

WAYS OF IMPROVING THE LANGUAGE LEARNING COMPETENCE OF STUDENTS.

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Abstract. *The development of language learning competence is critical for students to thrive in an increasingly interconnected and globalized world. This article explores various effective strategies to enhance students' proficiency in acquiring and using new languages. Emphasis is placed on interactive teaching methods, integrating technology such as language learning apps and virtual classrooms, and promoting a learner-centered approach to foster engagement and motivation. The role of cultural immersion, peer collaboration, and personalized feedback is also examined in supporting linguistic and communicative abilities. Additionally, the article discusses the importance of developing metacognitive strategies to help students become more autonomous learners. By adopting these innovative and evidence-based practices, educators can create dynamic learning environments that facilitate deeper linguistic competence and cross-cultural understanding. This article aims to provide actionable insights for educators, researchers, and policymakers committed to improving language education outcomes.*

Key words. *Language learning competence, language proficiency, student engagement, interactive teaching methods, technology in language learning, learner-centered approach, cultural immersion, peer collaboration, personalized feedback, metacognitive strategies, autonomous learning, language education, cross-cultural communication, educational innovation.*

The diversity of views and opinions on this issue does not allow creating a unified systemic conceptual model of this problem. Of course, the understanding of psychological competence is defined as an analysis of various aspects of human

activity, so we want to address this problem by the example of studying the activities of a teacher. Professional pedagogical activity of a teacher is carried out on the basis of the "teacher-student" interaction, in the process of which educational, pedagogical, correctional, developmental and formative goals are realized. Therefore, when studying the professional and psychological competence of a teacher, it is advisable to pay attention, first of all, to communicative competence.

It should be noted that, in modern psychology, there are several approaches to the study of communicative competence, conditions and factors of its formation. For example, representatives of the behavioral direction define communicative competence by the fact that a person has the skills to demonstrate appropriate behavior in certain situations, rationally assess the situation and act accordingly.

In psychological science, supporters of cognitive psychology believe that communicative competence is formed in direct proportion to the cognitive level of the subject, his knowledge in the field of human psychology, as well as social thinking, imagination and perception. Representatives of humanistic psychology emphasize the peculiarities of the human value system and emphasize that communicative competence depends, first of all, on the sincerity, openness of the interlocutors, the acquisition of communication skills that allow the personality to develop. It is aimed at improving the psychological well-being of a person through the use of various positive psychological practices. Some representatives of modern psychology consider communication as a place for approbation, testing and presentation of subjective models of personal behavior management in the process of activity. At the same time, it should be noted that communicative competence is manifested in the development of subjective control skills, the formation of a positive form of worldview, the desire for success, the formation of attitudes, the ability to purposefully conduct relationships. The internal psychological well-being of the person and the well-being of the dog are seen as a guarantee of communicative competence. Communicative competence is associated with the correct understanding of human behavior by others. The fact that the content of human behavior is transmitted to others in the process of communication makes a person feel like a subject of social partnership. Ultimately, a high level of communicative competence ensures success in society, which in turn affects the level of a person's self-esteem. A low level of communicative competence leads to the appearance of such as stress, anxiety, fear.

The current condition of high education in Uzbekistan has been analyzed by using “mathematical modeling”, “eco-mathematical”, “eco-statistic” methods. Statistics are made by the help of official statistic sites of Uzbekistan.

Communicative competence is manifested in the support of communication and respect for one's “I”. Psychological support, encouragement and support of the student as a communicative partner in the teacher's professional activity is one of the important factors of pedagogical success in the classroom and outside the classroom. It should be noted that serious attention should be paid to ensuring the effectiveness of practical exercises aimed at the formation of communicative competence in educational institutions specializing in training, retraining and advanced training. Pedagogical practice has shown that in the process of work, teachers are faced with communication problems of the following nature:

- difficulties in the formation of behavioral goals and attitudes of swimmers in the organization of spiritual and educational activities;
- insufficient social and perceptual skills and competencies;
- lack of development of the ability to quickly adapt to various situations that arise in the process of pedagogical dialogue;
- the person has problems controlling his communicative behavior;
- lack of competence to solve problems in conflict situations;
- lack of cognitive skills in teaching swimming.

