



Competence And Its Practical Reflection.

**Amanov
Kakhramonovich**

Alisher

English teacher Tashkent State Transport University Department
of Foreign Languages.

Email: alish.amonov@mail.ru

ABSTRACT

The presented Graduation Project Work focuses on the deep understanding of CLT approach in the field of English Language Teaching field in the Uzbekistan context. The paper is written in good English and presents the views, analysis of teaching based on the experiences of the author. The project work consists of 20 homework tasks that come from the course book "Reconceptualizing Language Teaching: an In-service Teacher Education Course in Uzbekistan" written in collaboration with Uzbek and American educators. The content of the paper follows the order of the given homework tasks that illustrate the understanding of the author about the implementation of CLT in teacher's context.

Keywords:

Homework, teaching, method, learner, competence.

Introduction.

Nowadays great attention is paid to teaching foreign languages in our country. And of course, innovative methods are being used in the teaching process. Some of the educational institutions are using different technology and internet to teach language. English is as an international language. In Uzbekistan, English has been applied for any levels. It has been applied from kindergarten up to college. It means that, English is not something new in our country. Many people use it to communicate each other in daily life. It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give the essential information for the design of planning of teaching English syllabus for students of ESP. Planning is an essential component of successful teaching, but when it comes to

define it there is some confusion most of the time because it is a traditional term that is used in industry. But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since Preparation is the most important thing a teacher does '.

Aims of the study.

The target of this research is to assist teachers to plan their lessons with so much confidence because planning lessons give self-reliance to the teacher. It is of The Role of Lesson Planning in Classroom Management 8 great value for successful teaching. Furthermore, the study will shed light on the role of lesson planning in maintaining discipline, and to assist teachers with their job as lesson planners and classroom managers to avoid any kind of distortions the teacher may face when planning and managing his classroom. One of the most important reasons to plan is that the teacher needs to identify his

or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:

- gives the teacher the opportunity to predict possible problems and therefore consider solutions
- makes sure that lesson is balanced and appropriate for class
- gives teacher confidence
- planning is generally good practice and a sign of professionalism

Theoretical and practical significance of the project work is teachers and students of higher educational establishments, teachers of lyceums and colleges, teachers of secondary schools can use this project work as a guide in organizing their classes. As well as, students who want to do research work can use information given in this project work as a source for their work. The brief overview of used literature: In this work we investigated the book written by U.B.Azizov, David Cheisa, Svetlana Xan "Reconceptualizing language teaching : An In service teacher Education course in Uzbekistan".

Results.

What we should be looking for now is a general consensus in the field on the types of communicative competence which exist and appropriate terminology to describe them so that we can move forward in our understanding of how the various components interact with each other and their relative importance in language learning.

Communicative competence, as it has been outlined so far, has recently been criticized by a number of writers because it models itself on educated native speakers and takes their communicative competence as the ultimate goal of foreign language learning. This is problematic for a number of reasons. Firstly, there is the difficulty of defining native speaker norms 'in a time of large-scale migrations, cross-national and cross-cultural encounters, and increasing linguistic and pragmatic differences among speakers of the same language'. Even if we are able to agree on what

constitutes native speaker competence, many question how appropriate this model is to learners, both because it sets the impossible target of becoming like a native speaker, something which could potentially de-motivate learners and which devalues the social identity and competences they have developed within their own culture, and because the communicative needs of non-native speakers are very different from native speakers existing in a particular speech community and vary according to the social context in which they wish to operate. The example given in vignette just proves that such non-linguistic factors as mentality norms, speech etiquette, history, culture impact on the speech greatly. One should take into consideration the above mentioned factors if he do wants to make his utterance clear and up to his expectations.

Homework Task Five.

Please refer to the lesson you chose for Homework Task Five. In a one-page report or less, please do the following: First, explain briefly how you understand strategic competence (i.e., what does strategic competence mean to you); Second, explain how you can include strategic competence in the lesson for Homework Task Five.

If we look back to an Uzbek vignette, the example how a student felt shameful since he could not talk about one of the popular Uzbek food to a foreigner, we can say that it is an example among thousands. Very often we meet such situations when people who lack of language knowledge cannot explain even ordinary issues. What kind of recommendations can be given in such cases? In an old traditional method as grammar translation, we were taught that in order to make an effective conversation/dialogue one should learn concrete speech patterns or word combination that refers to a certain topic or situation. But in from CLT we know that there exist several competences that can contribute in efficiency of communication. So while talking to a foreigner, that student could have used body language- gestures, intonation, paraphrasing or compensation. All these factors could be great helpers to substitute

somebody's vocabulary deficiency and even enrich that conversation.

How can human communication be successful, even if deficiencies connected with linguistic, pragmatic and sociolinguistic competences arise? To achieve the efficiency of a good conversation, having rich vocabulary of a foreign language is not enough. There are such non-linguistic factors that can impact on the achievement of a good conversation such as emotions, intonation, reduction, paraphrasing or compensation. Let's take a real example from a real life situation. I often have such an activity as pantomime with my students. The useful side of the activity is that even if the student lacks speaking English or has pure vocabulary, he can do it by showing gestures or mimes. It helps to increase sociability of a person. Using any type of body language as gestures, intonation, paraphrasing or compensation is really helpful when a person in a difficult situation when he has less knowledge to support the conversation with his/her partner.

