuous professional learning, work and social life;

**Analysis and Results.** Competence (Latin *competo* – I strive, I am worthy, I am worthy) – 1) the scope of powers, rights and obligations of a particular government body (local government body) or official, established by law, charter or other document; 2) Knowledge, experience in a specific area

The word competence comes from Latin and means “valid, worthy, worthy” (to compete, to correspond, to correspond, to be able to). Even in the Roman Empire, the quality of competence was used in the sense of autonomy/representativeness/legality. As early as the 13th century, *competentia* was defined as a person's income for subsistence in general and in particular the income for the expenses of a spiritual monarch. In the legal concept of *beneficium*, competent means means depriving the debtor of other things and thus leaving him only minimal means of making a living. This word meaning was used in military terminology until the 20th century. Here this word meant the minimum requirements of army and navy personnel in terms of money, food, shelter and clothing. In addition to this legal meaning, the term “competent” has been used since the 18th century in the sense of “responsible, independent”. With the

emergence of nation states at the beginning of the 19th century, state authorities began to be appointed within the framework of their rights and duties.

The short form of the word competence competence means state sovereignty in international law and independence in legal transactions. The concept of competence competence means autonomy within state organs to make decisions within the framework of their own powers on the basis of the laws in force during war and to expand these powers to the detriment of other organs.

The DTS of Uzbekistan defines 3 different, independent competency requirements. The:

1. Language competence
2. Sociolinguistic competence
3. Pragmatic competence

Language competence is divided into two types:

1. Language competence
2. Language competence

Language competence, in turn, is divided into 4 types:

1. Listening comprehension
2. Speaking
3. Reading
4. Write

Language competence, in turn, is divided into 4 types:

1. Graphics and spelling
2. Phonetic competence
3. Lexical competence
4. Grammatical competence

Below we will try to cover phonetic competence only.

Phonetic competence includes the following three concepts:

1. Be able to distinguish sounds in a sentence and when listening separately;
2. Be able to correctly use rhythm and intonation according to the main types of communicative sentences (statement, question, command sentence);
3. Be able to use all the basic sounds of the language in speech and develop conversation skills.

Brief summary of the existing changes and their disadvantages

Competence is the ability to combine knowledge and skills in such a way that one can carry out job-related tasks independently, responsibly and in accordance with the requirements of the situation. Perfect people are characterized by the ability to act in a self-organized and goal-oriented manner based on knowledge, skills and competencies, even in new, open, uncontrolled and dynamic situations.

“Competencies are the ability to organize oneself.” They include knowledge, qualifications, values and norms and place them in an available setting. Competencies are particularly important in open problem and decision-making situations, in complex systems.”

“Competencies are self-management skills. They integrate knowledge, skills, values and norms and place them in an existing context. Competencies are important in complex systems, especially in situations with open problems and decisions.

“Competencies are constituted by knowledge, constituted by values, disposed as abilities, comforted by experiences, realized by will.”

Skills are based on knowledge, formed from values, taught in the form of skills, consolidated through experience and implemented on the basis of will.

How do competencies differ from qualifications?

Competencies can be understood and evaluated as the implementation of skills and the execution of certain actions. Competencies always include the necessary knowledge. But they can cover much more, including relationships that define ownership and action. In contrast to other constructs, competence always includes, for example, the ability of certain people to control themselves.

The purpose of qualification, for example as part of dual training, was and is to improve the qualifications of employees and adapt them to everyday working life. This does not mean that skills should be used and developed instead of skills. On

the contrary, it should be noted that although competence without competence can exist, competence without competence is difficult.

In modern working and economic life we need more than just qualifications. Acquired competence does not mean the ability to cope independently in open, complex, problematic situations.

**Conclusions and Recommendations.** Competencies are broader than skills, knowledge and competence. The concept of competence varies depending on its use in foreign language theory and foreign language didactics. This article explains the meaning of this term in the didactics of foreign language teaching. Competencies mean our abilities, which are the basis of our actions. They manifest themselves in knowledge of foreign languages. Pronunciation is therefore “an important part of communicative competence”.

Competence is an ability in which knowledge and skills are linked in such a way that professional tasks can be completed independently, responsibly and according to the situation.

Knowledge, skills and competences are often taken into account and referred to as competencies. However, knowledge, even empirical knowledge, is never the ability to act, but rather an operationally necessary condition for one's actions. Without knowledge there is no skill. Skills and competencies include the ability to act, but not in a creative, self-organizing sense. They are also operational prerequisites for acquiring real skills, but with a different significance.

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