



## Implementation of the Competency-based Approach to Teaching the Uzbek as a Foreign Language in a Foreign University

Aziza Mashrabbekova\*

Professor of Hankuk University of Foreign Studies, Republic of Korea

**\*Corresponding Author:** Aziza Mashrabbekova, Professor of Hankuk University of Foreign Studies, Republic of Korea

**Abstract:** The author of the article considers the essence and specifics of realization of competence-based approach to teaching the Uzbek language as foreign in higher education institutions abroad. The methodical analysis is carried out on the example of South Korean higher education system's features taking into account actual tendencies of world educational practice. In a technique of projection of the Uzbek language teaching system as foreign in higher education institution abroad the competence-based approach is considered as a set of the general principles defining the purposes of foreign-language education, selection of the educational content, the organization of educational process and an assessment of educational results. The author allocates the main units of competence-based approach realization acting as key results of foreign-language education in higher education institution – competences; the changing role of teacher and student as the subjects of the educational process. In the work there is a differentiated list of the necessary competences formed during studying the Uzbek language as foreign in a higher educational institution. Thus their systematization is carried out within linguistic, professional and personal components. The interpretation of the allocated components has led the author to a conclusion that foreign-language competence can't be considered as an unchangeable phenomenon, it is a dynamic system, which is transforming depending on the purpose, a stage and a form of studying of the Uzbek language as foreign.

**Keywords:** Competence-Based Approach at the Higher School, Competence, Key Competences, Language Education, Foreign Language Teaching, The Uzbek As Foreign Language, Uzbek Language In Foreign Higher Education Institution

### 1. INTRODUCTION

In today's world, knowledge of foreign languages is not just desirable - it is a necessity. In the context of accelerating globalization and international integration, expansion of intercultural contacts in all areas of the modern world learning foreign languages has become an inevitable condition for self-development of the young people for successful adaptation in modern society. In the educational systems around the world learning foreign languages often starts during pre-school education. In many schools and universities second and even third foreign languages are studied. Thus, by the beginning of the professional activity, students already master two or more foreign languages. Among these is the Uzbek language.

### 2. THE POSITION OF THE UZBEK AS A FOREIGN LANGUAGE IN THE MODERN EDUCATIONAL PRACTICE

Position of any language in the world today is supported by its place in the educational system. The Uzbek language in today's world is one of the most actively-used languages, which results in increase of its study abroad. The Uzbek language today is spoken by over 30 million people in the world. It is studied in foreign educational institutions of several countries as a mandatory or optional subject. The Uzbek culture and history of the language play a major role in enhancing the motivation to learn the Uzbek language in the world, along with a professional factor. The rich Uzbek language has ancient background. In its origin it belongs to the Turkic group of the Altai language family, which originated in the era of the Turkic-Yenisei alphabet formation.

The phenomenon of interest in the ancient Uzbek culture, wealth of Uzbek classical literature and folklore texts, phraseology, proverbs and other cultural elements, their thematic variety, originality and uniqueness of expression means of speech etiquette and speech culture of the Uzbek people,

reflected in everyday language and literary works are extremely important and act as a permanent factor in the spread of the Uzbek language abroad.

The modern rise of interest in the Uzbek language in foreign countries is directly related to economic, political and social factors. The Uzbek language for foreign students is not only an important means of communication, but also a means of ensuring the participation of foreigners in the educational process, as well as scientific and technical, professional, and cultural cooperation.

The growing interest in studying the Uzbek language, in particular, is observed in foreign universities in South Korea. This is largely due to the factor that Uzbekistan in modern conditions is one of the priorities of the foreign policy of South Korea. Uzbekistan has long been the center of the Great Silk Road, and today it is causing the interest of many countries including South Korea thanks to the dynamic growth of the economy and favorable investment climate. At the moment, Uzbekistan is the largest partner of South Korea in Central Asia. It is very important for Uzbekistan to establish mutually beneficial cooperation with South Korea, which is located in the 12th place of the world development rating and has accumulated rich experience in upgrading the scientific sphere, education and the economy (Sung Dong Ki, 2000).

The Countries are working closely within the UN and other international organizations and financial institutions. Providing Korean universities the opportunity to develop Uzbek Studies indicates the demand for the Uzbek language abroad in general, and in South Korea, in particular, that in turn is associated with the appearance of the prevailing socio-economic and political conditions of a significant interest in Uzbekistan, to the economic, social and cultural processes taking place in the country.

