

FOREIGN LANGUAGE TEACHING COMPETENCIES IN PRIMARY EDUCATION

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Abstract

This article focuses on tasks related to the study of a set of skills related to the analysis and comprehension of texts - "reading competence". This competence can also be referred to as comprehension competence.

Keywords: competence, teaching competence, language ability, cultural and professional competences, basic competences.

INTRODUCTION

Nowadays, the anthropocentric and linguocultural direction of language teaching is more and more manifested in linguodidactics. In this regard, new requirements are being imposed on the training of students of various specialties. Scientific anthropocentrism and its interdisciplinary nature require the study of the human phenomenon from different perspectives. As a result, interdisciplinary fields such as psycholinguistics, ethno linguistics, sociolinguistics, and linguocultural studies have emerged.

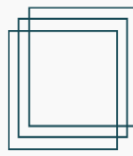
In the modern world, the requirements for learning any foreign language are extremely high, so a good level of knowledge of a foreign language contributes to the competitiveness and professional mobility of a future specialist of any foreign country. As a result of learning a foreign language, future specialists should acquire not only communicative, but also general cultural and professional competencies. These sets of competencies are known as core competencies.

LITERATURE ANALYSIS AND METHODOLOGY

This term was introduced by the International Labor Organization in the early 90s of the 20th century in the qualification requirements for specialists in post-graduate education, professional development and retraining of managerial personnel [7:34].

And now it is used together with synonymous terms: basic, fundamental, general, universal competencies. "Core competencies are partly cultural and cross-sectoral knowledge, knowledge, abilities and skills necessary for the effective professional activity of a person" [8].

In our opinion, the formation of such important competencies is the clear goal of foreign language education. Competency approach, widely used in foreign language teaching methodology, defines the goal of the training as formation of communicative competence, that is, a set of knowledge, skills and abilities necessary for successful oral communication.



Conducting a constructive dialogue, using different speech styles in accordance with the communicative situation, creating and editing various documents, as well as the ability to speak in public is one of the main qualities of the professional activity of law enforcement officers. bodies. Professionally oriented language training gives them the opportunity to acquire language and vocational training. Thus, the educational process should be based on professionally oriented texts that help to form and develop verbal and non-verbal communication skills in the professional activity of the future lawyer. When working with text materials, students should demonstrate the following skills:

- Determining the purpose of the text;
- Clarifying the main idea in the text;
- Determining who the text is intended for;
- To find a sentence in the text that fully reflects its content;
- A sentence that compares the quality of a person in the text - feeling, experience, thought

To find

I am the most in the development of language skills of elementary school students

I will devote an important place to the issue of "solving problems". The reason for this is that competence in solving problems in real life is the basis for obtaining additional education, effective professional activity, participation in the life of society, organization of personal life.

For example, when working with texts, diagrams, tables, the student is required to demonstrate the following skills with the most general intellectual characteristics:

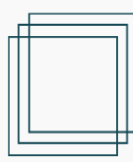
- Be able to give reasons;
- Being able to choose your point of view;
- Separation, analysis and comparison of necessary information;
- To be able to determine the reasons of people's actions.

In class, I make sentences word by word, word by word

In order to enrich the combinations, memory, and thinking, I count language curves, simple phrases, rhymes, proverbs, and words. I include working in pairs, in groups, for example: creating a ready-made statement from the words on the cards. Poetic attempts and speaking activity appear gradually. Poems are patterns in children's hearts. To feel the richness, beauty, expressive power of the language - isn't this education, speech development?!

A creatively liberated, emotional child feels and understands what he reads more deeply. In reading lessons, my children become theater actors, and even a weak student participates in this movement, which reveals hidden talents that are not always able to show in a regular lesson.

In reading classes, children should learn things that are important in every person's life:



- Ability to convey information;
- Continuing the conversation;
- Establishing contacts;
- Retell, tell the situation;
- Greeting, congratulating;
- Colorful arrangement of speech.

