

COMPETENCE APPROACH AS A MODERN WAY OF TEACHING ENGLISH

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ABSTRACT

In many parts of the world there is a growing interest in modern methods of teaching English, the question of how to do it - how the curriculum, subject, the topic and methodology should be different from previously developed customary norms gives birth. Much has been written about traditional English teaching. A growing body of knowledge about modern methods of teaching English. Lots of books and articles have been written to draw attention to this topic today. Usage innovations and new pedagogical technologies give good results. Growing interest in many parts of the world in modern methods Teaching English raises the question of how it should be done – how the curriculum, subject, content and methodology should differ from the usual norms developed in the past. Much has been written about traditional English teaching, and recently, the demand for information about modern methods of teaching English has increased dramatically was limited

KEYWORDS: *Teaching Methods, Innovations, Methodology, Skills, Dialogical Speech, Reading Strategies, Curriculum, Innovation, Teaching English, Traditional English Teaching, Demand, Information*

INTRODUCTION

A language (linguistic) competence is “theoretical knowledge of the language, i.e. knowledge of phonetic and grammatical norms of a foreign language, as well as a set of specific skills and abilities to use them”. This competence is, of course, the basic, the main one in the training process. However, it should be emphasized that when you are working on grammar, you should develop all types of speech activity: speaking, listening, reading and writing. And you cannot talk about mastering any language without basic theoretical knowledge in the field of grammar (and partly phonetics), of course. At the same time, according to modern methodists of the discipline “Russian as a foreign language”, “no more than 30% of the time should be devoted to the explanation and primary learning of the theory, and 70% should be devoted to the development of speech skills and phonetic and grammatical skills”.

The task of our students at all stages of learning foreign languages is to form knowledge, skills and abilities of all types of speech activity. Thus, students should not only master rules of grammar, but also learn how to apply these rules, i.e. correctly build up their speech. The knowledge of pronunciation features, the pragmatic features of use of language forms, and the stylistic possibilities of their use are of great importance. The formation of a *discursive*

competence (“knowledge of rules of constructing of a coherent oral or written text using appropriate strategies and tactics of speech behavior”) will help greatly to overcome the language barrier.

The essence of the competence-based approach to learning is organization of studies, the main purpose of which is the formation educational competencies. Educational competencies are the possession of the student's personality by educational competencies. Under educational competencies understand the totality of knowledge, skills, abilities and experience of the student's personality, acquired through study, which determine the general ability and readiness of the individual to implementation of personally and socially significant productive activities.

Doctor of Pedagogical Sciences A.V. Khutorskoy identifies seven educational competencies: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor, personal self-improvement.

The task of the formation of the linguistic personality in the process of learning language in high school raises the methods of teaching to higher levels. They are connected with intellectual development of a person, his thinking, his figuratively-emotional sphere (the level of thesaurus – subject-logical knowledge about the world and the language picture of the world and the level of motives, needs of a linguistic personality, and the formation of her linguistic and social identity).

General cultural competencies allow students to join dialogue of cultures, to comprehend the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, competencies in the household, cultural and leisure sphere (for example, when organizing free time).

In terms of the English language program at school, we are talking about the formation of sociocultural / intercultural competencies that considered as: willingness and ability to find common and culturally specific in models of English and native languages; find, compare and summarize cultural information from different sources and in different languages;

The formation of general cultural competencies takes place in the classroom when studying customs and traditions in English-speaking countries, English proverbs and sayings, poems, songs, as well as during extracurricular work in English.

Communicative competencies include knowledge of languages, methods of interacting with people (both nearby and distant) and events, teamwork skills, knowledge of various social roles in the team. The student must be able to present himself, write letter, questionnaire, statement, ask a question, lead a discussion, etc. For formation of these competencies in the educational process of each stage training provides for the necessary and sufficient number of real objects of communication and ways of working with them.

Teaching learners to writing is implemented in the process of developing and mastering students a set of relevant knowledge, skills and communication abilities that are essential to creating a written text. Writing serves as a means of communication, however, as the analysis of the results of student work shows, the level of learners in this regard is typically poor. Text created by learners seems to be an only written reflection of their oral speech that can be good evidence of students' transformation of their speaking to writing though. Nowadays, when with the development of OCT the importance of writing is crucial, and e-mails and the Internet provide

with vast opportunities for international communication and information exchange, new approaches to teaching writing are necessary.

There are numerous varieties of approaches to teaching writing. Whereas some linguists deny writing and claim that writing only serves to fulfil other competencies, others admit the necessity of teaching communicative writing. However, all these varieties can be organized into three categories:

- 1 - Limited use of writing that serves to refine, test or control other skills;
- 2 - structural writing – producing writing texts as a combination of several patterns such as learning writing by dividing it into paragraphs and distinguishing types of writing according to argumentative, descriptive and narrative writing;
- 3 - Meaningful, creative writing, where writing is a tool for communication.

CONCLUSION: Taking into account the existing interpretations, by exercises we mean a sequence of foreign language speech actions of students, specially modelled the giver for the purpose of assimilation and appropriation by students of knowledge / methods of action for their further autonomous application by students in their own foreign language professionally oriented activity. In this case, the system of exercises is a set linguo professional, reflexive, organizational and activity exercises and tasks implemented in conditions that activate the independence of students in the development of other linguistic competencies.

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