Naturally, for the successful work in this direction a close cooperation between the Uzbek and foreign universities is needed. Today, higher education, scientific and industrial organizations of Uzbekistan and South Korea are carrying out an active bilateral cooperation. In 2004, Hanguk University of Foreign Studies, (HUFS) organized the Department of Central Asian languages (since 2012 the Department of Central Asian Studies), where the Uzbek and other languages, as well as history, culture, politics and the country's economy are studied. The number of higher education institutions engaged in bilateral educational cooperation as of 2015 includes more than 30 universities, colleges and other organizations in South Korea and Uzbekistan, integrated into the world education sphere.

Primal optionality of the Uzbek language in the countries of Asia, including South Korea, has had positive results. Free choice of the Uzbek language among a number of other languages, based not on compulsion, but on the professional needs, forms students' positive attitude to the subject, interest in the Uzbek language and culture, high motivation for learning.

Training activities in South Korean universities is now being transformed towards individualization; linguistic and cultural content of the subject of study "Foreign language" is largely determined by students.

Today the researchers and teachers interest, teaching the Uzbek language in Korean universities, aims to study the features of the national standards in learning foreign languages, and their compliance with international educational trends, a variety of methodological approaches, technologies, methods and forms of teaching, accounting specifics in many respects separate and unique Uzbek as a foreign language learning process in certain conditions: in view of the specifics of the professional, social needs, type of school, the objective and subjective criteria to successfully master the Uzbek language and its value to a specific number of students; variance factor of educational content, forming cognitive interest of students and "stimulating intrinsic motivation didactic process" (Asanova, 2000).

### **3. FEATURES OF SOUTH KOREAN HIGHER EDUCATION**

South Korea's system of higher education, including language studies, combines the advantages of the American and Japanese model, putting at first place the problem of improving the quality of the educational process.

Therefore, in the present conditions South Korean system of education, aims to be in accordance with modern trends of the world educational practice in terms of actively developing cooperation with the European Union in the field of science, culture and education, which results in the transition from qualification to competency approach to training.

The priority of the latter in the educational process due to the fact that competence, in contrast to the clearly defined framework for qualifications meets the requirements of changing professional requirements, their globalization, expansion and enrichment on the background of the destruction of professional isolation (Baidenko, 2004).

At the same time, according to experts, despite the systematic modernization of South Korean Higher Education and the transformation of traditional educational concepts, gain practical orientation and integration of science, growing in the world and recognized the high level of the higher schools of the country, a large number of invited experts, professors from European countries and the United States, the existing requirements for training graduates according to the competency format (Simonova, Bocharov 2010), in practice "knowledge" model of higher education, including foreign-language education still continues to function in many cases.

The foreign language teaching process in many universities still shows conventional reproductive patterns of the teacher to transfer students to the content of training programs and courses, which contradicts the concept of competence-based approach (Sunwoong and Lee, 2006).

#### 4. TECHNIQUE

Competence-based approach allows us to "go into vocational education from its orientation to knowledge for use and organization of knowledge"; claims the priority of "interdisciplinary-integrated results requirements to vocational education"; "Directs human activity on an endless variety of professional and life situations" (Baidenko, 2004).

According to I.A.Zimniaya (Zimniaya, 2006), based on a profound theoretical and methodological analysis, competence approach, conducted by a researcher, effectively determines the target-orientation of higher education, strengthening its practical orientation, its pragmatic, detail-professional aspect.

In the teaching of a foreign language in high school competence approach opposes the transfer formed knowledge to foreign language learners and emphasizes the role of experience, trainees ability to practically implement these knowledge to solve problems on this basis - that is, be practical users of a foreign language, it captures and establishes the subordination of knowledge skills, having emphasis on the practical side of the issue, greatly expands its contents actually are students personality (Zimniaya, 2006).

The development of the world education system, which resulted in the definition of learning outcomes in competency format and modeling on this basis the national standards of qualifications, led high school of European countries, the US and Asia to understand that the focus of higher education must be transferred from the learning process to the results . Therefore, the process of learning a foreign language should be based on the intended learning outcomes, and guaranteeing the quality of education - from the standpoint of achieving the planned results. Thus, the development of foreign language education in higher education institutions in accordance with the trends of global practice now dictates the need for a standards-oriented learning outcomes.

The main units of competency approach, acting as the results of foreign language education at the university are competence and expertise. Introduction to the professional education of new educational constructs - competencies, expertise and key qualifications has been scientifically proven by scientists of the European Union in the mid 1980-s (J. Mertens, B. Oskarson, A. Shelten, R. Bader etc.).