Another important component of the general structure of professional psychological competence in pedagogical activity is social competence, since a modern teacher not only conveys knowledge and information, but also acts as an intermediary between a developing individual and society. makes the purposefulness of the relationship "child-society" depends on how competent and effective the teacher is in life.

The main functions of social competence include concepts such as adaptation, social orientation, and the integration of personal and social experiences. The level of social competence of a person is important in the process of communication and activity. At the same time, according to the results of studies carried out by psychologists, the formation of the level of social competence in people in the process of adaptation of citizens to the new social conditions of globalization plays a special role. Environmental, political, ideological, social. These changes not only determine the development of social thinking, but also affect people's self-awareness, life values and personal problems. This puts before the psychological science the task of creating programs aimed at increasing the level of a person's competence in solving problems

related to socialization. In our opinion, this task is associated not only with him, but also with the activities of teachers who are responsible for the formation of a versatile person in their students.

Social competence is one of the most important forms of psychological competence studied in modern psychology. It reflects the creative characteristics of a person as a subject of social interaction. The mechanisms of formation of competent social behavior of the subject, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by the influence of the nature of the interaction "person-society" on social development. Since competence is a specific structural characteristic of a person, psychologists emphasize another component of this structure - autocompetence.

In modern psychology, autocompetence is a category that determines the subject's readiness to purposefully change personality traits and behavioral skills, to reasonably use the resources of his mental abilities and be able to do so.

Autocompetence includes new knowledge, information, effective communication of information, a high level of self-control skills and abilities, independent formation of willpower to achieve success. At the same time, in the process of life of an individual x, in the case of an extreme, unpredictable x, internal x of the penis, the modification of the penis is a comfortable, acceptable situation, the ability to create conditions x, am is an example of autocompetence.

Thus, autocompetence is a quality of a person, which is formed at certain periods of a person's life and allows you to work effectively with a specific type of activity. The results of the analysis of psychological competence show that this is a complex psychological structure, consisting of a system and interdependent properties. The concept of psychological competence refers to professional and personal qualities that help a person to positively solve problems that may arise in his professional activity and life.

The psychological competence of a teacher has semantic and technological features and develops in the process of transferring information in various specialties and specialties¹. The problem of developing a person's psychological competence is analyzed from different points of view in psychology (cause and effect; directions and trends in the development of competence in achieving professional skills; the relationship between internal and external conditions for achieving high competence; criteria and measurements of psychological competence). Studies have shown that the

psychological readiness of the teacher to form competence, as well as the long-term content of the present, lead to faster and more effective compilation.

In conclusion, care should be taken to ensure that students and teachers are prepared for competence. From a psychological point of view, motivational, emotional, moral, cognitive and moral levels of training are distinguished. The activation of preparation occurs only when these levels of interdependence are understood by the individual as a whole. Psychological training can be described as a complex dynamic structure that includes the following features:

- understanding of individual needs and requirements, professional tasks specific to the subject of pedagogical activity;
- understanding the goals of developing competencies;
- operating conditions, assessment and understanding of the experience of performing a specific task, feedback;
- analysis of personal experience and the search for the most suitable methods and tools to fulfill the tasks assigned to them within the framework of psychological capabilities, self-control. Internal and external conditions include:
 - novelty, relevance, creativity, content, level of complexity of educational tasks;
 - behavioral characteristics of others;
 - features of the system of active support, support for actions and results, incentives;
 - the level of aspiration and motivation for success;
 - take into account the readiness and psychological capabilities of the subject, as well as the necessary willpower;
 - the ability to create a positive psychological climate, environment and support at different stages of work to improve their competence.

Many opinions were expressed that the development of professional psychological competence depends not only on the volume, volume and quantity of psychological knowledge, skills and abilities, but also on the desire of the subject to accept and implement a competent model of professional behavior. In this case, the character of a specific individual subject, the direction of values, a way of thinking, worldview, beliefs, ideals, self-esteem, self-awareness, motivation for competence play an important role.

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