

# Theoretical Foundations Of Formation Of Verbal-Linguistic Competences

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## Abstract

The article describes the theoretical foundations for the formation of speech and linguistic competencies in students, the content and essence of the concept of competence, and the opinions of academic researchers regarding the competency-based approach. The article also describes the types of competencies and the importance of competencies in teaching activities.

**Keywords:** competence, sociolinguistic, communicative, communicative, pragmatic competence, skill, ability, empathy, development.

## Introduction

Modern social demands placed on the process of pedagogical education require the implementation of a competent approach to the process. That is, today the pedagogue personnel training system requires the training of qualified, inquisitive, competitive, enterprising, and highly moral specialists. The concepts of "competence", "competence", "competent pedagogue" and "competency approach" are widely studied in research on pedagogical education, and the relationship between these concepts is also important. The concept of "competence" includes information such as cognitive level, pedagogical skills, abilities and experience of the pedagogue. Generally speaking, a pedagogue can successfully perform a certain type of work. That is, competence is the level of ability to use knowledge in the work process.

## The main part

The concept of competence is close to it and means the totality of knowledge and its presence in people.

N. Chomsky introduced the concept of "competence" (Latin. compete - "the ability to perform an activity") into lexicology for the first time. notes that it means the ability to convey and understand the interlocutor correctly. That is, the possibility of constructing a sentence based on grammatical rules is provided.

European researchers define competencies as a system of tasks to be performed by an employee, a description of expected results, and their ability to operate in accordance with established standards.

In relation to pedagogical activity, the terms competence and competence (such as teacher's competence, and student's competence) are used very widely.

In some narrower approaches to the description of competence, this concept is expressed in practical terms. That is, competence is considered as the ability to acquire the methods of influencing the social environment of a person, to combine knowledge, skills and abilities that allow successful performance of activities. Also, some scientists define competence as the final result of the holistic education and training process, which is an element of the professional training model.

In psychological research, the concept of "competence" was initially defined in connection with the development of management science and the study of subjective factors affecting the management system.

- They examine competence from three perspectives:
- As a methodological principle of leadership and management;
- as a form of conscious social activity of a person;
- As a component of the role of leadership in society.

In a narrow sense, competence is related to the network-specific nature of management activity.

In her research on the formation of sociolinguistic competencies of English language teachers, KDRiskulova defines the term "competence" as follows: "Competence" is the professional laws, principles, requirements, rules, duties, tasks and obligations necessary for the holder of this or that profession, as well as means a set of personal deontological norms. Competence is related to the practical activity of a person, and it is the ability to show the norms of competence in work experience based on creativity based on the requirements of society [9].

Pedagogical competence includes a set of professional and personal qualities necessary for a teacher to successfully solve his pedagogical activities.

The term competence generally means well-informed, well-educated, well-versed, and erudite; means awareness and agency.

A teacher who carries out pedagogical activity and pedagogical communication at a high level can achieve high-level stable results in the field of education of students and can be called a professionally competent teacher.

The development of professional competence is the development of creativity, the formation of interest in pedagogical innovations, and the ability to adapt to changes in the pedagogical environment. The socio-economic development of the society is directly related to the professional level of the teacher. That is why it is necessary to prepare future teachers for professional competence even at the higher educational institution. Professional competence is the acquisition of knowledge, skills, abilities and experiences necessary for the successful implementation of professional activities by the owner of a profession and the ability to use these experiences effectively during professional activities.

Pedagogical competence is not only the acquisition of knowledge, skills and competencies of the teachers but also implies the acquisition of integrative knowledge and experiences in various fields. Also, competence implies the constant work of a specialist on himself, constantly enriching his experience, assimilation of modern knowledge and information, adaptation to society's requirements and ability to use innovations in practice.

Specialist with professional competence:

- works tirelessly on himself and enriches himself with modern knowledge;
- learns information about current problems;
- adapts to society's requirements;
- deals with the integration of experiences related to the speciality;
- can apply the acquired knowledge in practice.

In some studies, there are similarities in defining the concepts of professionalism and competence. Although these two concepts are similar, they represent different meanings. Along with the necessary knowledge, professionalism is understood as the specialist's attitude to work, proper understanding and mastering of its own characteristics. Competence has a complex content compared to professionalism and requires the ability to apply theoretical knowledge and practical skills in real-life situations. In order to determine competence, it is necessary to comprehensively assess and monitor the activities of specialists.

In general, the concept of "competence" in pedagogical research is described as "perfect and deep knowledge", "adequacy in performing tasks", "ability to organize activities effectively", and "efficiency of activities". The analysis shows that most researchers understand the concept of "competence" primarily as a potential ability to perform certain activities.

As can be seen from the above, the concept of "competence" can be analyzed from different points of view, used at different levels and in the description of activities, and expressed in content accordingly. Competence has certain social and pedagogical conditions, ensures the efficiency of human activity and has a positive effect on the effectiveness of this activity.

Pedagogical competencies, in turn, are divided into the following groups:

- Special pedagogical competence is a system of competencies related to the necessary knowledge, skills and qualifications that serve to successfully implement a pedagogical activity, the ability to objectively assess one's professional level and determine the directions of one's development as a specialist.
- Social pedagogical competence represents the ability to engage in pedagogical communication in a social environment, to be able to engage in social activities and to effectively plan one's own pedagogical activities. It also implies effective social communication skills, communication culture, pedagogical culture, and proper organization of activities in the pedagogical team.
- Personal pedagogical competence is the ability to rationally organize one's activities as a pedagogue, the skills and experience of proper scheduling and work activities, time management, and personal development. An employee with a high level of personal pedagogical competence makes good use of time, does not get tired, and organizes his work effectively.

Each group of pedagogical competence mentioned above includes a system of relevant knowledge, skills and competencies. Teachers have different degrees of formation. To determine it, attention is paid to the performance of the employee in the performance of official duties.

Communicative competencies, which are part of the social competencies of the pedagogue, are also important in the organization of pedagogical activities. is described.

Several competencies that are part of communicative competence serve to determine its general description. Among them are linguistic competences, sociolinguistic competences, sociocultural competences, discursive competences, strategic competences, intercultural competences. This system of competencies is important not only in the pedagogical process or interpersonal communication but also in language learning and international communication.

Based on these criteria, the development of additional indicators for each criterion and their evaluation levels in the evaluation of the pedagogical competence of teachers serves to ensure the transparency and objectivity of the process of determining the pedagogical competence of teachers

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