We differentiate the difference between these concepts correlated as a general and particular. Competence - includes a set of related personality traits (knowledge, skills, ways of life), defined in relation to the subject of "Foreign language" and the process and the need for high-quality productive activities in relation to them. In turn, expertise means mastering the final result, a student possessing relevant expertise or a certain set, including his personal attitude to it, and the subject of activity (Khutorskoy, 2002).

It is expertise which constitutes the main target of higher education as the ability to apply received foreign language knowledge, skills and personal qualities for successful communication activities. A set of mastering ways of activity (competence), is requested by employers, which may be relevant for some time, and then have to be adjusted due to changes in the socio-economic situation.

As the central concept of the higher education quality in a foreign language study the term "core competencies" is now used. Having the integrative nature, this concept brings together the knowledge, skills and intellectual component of education.

Thus, the core competencies as a result of foreign language education are the basis for the formation of the individual competence, which is reflected in the subject's willingness to effectively organize their internal and external resources to achieve this goal and successfully apply this knowledge in their work. And since the purpose of teaching the Uzbek language as a foreign language is the formation of key competencies, the assessment technology should be directed to the use of competence-oriented tasks and assumes no assessment of the results produced by students of the action and of the activities organized to acquire and consolidate the knowledge acquired by students their use. The results of foreign language education are reviewed and evaluated in accordance with the students' competencies level of development.

Accordingly, the mastery of complex competencies in studying the Uzbek language as a foreign in a foreign university does not involve the assimilation of separated from each other knowledge and skills, but "mastery of a complex procedure in which a preferred direction for each corresponding present set of educational components having student-activity character" (Khutorskoy, 2002).

At the same time, any knowledge and skills are acquired, as it has already been emphasized in the course of activity, therefore, the formation of foreign language competence in the study of the Uzbek language as a foreign in a foreign university is possible only in the frame of various cognitive, communicative, practical, creative activities of students. That's why we can say that the competence approach is aimed at students experience in such activities, at making the most of the activity nature of the training process.

At the first place there is not passive, but active acquisition of foreign language knowledge, i.e. the application of specific efforts to ensure that students are able to use the obtained knowledge and skills in everyday life both within and outside the learning process.

In modern science, there is a fairly wide range of scientific research (B.A. Lapidus, I.I. Khaleeva, S.V. Koliadko, L.Y. Eremina, I.L. Pluzhnikov, E.V. Bibikova, N.F. Radionova, V.A. Isaev, E.F. Zeer, V.A. Bolotov, V.V. Serikov, V.I. Baidenko, A.V. Khutorskoy, L.K.J. Baartman, T.J. Bastiaens, P.A. Kirschner, J. Dalton et al.) on the problems of increasing the efficiency of foreign language teaching, content optimization training and learning foreign speech on the basis of competence approach, professional training-oriented communication in the formation of various competencies.

However, it is necessary to note that in the methodological works there are practically no scientific papers that review this issue from the point of view of the competence approach realization to teaching the Uzbek language as foreign in a foreign high school and reconsidering it from the standpoint of modern educational paradigm.

In the methodology system design of teaching the Uzbek language as a foreign language in a foreign university, we consider the competence approach as a set of general principles defining the objectives of foreign language education, the selection of the educational content, organization of educational process and evaluation of educational outcomes. Among these principles, defining the main directions of the competence-based approach in studying the Uzbek language as foreign in a modern foreign university, are the following:

- The content of foreign language education is a didactically adapted social experience solving cognitive, ideological, social, moral, political or other problems;
- The sense of the educational process organization is to create conditions for the formation of students' experience of self-help cognitive, communicative, organizational, moral and other problems that make up the content of foreign language education.
- Assessment of learning outcomes is based on an analysis of the level of education achieved by students at a certain stage of training (Nalitikina, 2009).

The use of the competence approach in the educational process during the preparation of specialists with the Uzbek as a foreign language, should lead to the formation among trainees a certain set of core competencies, implementation of which will allow them (students) to successfully socialize.



In contrast to the substantial characteristics of the term 'qualification' competence in mastering a foreign language include, in addition to specific professional skills and knowledge, determining the level of qualifications, qualities such as initiative, a willingness to cooperate, ability to work in a group, learning to learn, evaluate, to think logically, to select and use information and others.

