

## FORMATION OF PROFESSIONAL COMPETENCE IN TEACHING A FOREIGN LANGUAGE

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### ABSTRACT

Expansion of international relations and its acceptance in the international community has made a foreign language really relevant. The state and society began to experience a real need for people in practice, and often at the professional level, owning a foreign language. Free working knowledge of a foreign language was seen as a significant personal achievement. Foreign language to date to fully fulfill its original function as a means of communication means of initiation to another national culture, an important tool for the development of intellectual abilities of people.

**Keywords.** scientific and pedagogical, cognitive, educational, linguistic culture, approved

The communicative approach is to learn to communicate in a foreign language, providing such aspects as "stylistic correctness, relevance, logic expressions, and knowledge of the formulas of speech etiquette"; With the development of cultural and economic ties between countries and peoples, the role of learning foreign languages is increasing. Every year the demand for specialists who speak foreign languages is increasing. At present, one of the most important directions in the development of education is the use of a competency-based approach, in particular, in the development of skills related to the practical application of a person's communicative abilities, his cultural, social and informational competencies. Despite the fact that this issue is widely discussed in the scientific and pedagogical literature, the cognitive approach prevails in schools and universities, and students are forced to memorize (temporarily) significant amounts of information instead of developing the basic competencies necessary for successful activity.

Any sign system is characterized by such fundamental concepts as competence, that is, knowledge of the system, and use, that is, the use of units of this system in activity.

Nowadays, competence is considered 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.

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, considering its social significance and social risks that may be associated with it. The competence of the individual, in fact, is potential. She manifests in human activity and to a certain extent is relative, because its assessment, as a rule, is given by other subjects (for example, employers), whose competence, in turn, may turn out to be doubtful.

Competence implies a whole range of personal qualities of a person, including not only cognitive and operational-technological components, but also motivational, ethical, social, and behavioral.

Competence - (from lat. Competentis - capable) as a set of knowledge, skills, abilities, formed in the process of teaching a foreign language. Therefore, "language" is a mirror of culture, which reflects not only the world around a person, but also his mentality, national character, lifestyle, traditions and vision of the world. Language is also the custodian of cultural values - in vocabulary, grammar, folklore, in the forms of written and oral speech.

Foreign language communicative competence is a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities that allows the student to communicatively acceptably and expediently vary his speech behavior depending on the situation of communication.

Foreign language communicative competence creates the basis for communicative biocultural development. Communicative competence is the knowledge, skills and abilities necessary to understand others and generate their own speech behavior programs that are adequate to the goals, areas, and situations of communication. It includes: knowledge of the basic concepts of speech linguistics (speech knowledge) - styles, types, ways of connecting sentences in a text, etc.; the skills and abilities of text analysis, and, finally, the proper communication skills - the skills and abilities of verbal communication in relation to various areas and situations of communication, considering the addressee and purpose.

Foreign language communicative competence has a complex structure and includes a number of competencies. One of them is sociocultural competence. Sociocultural competence is the ability to build verbal and non-verbal behavior, considering the norms of societies that speak the language being studied. The importance of sociocultural competence:

knowledge of the national mentality, worldview;

removal of cultural difficulties;

awareness of the expansion of one's own worldview, ideas about a different socio-cultural community.

Recently, in the scientific literature, attention has been paid to the concept of "linguocultural competence", "linguocultural competence". Linguistic and cultural competence is a system of knowledge about culture embodied in a certain national language and a set of special skills for operating this knowledge in practice.

Linguistic and cultural competence of students is formed by introducing an integrated course into the content of teaching the history of the English language, which reveals the relationship, interaction of national-regional and foreign cultures.

The formation of linguoculturological competence is a purposeful, interdependent and interconnected pedagogical process as a set of classroom and extracurricular work, providing intellectual-cognitive, emotional-volitional, general cultural and effective-practical spheres of students' life.

The system-functional approach to interpreting the structure of linguoculturological competence assumes two levels of syntagmatics: proper linguistic and extralinguistic, that is, the properties of cultural reality, its use and use. Thus, the expression "count on fingers / on fingers", similar in composition of components and general meaning in a number of languages,

can be interpreted differently at the “deep” language level. The system of signs should reveal the system of real knowledge about culture, presented in the form of a model in which the actual linguistic "picture of the world" deepens to the linguocultural "picture of the world" as a competence, a system of knowledge about culture, embodied in a certain national language. Therefore, linguistic signs and expressions require an extralinguistic way of their disclosure. In the practice of teaching foreign languages at the present stage, along with proven traditional methods, a search is being made for new approaches to teaching contacts with an unfamiliar culture and achieving mutual understanding. These approaches include the creation of communicative situations in the classroom, the implementation of which develops tolerance, loyalty, and support for other cultural values, traditions and realities. The categories of means that can bring people closer to a natural foreign language environment include authentic texts, audio and video materials, feature films, television programs, holding student conferences and role-playing games in foreign languages.

A closer acquaintance with the traditions, customs, way of life, especially the literature and art of another people allows you to form an understanding of this people - without excessive servility, but also without neglect, all the more so because today there is a rapid convergence and interweaving of cultures due to ever wider international relations.

One of the goals of teaching a foreign language is the development of foreign language communicative competence, therefore, the main purpose of teaching a foreign language is to form communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

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