The position of the teacher is also changing radically. Together with the student, he stops being the carrier of "objective knowledge" that he wants to convey to the student. Its main task is to encourage students to show initiative and independence. In fact, it creates an environment that allows students to develop their intellectual abilities and abilities at a developmental level in the process of realizing their interests and desires, in the process of applying actions.

DISCUSSION AND RESULTS

The meaning of the term "development" is also changing. The individual development of each person is, first of all, related to the development of skills that he already has in the subject, "ability", and this is not only the acquisition of thematic information that will never be needed in practical life. in fact, it has nothing to do with the personality of a particular person.

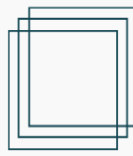
Efficiency. If the student only answers when necessary in the lesson, it is impossible to succeed in developing language skills. Success in this work is possible only if it is carried out regularly and systematically.

One of the promising tasks of speech work is to teach how to speak correctly. For this, the following creative tasks can be used during the English language lesson:

- Complete the text with several sentences;
- Write the beginning and end of the text;
- Dividing sentences into small parts of the sentence;
- Create a text similar to what you read;
- Placing sentences in the correct order to compose the text;
- Putting the fairy tale parts in the correct order;
- Continuing the story;
- Creating a story based on a series of pictures.

Essays and stories in English language skills of students is the best means of development? They enliven lessons, engage students in practice, show them the richest possibilities of the language and the need to learn it.

Children observe, collect, summarize, compare and draw conclusions from the material. If at the first level of mastering the competence of students, it is necessary to retell texts that are simple in plot, then they gradually move to concise presentations on behalf of the narrator or plan with creative and grammatical tasks.



High artistic texts written by well-known wordsmiths and then rewritten by children help to develop speaking skills, purify speech, increase its culture, awaken artistic taste and develop linguistic ability. It is not possible to develop the independence and creativity of students, to form the ability to convey their thoughts and knowledge only by making presentations. You need the conditions to express yourself. K.D. According to Ushinsky, children learn primarily through imitation, but it is a mistake to think that independent activity grows out of imitation [5:8-10].

Eliminating speech errors in connection with the acquisition of grammatical material without requiring additional time not only increases the students' Russian speaking culture, but also helps to better master the Russian language grammatical concepts, the place of the studied grammar is correct. leads to awareness.

Children should be taught self-checking and basic editing. Initially, it has a collective text editing feature. Children replace words, eliminate repetitions, change the order of words, connect sentences with connectors, sometimes change the sequence of presentation or make compositional changes. Learning to speak artistically is a responsible task for students. Discipline, attention, memory, thinking and, of course, speech is developing.

Communicative competence develops during communication:

At the first level, he understands the topic and collects the necessary information (children listen and respond more than they initiate).

At the second level, the child brings his experience to the discussion and helps to develop it according to the goals and the situation. Also, at this level, he should make a short presentation. Prepares notes and selects appropriate images.

At the third level, students contribute to the development of the topic, create an opportunity to help other participants in the discussion to develop it.

At the fourth level, communication skills should be developed in the process of achieving the desired results.

At the fifth stage, he reads and summarizes information.

CONCLUSION

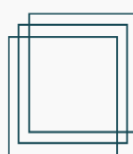
Through these five stages, the student develops the skills of speaking, listening and reading in a foreign language.

Specific and sometimes unique cultures require reference to something that provides a unique basis for comparison. Researchers see such a thing in mental structures that reveal the uniqueness of the representation of the same non-linguistic content in different linguistic cultures, that is, in cognition as a way of knowing the world. This genesis of science is natural because it is impossible to understand the idiosyncratic aspects of your own languages and cultures without reference to others.

The formation of the above-mentioned components of communicative competence should be determined in the selection of modern language teaching tools, methods and technologies in the secondary education system.

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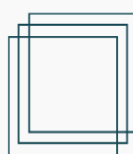


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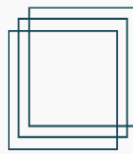
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