From the standpoint of the competence approach the level of education is determined by the ability to solve problem tasks of different complexity, based on the available knowledge of foreign language, and more meaningful and effective for a successful career with the Uzbek language as a foreign language for students - future graduates - are not disparate knowledge but generic skills, manifested in the willingness to solve life and professional problems, the capacity for foreign language communication, and others.

### 5. RESULTS

The aim is to identify the main contents and a list of educational competences used as a benchmark methodology in teaching practice by the author in the process of teaching the Uzbek language as foreign. In this regard it should be noted that the format specified in the competency and activity-form requirements for university graduates today are well represented in the world's leading software and documentation in the field of education, for example, in the project «Tuning» («Tuning Educational Structures in Europe», 2000), a list of 85 important for the modern university graduate competences and skills was formulated, divided into three categories: instrumental, interpersonal and systemic. In the European classification system competence of the modern university graduate includes:

- Cognitive competence involving the use of theory and concepts, as well as the tacit knowledge acquired through practice (knowledge as understanding);
- A functional competence (skills and know-how), that is, that person must be able to do in employment, in education or social work (knowledge of the action);
- Personal competence, which implies behavioral skills in a specific situation;
- Ethical competence, which implies the existence of certain personal and professional values.

In the matter of selecting significant language competencies for foreign university students studying the Uzbek language as a foreign in our teaching practice we relied on the contents of the above mentioned documents. This takes into account the condition that achieving the desired educational outcomes depends on the completeness of mastering all the above competencies in their harmonious combination and interaction. We have also taken into account the experience of the Russian and Uzbek Higher Educational Standards.

It should be noted that they contain either fixed differentiation into professional and general cultural competence, and defined the same set of generic competences for one direction of education, and a special set of competencies for bachelor's, master's and specialist are made different by volume: the number of competencies increases with the transition to a higher level of education (Russia) or released the same set of competences (linguistic, sociolinguistic, pragmatic) for all levels of education (Uzbekistan). The leading target is the formation of foreign language communicative competence as the ability of students to carry out foreign communication in practice.

In the course of teaching a foreign language in a foreign, in this case, South Korean high school (Educational Standards were also taken into account during the development of methodological foundations of the competency approach, analyzed in this article), the formation of each competency of students provided a certain set of disciplines (or practices), combined in respective modules and the content of the disciplines modules - the same level of competence. However, due to this extended treatment it is quite difficult to assess and monitor learning outcomes and assess the success of the educational process quality.

Such an approach, in our opinion, gives a very superficial understanding of the conditions generated in the higher school-specific competencies in the field of studying the Uzbek language as foreign, necessary for modern specialist. In this regard we distinguish three components as educational outcomes realized teaching practice, after N.L.Kobyakova (Kobyakova, 2015), required for successful students' communication in the Uzbek language as foreign: linguistic, professional, personal.

Selection of these components is based on the following factors. First, for future specialists studying the Uzbek language as foreign in a foreign university, the mastery of it is an integral part of the general training, so they must have a high level of language competence development (linguistic component). Secondly, the modern interpretation of the concept of "professional competence" implies the ability of the specialist to perform tasks in accordance with prescribed standards and job requirements (functional approach), and highlights the characteristics of the person, the quality of the person providing him/her success in professional activity (professional component).

And because now the world is undergoing drastic systemic changes in education, the ways of improving the students training are being defined, including those in axiology aspect of higher education, the problem of value orientations of the individual is becoming extremely important, it is described as "... value consciousness, value attitude and behavior of an individual" (Slastenin and Chizhakova, 2003). The interests and personal characteristics of students are taking into account. Thus the student acts as a full participant in the learning process, based on the principles of partnership and conscious interaction with the teacher, which is directly related to the development of student autonomy, its creativity, personal responsibility for the effectiveness of training (personal component).

Let us consider the content of the selected components in the competency format in more detail. At the same time, we note that the choice and meaningful interpretation of foreign language communication competences for foreign university graduates studying the Uzbek as a foreign language, has been carried out through the analysis of their descriptions presented in the scientific literature and guidance documents. These competencies to some extent are reflected (but not, in our opinion, meaningfully disclosed) in the requirements to graduates, imposed in the state standards of mastering a foreign language (Russian, Uzbekistan, South Korea) and the European classification system.

