FORMATION OF BASIC COMPETENCIES IN THE PROCESS OF PRACTICAL TRAINING (EXAMPLE OF ENGLISH)

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ABSTRACT

The article analyzes the methodology of formation of basic competencies in the process of independent learning of students in the teaching of English with the help of innovative technologies. Strategic competencies in foreign language teaching are discussed in more detail in the methodological support through the development of communicative approaches.

Keywords: *independent learning, English, innovation, technology, educational technology, interactive method.*

АННОТАЦИЯ

В статье анализируется методика формирования базовых компетенций в процессе самостоятельного обучения студентов при обучении английскому языку с помощью инновационных технологий. Более подробно стратегические компетенции в обучении иностранному языку рассматриваются в методическом обеспечении через разработку коммуникативных подходов.

Ключевые слова: *самостоятельное обучение, английский язык, инновации, технология, образовательная технология, интерактивный метод.*

INTRODUCTION

In today's educational institutions, using modern pedagogical technologies, there is a wide range of opportunities for teaching in foreign languages, using advanced methods in the process of independent learning, training professionals who are fluent in these languages. The application of international standards in the teaching of foreign languages in the world, the modernization of teaching content, the specifics of the use of modern technologies in vocational education, the need to use advanced foreign experience in the development of professional competencies of teachers. In Europe, it is important to conduct research on the development of professional competencies in foreign languages, the integration of competencies, the formation of harmony between standard requirements and curricula, the development of criteria and coordination of strategies used in learning other foreign languages.

Methods: Due to the introduction of quarantine as a result of the pandemic all over the world, the technology of independent learning, that is, the interactive method,

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has become more active in influencing the mind, emotions, will and thinking of students. Student activities in the process of independent learning in teaching include:

· assignment and independent performance of tasks;

· memorize new words;

· compose sentences with daily memorized words;

The state of development of linguistic competencies of future foreign language teachers in independent education requires the analysis of students' language learning and language acquisition, linguistic competencies and the traditional teaching system and modern teaching technologies in the educational process. The formation and development of students' linguistic competencies in English language lessons is closely linked with the right choice of teaching methods and techniques, which increases the interest in learning foreign languages and the proper organization of independent learning in language learning.

RESULT AND DISCUSSION

While the tasks students perform in independent learning are less successful, the teacher cannot criticize them. The teacher is the supervisor during the process. Instead, students 'creative thinking needs to be encouraged. The lesson ends with encouraging quick responses, completing them, and evaluating students. The Question-Answer (Discussion) method allows distance lessons to be more meaningful and interesting. The student should be able to express their opinion freely without fear of making a mistake. Such an environment should be created in the classroom. In the technology of question-answer teaching, the student's tasks are as follows:

1. Think of expected responses and objections.

2. The importance of believing in one's own knowledge is that the teacher will have the opportunity to observe students while they are working freely. As a result, it is possible to learn more about students' activity, fantasies, creative abilities, diligence, behavior in independent learning. One of the main goals of modern pedagogical technologies is to teach students to be interested in teaching English and to fully master the knowledge.

Another way to teach English is the modern interactive method. According to the content of the method, a new grammatical topic is announced in the lesson, the teacher has to explain it in different ways, that is, draw different diagrams on the board, demonstrate with actions, compare with the previous topic, engage students in thinking with reinforcing questions. In phonetic lessons, mainly short conversations

in the audio text are listened to, and in a calm state the text on a piece of paper with the words omitted, which exactly corresponds to the conversation in this audio text, is filled in and delivered to the teacher via the Internet. The conversation in the audio text is the same as the text given to the student. A student can successfully complete a condition only if he or she listens to the text independently with extreme intelligence and memorizes new phrases. In doing so, oral speech, skills and competencies are formed through listening comprehension. Listening comprehension is closely related to the reading process. The listener remembers the words he reads well and understands them well when he listens. The content of teaching listening comprehension is divided into three parts by G.V. Rogova: 1. Linguistic part. This includes language and speech material.

2. Psychological part. It is about developing the skills and abilities to listen and understand voice speech.

3. Methodical part. The listeners are taught the methods of listening and through the technology of listening comprehension through the rules, principles, methods, tools.

When working on listening comprehension in the teaching process, the presence of daily news, texts about the life, culture, history of the peoples of the country where the language is studied, further enhances the interest of the audience.

It is also possible to teach students to write essays in an independent learning process. Once they are familiar with the essay topics, they can choose the topic they want and write an essay at home.

For example: 1. The protagonist of your favorite work. 2. Describe the negative and positive images in the work. 3. Jane Eyre's childhood. 4. Your thoughts on the main character of the work, etc. This creates lexical and grammatical difficulties. Encouraging students to express their opinions should be facilitated in part by the teacher himself to cover the topic of the text. This process continues in this way. At the end of the class, students who are able to write correctly on the board will be encouraged. It should be noted that the teacher is able to allocate time correctly during the lesson; reinforce topics covered at the beginning of the lesson; apply new methods in each lesson; it is advisable to use appropriate handouts for each lesson.

CONCLUSION

In short, the methodology of shaping English language learning through basic competencies in the process of independent learning in students, the use of pedagogical technologies in the process of independent learning, provides practical

assistance to students in developing oral, listening, writing, reading and communication skills.

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