

THE DEVELOPMENT OF GENERIC COMPETENCE IN TEACHING FOREIGN LANGUAGES

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DOI: 10.5958/2249-7137.2022.00275.0

ABSTRACT

This article is about generic competence development in teaching English. It is designed to find out the specific generic skills that should be emphasized by the English language teacher and to find out what methods/strategies that can be used by foreign language teachers to foster generic skills in language lessons. In this article I want to determine the methods and strategies of generic skills that can be used by language teachers.

KEYWORDS: *Generic, Competence, Collaborative, Communicative, Technique, Activity, Problem- Solving, Method.*

INTRODUCTION

Today, competence is seen as an independently realized ability based on the acquired knowledge of the student, his intellectual and life experience, values and inclinations, which he developed as a result of cognitive activity and educational practice. The concept of “competence” has Latin roots and comes from “compete”, which translates into Russian as “I achieve”, “correspond”, this concept has long been used in psychological and pedagogical literature, however, increased interest in it appeared only in lately [1]. Competence is the quality of a person who has completed education at a certain level, expressed in readiness (ability) on its basis for successful (productive, effective) activity, taking into account its social significance and social risks that may be associated with it [2].

In teaching foreign languages, competence can be interpreted narrowly - as a set of knowledge, skills, and abilities formed in the process of teaching a foreign language, and more broadly - as a practice-oriented possession of language knowledge, skills and speech skills. In general, competence is understood as a component of foreign language knowledge and skills that ensures the comprehensive development of relevant skills.

Generic skills should be developed by university students in order to prepare them for their future career. Schools, college and university play a great role in developing specific strategies for a competences-based approach with learning activities which is defined in terms of knowledge and skills.

The generic competences have been divided into three knowledge spheres:

1. Instrumental competences: cognitive abilities, methodological abilities, linguistic abilities.

- Capacity for analysis and synthesis;
- Capacity for organization and planning;
- Basic general knowledge;
- Grounding in the basic knowledge of a profession;
- Good oral and written communication skills
- Knowledge of a second language;
- Elementary computing skills;
- Information management skills (ability to analyse and select the necessary data from different sources);
- Problem solving;
- Decision-making.

2. Interpersonal competences: it includes social interaction and cooperation in the society).

- Critical and self-critical abilities;
- Teamwork and interpersonal skills;
- Ability to work in an interdisciplinary team;
- communicative skills;
- Appreciation of diversity and multiculturality;
- Ability to work in an international context;

3. Systemic competences:

- Capacity for applying knowledge in practice;
 - Research skills;
 - Capacity to learn and adapt to new situations;
 - Capacity for generating new ideas (creativity);
 - Leadership;
 - being aware of cultures and customs of other countries;
 - Ability to work autonomously;
 - Project design and management;
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- Initiative and an entrepreneurial spirit;
- Concern for quality;
- Will to succeed.

2.1. Teaching generic competencies

Accordingly, to the CEFR for languages learning, and teaching assessment demonstrates the way within which to model an academic trait from outside and adapt/adopt it to enhance the teaching practice of English teachers. An example of a generic competency from country courses is competency 4: listen, interpret and issue relevant messages in numerous contexts by utilizing media, codes and appropriate tools where students apply different strategies so as to accumulate the desired competencies[3].

TABLE 1

	Skills		
	listen	interpret	issue
Student is required to	<u>understand</u> what s/he listens.	<u>talk</u> about it to explain the message.	<u>produce</u> an item (printed, audio-recorded, digitally presented or video recorded).

Generic competency example

In this way, generic competences below show the various skills each student should learn. Each skill is expressed as an action in association with Bloom’s Taxonomy, teachers should consider each competency while teaching learners by taking into consideration all different language skills

TABLE 2. SKILLS NEEDED BY STUDENTS

Student is required to:		
<u>know</u> oneself as a person.	<u>value</u> oneself as a person.	<u>know</u> procedures to fulfill the objective.
<u>know</u> about art and culture.	<u>assess</u> her/his work and others’.	<u>explain</u> her/his work and others’.
<u>know</u> healthy lifestyles.	<u>practice</u> healthy lifestyles.	
<u>understand</u> what s/he listens.	<u>talk</u> about it to explain the message.	<u>produce</u> an item (printed, audio-recorded, digitally presented or video recorded).
<u>practice</u> purposeful methods to solve issues.	<u>support</u> purposeful methods to solve issues.	<u>use</u> purposeful methods to solve issues.
<u>support</u> her/his point of view.	<u>take</u> into account others’ point of view.	
<u>learn</u> in an autonomous manner.		
<u>work</u> in team/group.	<u>manage</u> her/his work properly in team/group.	
<u>Involve</u> in a civic/ethics conscience in her/his community.		
<u>appraise</u> an attitude of respect towards different beliefs.		
<u>propose</u> critical, responsible points of view.		

Competencies suggest what skills students should learn in order to be a self learner; work cooperatively, effectively; and communicate successfully.

Several participative techniques

Teachers that attempt to urge student participation by supportive examples and asking questions about the students' experience or background information which was undergone by a learner. In this way, students learned not only to answer but, the most precise thing, ask question from the teacher without hesitation or fear.

-At the end of each lesson, learner or student ought to write the answer to a single question about some of the explained topic or theme, which were also used to assess attendance to and participation in the session. The question will be announced at the end of the lecture so they could answer it well only if they had paid attention.

Problem-solving sessions in seminars. During these sessions teacher announce one problem raising topic. Student should find the reasons of the issue and find relevant responds, give solutions to the given topic. They are free to work individually or in a group, and to search for information online. At the end of the sessions, students must deliver the solution to the teacher, who use a spreadsheet program that allow different input values to correct each exercise step by step. Exercises are returned to students during the following session, which provided them with feedback about the degree of their solving capacity. In this way, they can analyze their mistakes and go to tutorials to clarify any doubts they have both before and after corrections. Such activity is an attempt to improve critical thinking, but also shows the effectiveness of collaborative work.

CONCLUSION

Several methodologies designed to promote students' classroom activity in order to develop and impact on generic skills acquisition. These methods will be a very good strategy to facilitate acquisition of knowledge, linguistic skills and positive attitudes. The design and implementation of active methodologies improved students' learning and their integration into the classroom during their first year at university. This article focussed on students, and it would be effective for everybody in order to produce solving problems and evaluating solutions. Some techniques, such as problem-solving sessions and investing time primarily in the design phase. Their implementation does not take up too much additional time, and extraordinarily reinforced students' learning. These methods can also be considered suitable for large groups. The development and implementation of active learning methods correspond to teachers who are responsible for designing activities to help improve student learning. Teaching techniques must include student learning activities and the assessment of learning achievements.

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