**The linguistic component** is a set of socio-cultural background and acquired knowledge and skills in the target language (phonetics, grammar, lexicology, stylistics, history of language). This component includes:

- communicative competence (listening, reading, writing, speaking, translation), which implies the ability to produce communicative and verbal expression correlated with the objectives of the communication situation, understanding the relationship between communicating parties, as well as the ability to organize the verbal communication in the Uzbek language in a culturally and social norms of communicative behavior

Communicative Includes Subcompetences

- Linguistic (linguistic or grammatical) competence, which requires knowledge of the language grammatical elements and the ability to use them in a speech, the ability to understand and express a certain meaning, processing it in the form of phrases and sentences constructed according to the rules of the Uzbek language (in contrast to the mechanical reproduction of memorized samples .
- Speech competence (discourse) - assumes free practical knowledge of speech in the Uzbek language, the ability to speak correctly, fluently and dynamically in dialogue and as monologue, a good understanding of the audible and read it, the ability to logically true, reasoned and clear oral and written language, a knowledge of the different types of discourses and the rules of their construction, as well as their ability to create and understand, taking into account the situation of communication.
- Translation competence is a complex category which includes a special "translation" of bilingualism (at least receptive possession of the source language and the target language, reproductive), in which the mother and Uzbek languages are projected on top of each other; the ability to "translation" interpretation of the original text; possession of technology transfer; knowledge translation rules governing the choice of translation strategy; knowledge of the rules of style and genre of the text; certain minimum "background knowledge" necessary for an adequate interpretation of the original text. We emphasize that, based on the views of researchers (eg., Gavrilenko, 2009), we consider the translation as a part of the

competence of both linguistic (as a component of communicative competence) and professional components (such as self-competence).

- Motivational and reflexive competence, which presupposes the existence of motivation, personal interest in studying the Uzbek as a foreign language, achieving high results and personal responsibility for the effectiveness of teaching and student-meaningful use of the acquired knowledge and skills in professional work, social and professional awareness of the importance of their profession. Also it objectifies the totality of student abilities in independent cognitive activity, including ways of organizing (the ability to think systematically, to perceive and analyze the situation, to extract and compile information from various sources (including media materials), own goal-setting, adequate self-esteem of the person, both in professional and in communicative vectors, the use of different methods of knowledge).
- Linguistic and Cultural competence which includes several components:
  - Country-studying component (lexical units with national cultural semantics and ability to use them in situations of intercultural dialogue);
  - Socio-psychological component (possession of socio-culturally specified scenarios, specific national behavior models using communication techniques (verbal and nonverbal), adopted in the studied culture);
  - Sociolinguistic component (linguistic features of social strata, of different generations, genders, social groups, dialects).
- subject-matter competence, which assumes the existence and use of theory and concepts of the subject "Foreign Language" and other related subjects, integrated in this educational area, to the extent necessary to solve the social and professional communication tasks, working with foreign language texts and professional communication in the Uzbek language as well as tacit knowledge acquired through practice (knowledge as understanding).

**Professional component** incorporates a set of motivations to learn the Uzbek as a foreign language; background knowledge in the field of culture and mentality of the country the language is spoken; background knowledge; personal qualities and professional foreign language relevant specialist knowledge and abilities, allowing to carry out tasks in accordance with prescribed standards and job requirements. This component includes:

- socio-cultural competence, which assumes ownership of the knowledge in the following components:
  - General cultural component (socio-cultural, historical, cultural, ethnic and cultural background);
  - Institutional component (knowledge of the political and legal institutions of society);
  - Conventional component (knowledge of customs and traditions of the country the language is spoken);
  - Semiotic component (knowledge of different kinds of characters specific to a given culture);
- Functional competence, tacit knowledge, and active ownership of at least two languages (mother language and the Uzbek as a foreign language) for professional use, the ability to apply linguistic and socio-cultural knowledge in dealing with humanitarian, social, economic and others. Kinds of problems related to the historical cultural characteristics, language, people of the country the language is spoken at a level of professional practice; possession of skills to work with foreign audiences, the whole totality of that person must be able to do in the field of training (both pre-service field) or social and professional activities (knowledge of the action), concern about the work results quality.
- the information competence objectifies skills to search for, analyze and select relevant information, including in foreign language, using different kinds of information resources and ways to work with them; organize, convert, store, and transmit it by providing trainee's skills in

activity with respect to the information contained in the school subjects and educational areas, as well as in the outside world, including with the use of information technology.