What to do if one participates in a conversation that is not familiar to him or when he lack the vocabulary of that language? For such cases one should be able to know how to compensate the insufficiency of language knowledge. Because an excellent grammar or vocabulary is insufficient on its own for effective communication.

Strategic competence as an aspect of communicative competence that refers to the ability to overcome difficulties when communication breakdowns occur. Rather than viewing an uneasy situation in communication as a deficit, teachers should take them as an opportunity for learners to develop their strategic competence. Knowing that uneasy situations occur in authentic speech, teachers should prepare learners to respond to such situations. For example, the ability to paraphrase what the speaker has said and to ask checking questions is a very useful skill so that to avoid misunderstanding by a partner.

In homework task 5, I talked about the class I had with my residents. As the chosen topic was about America, I could give further information of how to respond to a foreigner's

question in case of not understanding the utterance. Short video films or audios from real life situations could support this information so that to make it clearer. As there are more than 70 nationalities in the States, it is quite typical to meet different languages/utterances at any time. So different conversations from real life situations and teaching to be able to understand, interpret and respond in such cases by the help of reduction strategy, generalization strategy, extended paraphrases and compensations could enrich the gained material.

Homework Task Six. The goal of Homework Task Six is for you to compose your own language teaching statement and use one or more of the 12 principles to support what you do in your language classroom. Look at your Homework Task lesson plan and then discern your teaching principles from that lesson. To accomplish Homework Task Six, you may do the following two steps:

Step 1: Read the teaching statement by Dr. David L. Chiesa below as an example.

Step 2: Please write your own teaching statement (2 pages maximum). You may take your answers from the three action tasks in the section as a guiding framework.

Teaching statement

I have been working at a high educational institution for 20 years and saw different students with rather different abilities as I worked at Institute Irrigation and Melioration and Institute of Automobile Roads. Different students share different opinions, possess different abilities and outlook but they have a single goal i.e. learn how to communicate in a foreign language in real life situations out of the class. So while teaching them, I focus on the following cognitive, affective and linguistic principles that help to support their target.

Cognitive learning principles emphasize structure. They focus on connections and order. As we "connect the dots" between our new information and our previous information, the result is more effective learning. Cognitive learning principles are based on plans, active approaches and profitability.

Meaningful learning principle is the key to receive the new material not just by memorizing but, by understanding, recognizing or in other words by feeling it. When something is gained only by learning by heart, it remains in the memory for a period of time and when something is gained by perceiving the real plot of it. As I deal with the students of agricultural and industry sphere, it is rather useful to utilize this principle in classes where I use much authenticity.

Strategic investment is another component of cognitive principle that emphasize to motivate the students to obtain a language by making efforts, spending much time and paying special attention to the 2nd language. The complicated themes that refer to industrial science can be understood by using this method.

Overly displaying a supportive attitude to students, "warm and fuzzy" patience and empathy need to be openly and clearly communicated. On a more mechanical, lesson-planning level, the teacher's choice techniques and sequences of techniques needs to be cognitively challenging but not over-whelming in an affective principle.

Language ego is born inside the human being. It teaches to love the languages by motivating not to stop or inhibit. When the learner understands the necessity of a foreign language in communication, he/she begins to will to obtain it. Risk taking component of the affective principle can be the next step after the language ego. When the desire of learning a language is born the learner should be confident in his/her power and will. Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. Self-confidence can destroy kinds of barriers or obstacles that can obstruct the desire of obtaining something. When the teacher encourages his/her students by praising, giving compliments the student is eager to do any kinds of tasks despite its difficulty. But sometimes teacher should criticize as well and the criticism should be accepted in a right way. So that not to let the

students' attitude to the language down but to let him understand his weak points.

A good teacher is always keen to adopt the new ways of teaching a language so that he/she may get satisfaction on in teaching. He works on new principles and innovations for the teaching. The knowledge and application of principles help the teacher to teach effectively. It is mentioned that a mother tongue is caught not taught, but a foreign language is taught so it can be caught. A teacher has to keep all the efforts to teach mother Language.

An inter language is an idiolect that has been developed by a learner of a second language which preserves some features of their first language, and can also over generalize some second language writing and speaking rules. These two characteristics of an inter language result in the system's unique linguistic organization. It can fossilize or cease developing in any of its developmental stages. Communicative language teaching is an approach to teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning

Conclusion.

This project work is focused on the importance of the communicative skills in improving speaking skills of B1/B2 level learners. Being a teacher of English, one must know every discipline of English language and methods of how to teach effectively. High quality of teaching plays an important role in students' success. It is strongly believed that teaching is successful only if we cause learning related to purpose and important task of the teacher, should not be just fulfillment of his/her profession, but it should exceed it and become a realization of his/her mission as a distributor of knowledge and education of new generations. The research work is about teaching vocabulary through ESA method. The author tries to analyze the ESA method of teaching foreign language and its importance and role in teaching foreign language. The work consists of answers of provided homework tasks, detailed lesson plan, methods and techniques used during the lesson, motivation, suggestions and recommendations to improve

the quality of a lesson, conclusion and used literature. Throughout the paper she illustrates an appropriate level of critical thinking, and the paper clearly reflects depth, breadth, and accuracy of the author's thought process. I would like to say that the research work is well written and can be recommended for defense.

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