Finally, **the personal component** that combines a set of personal characteristics, interests, values of the individual (value consciousness, attitudes, behaviors) allowing to be a full-fledged participant in the learning process, based on the principles of partnership and conscious interaction with the teacher. In the structure of this component we include:

- personal competence which is objectified in psycho-physiological (memory, thinking, speech, and so on.), psychological (temperament, character accentuation, the type of personality: extrovert / introvert) personality traits. It includes the development of courtesy, goodwill, organization, self-restraint, accuracy, correctness, tolerance as a socially and professionally significant qualities of the person.
- socio-psychological competence as a set of knowledge about the psycho-physiological peculiarities of the personality and characteristics of social interaction, which implies behavioral skills, abilities and skills in nonverbal communication and emotional characteristics of interpersonal perception and successful actions in a particular social situation, possession of emotional self-regulation. It involves a willingness to cooperate with colleagues, the formation of interoperability in society and work in a team.
- value-semantic competence which provides a mechanism for self-determination in situations of learner training and other activities related to the value systems of a student, his/her ability to see and understand the world, orientate in it, be aware of their role and mission, to be able to select targets and meaningful actions and deeds, to take decisions. The student's individual educational path and the program of his life as a whole depends on the level of formation of this competence.
- general cultural competence is objectified in moral qualities, attitudes, outlook, especially the mentality, knowledge of the individual. It includes knowledge about the peculiarities of national and universal culture, spiritual and moral foundations of the life of a man and mankind, individual nations, cultural foundations of family, social, public events and traditions, the role of science and religion in human life and their influence on the world, the ability to behave in culturally entertainment area. This is also the experience of studying the development of the world scientific picture, expanding to the cultural understanding of the world and all mankind (the research competence).
- self-education competence is directly related to the development of student autonomy, his creative activity, uninterrupted continuation of learning throughout life. It includes a commitment to self-development, improving their qualifications and skills, the ability to critically evaluate their strengths and weaknesses, to propose ways and means of choosing the merits and deficiencies.
- ethical competence, which implies adherence to professional and social interaction among certain official, social and professional standards, including morality, standards of business conduct in the official media, personal and professional values, knowledge and understanding of their future professional activity foundations, respect for future possession, possessing the motivation for conscientious performance of professional activity on the principles of humanism, tolerance and respect, interethnic and interreligious harmony, freedom and democracy; possession of proper corporate culture of international communication (formal and informal), skills of finding a negotiated compromise in society and professional life, the ability to protect their legitimate rights in practice, including the rights of the individual, with respect to the respective rights of others in a multi-ethnic and international environment.

We emphasize again that according to the methodological position, mastering the communicative competence is the most important and the key to train Uzbek language as a foreign language in a foreign university. By combining in a balanced whole all aspects of the language in the implementation of communication activities, communicative competence gives adequate and comprehensive characteristic of the individual's communication in the national language team.

Among the basic principles and general didactic guidelines forming communicative competence in teaching the Uzbek as a foreign language today are:



- the principle of speech and thinking activity (assumes that any communicative speech material has value, i.e. is actively used by native speakers in the process of communication);
- the principle of individuation;
- the principle of functionality (according to this principle, the functions of speaking, reading, listening and writing as a means of communication, as well as a complete list of installed speech functions as a training purposes are defined);
- the principle of situation (provides for recognition of the situation as the basic unit of organization of the process of learning foreign language communication);
- the principle of novelty (maintains interest in mastering a foreign language, the formation of speech skills, ability to automatically transfer, the development of a productive and dynamic speech skills, as well as the formation and development of the communicative function of thinking).

Thus, from the standpoint of the communicative competence formation and, as a final result of learning - communicative competence of the students, one of the major problems in the teaching methods of the Uzbek as a foreign language in a foreign university is now going beyond the linguistic system and the expansion of the traditionally understood vocabulary and grammar framework by reference to the communicative, cognitive, active speech and pragmatic aspects which are the statements that form the basis of speech acts. The construction of a complete model of the individual's speech development, including the study of the dynamic aspects of speech and their actualization in the language environment is of utmost importance.

### 6. DISCUSSION

Understanding the selected components of the competency leads to the conclusion that foreign language competence cannot be regarded as a kind of stable, unchanging phenomenon. In this regard, we can conclude that it is a dynamic system depending on the purpose and stage of the teaching foreign students the Uzbek as a foreign language. In this regard, the component structure of competence, in particular communication should be determined taking into account the objectives and specific learning the Uzbek as a foreign language at a particular institution of higher education for the individual and specialty training period. In this case all competences are more or less interrelated and interdependent phenomena. For this reason their development in higher education should be carried out in a complex system of training and diagnostic activities. This explains the fact that many competencies, such as translation, motivational and reflexive, ethical - are located at the intersection of linguistic, professional and personal components.

A wide range of foreign language education competences as an educational results suggests that the current conditions in the course of teaching the Uzbek as a foreign language in a foreign higher education system it is advisable to talk not just about the subject "Foreign Language", and an educational area "Foreign Language" but both structural and semantic content unit of foreign language education.

This educational area establishes a fundamentally different way of designing the educational environment in higher education through the integration of subject areas, revitalization and expansion of interdisciplinary connections.

This aspect is of particular importance in the innovative design of modern curricula, courses, textbooks and assessment systems of learning the Uzbek as a foreign language by foreign university students, whose area of professional activity includes multicultural space and whose system of foreign language education initially has an in-depth training an interdisciplinary character.

Similar programs are being actively implemented in the practice of European foreign language education. Therefore, in the conditions of accession of South Korean university education to a world wide educational process the need of a deeper methodological development of this aspect is obvious.

### 7. CONCLUSION

The implementation of competence approach in teaching the Uzbek as a foreign language in a foreign high school shows that this approach is extended to all actors of the educational process. First of all,

we are talking about the dyad "teacher - student". Flexible, variable models of learning the Uzbek as a foreign language in today's environment require the teacher continuous improvement, adaptation and correction of professional competence. Formation of students' competence depends on their activity, when the "activity" of the teacher goes into the activity of the trainees (Lebedev, 2004).

Thus, the focus of the modern system of teaching the Uzbek as a foreign language in a foreign university is a professional teacher capable of providing high-quality education. It is a teacher, who aims not only to exercise reproductive educational activities to teach a foreign language. His/her aim is the comprehensive development of the personality. This teacher teaches the Uzbek language in accordance with the age, personal characteristics, the demands of society, culture and professional characteristics.

The recent main function of a teacher of the Uzbek as a foreign language was only to be a source of new information and translator of subject knowledge is supplemented in this regard many others. Today there is a demand for foreign language teachers with such professional competence, which would allow him not only develop new content and technology education, but also be capable of understanding their professional mission, to develop a personal interaction with their students.

Being essentially adaptive, focused on the learner activities in teaching the Uzbek as a foreign language are a multi-component, self, however, depending on the conditions of their implementation.

The specifics of the competence approach bring us to internal reserves and possibilities, for personal potential of students and instructors, function and content of which are in changing the school of a new type.

Student and teacher advocate equal subjects of the educational process, which is based on interaction and dialogue, communication and cooperation, which involves the use of various methods of teaching the Uzbek as a foreign language, including intensive and active methods and technologies (game-role modeling, design technology, modular training, differentiation of training, the method of case studies and others). It requires a significant proportion of non-standard communication tasks and exercises, continuous updating of the educational materials content and methodological tools according to the needs of students and modern society. The issues raised in this article need further scientific and methodological research in many aspects.

Another direction for further development of the discussed issues is connected with the aspect that the teacher's success in the learning activities inside the system of the Uzbek as a foreign language in a foreign university can now be achieved by the use of a new cognitive model based on the accuracy (of knowledge: subject learning, especially the number of students, the national teaching traditions of a student's native country, etc.), adaptability (accordance the professional thesaurus the needs of particular students), versatility (the adequacy of the specialist in specific training conditions), and continuous development.

When implementing competence-based approach the teacher of the Uzbek as a foreign language does not directly guide the actions of the students, but creates subjective, personal reasons for training activities in the process of learning the Uzbek language and culture. The pedagogical strategy should be formed in the design of students' activity where the teacher develops learning objectives to achieve constructive schemes; in the process of self-analysis and self-assessment activities. Therefore the implementation of the competency approach is especially important for the teacher of the Uzbek language in a foreign university today. This approach is described as the continuous improvement of the ownership level of the existing traditional professional tasks solutions, novelty and instructional techniques, commitment to continuous innovation in accordance with the positive examples of foreign experience.

### REFERENCES

- [1] Asanova, N.V. (2000) National standards for learning foreign languages: From the experience of teaching Russian in Iceland. Russian language and culture (learning and teaching): Collection. Moscow, 2000.
- [2] Baidenko, V.I. (2004) Competence in vocational education (on the development of competence-based approach) // Higher education in Russia, 11 (2-13).
- [3] Gavrilenko, N.N. (2009) Theory and methods of teaching translation in professional communication. Vol. 1. M.: Scientific-Technical Society named after academician S. Vavilov.
- [4] Khutorskoy, A.V. (2002) Key competences and educational standards. Internet magazine "Eidos". <http://eidos.ru/journal/2002/0423.htm>

- [5] Kobyakova, N.L. (2015) Language competence: how to optimize the technology evaluation of teaching foreign languages in high school: Monograph. Moscow, MAX Press.
- [6] Kudaibergenova, R.E. (2008) International experience of reforming the education system (for example, Finland, South Korea and the United States). Bulletin of Kazan University. International relations and international law. 3-4 (35-36)
- [7] Lebedev O.E. (2004) Competence approach in education. School Technology, 5 (3-7).
- [8] Major trends in higher education: global and Bologna measurement s (2010). Moscow: Research center of quality training problems.
- [9] Nalitikina, O.V. (2009) Competence approach as a basis for a new paradigm of education. News of the Russian State Pedagogical University named after Hertzen, Vol. 88 (170-174).
- [10] Shishov, S.E., Agapov I.G. (2001) Competence-based approach to education as a necessity. The world of education - education in the world, 4 (8-19).
- [11] Simonov I.V., Bocharov, M.I. (2010) The proportion of competence in continuing education in the direction of preparation "Information Security". Journal of Military University, 1 (36 - 41)
- [12] Slastenin V.A., Chizhakova G.I. Introduction to pedagogical axiology: Students' book. Moscow: Publishing center "Academia", 2003. - 192 p.
- [13] Sung Dong Ki. (2000) Formation and prospects of economic and cultural relations of the Republic of Uzbekistan and South Korea: dissertation synopsis. Tashkent.
- [14] The project «TUNING»: university project "Tuning Educational Structures in Europe" (2000). [http://www.sibrc.tsu.ru/module5/docs/db/vuz/\\_387.doc](http://www.sibrc.tsu.ru/module5/docs/db/vuz/_387.doc)
- [15] Zimnyaya, I.A. (2006) Key competences - the new result paradigm of modern education. Internet magazine "Eidos". <http://www.eidos.ru/journal/2006/0505.htm>.
- [16] Хуторской, А.В. (2002) Ключевые компетенции и образовательные стандарты. Интернет-журнал "Эйдос". <http://eidos.ru/journal/2002/0423.htm>
- [17] Шишов, С.Е., Агапов, И.Г. (2001) Компетентностный подход к образованию как необходимость. Мир образования – образование в мире, 4 (8–19).
- [18] Vaartman, L. K. J., Bastiaens, T. J., Kirschner, P. A., van der V. & Cees P. M. (2006). The Wheel of Competency Assessment: Presenting Quality Criteria for Competency Assessment Programs. Studies in Educational Evaluation, 32 (2), 153-170.
- [19] Council of Europe: Common European Framework of Reference for Languages (2007). [https://archive.today/20120729045710/www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](https://archive.today/20120729045710/www.coe.int/t/dg4/linguistic/CADRE_EN.asp)
- [20] Dalton, J. (1994) From proficiency to competencies, Prospect 9(2), 70-75.
- [21] Jang, S. & Kim, N. (2004). Transition from High School to Higher Education and Work in Korea, from the Competency-Based Education Perspective. International Journal of Educational Development, 24 (6), 691-703
- [22] Levin, D.M., Ustinova, L.A. (2014) Practical aspects of competence-based teaching approach realization in higher educational establishments // International magazine of experimental education, 6 (23-25).
- [23] Sunwoong Kim and Ju-Ho Lee (2006). Changing Facets of Korean Higher Education: Market Competition and the Role of the State, in Higher Education, Vol. 52, 3 (557-587).
- [24] Why We Need Competency-Based Education (2015). Asia Society. <http://asiasociety.org/education/partnership-global-learning/making-case/why-we-need-competency-based-education>

### AUTHORS' BIOGRAPHY



**Prof. Aziza Mashrabbekova** holds a PhD in Philology from the National University of Uzbekistan (2000). She is currently an Associate Professor in the Department of Central Asian Studies, College of International and Area Studies, Hankuk University of Foreign Studies in the Republic of Korea. Her main research interests are in Techniques of teaching foreign language and Comparative linguistics.

**Citation:** Aziza Mashrabbekova. "Implementation of the Competency-based Approach to Teaching the Uzbek as a Foreign Language in a Foreign University". *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 6, no. 3, 2019, pp. 103-113 doi: <http://dx.doi.org/10.20431/2349-0381.0603012>.

**Copyright:** © 2019 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.