



The Meaning And The Difference Of The Terms “Competence” - “Competence”

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Today, in our country in the age of information technology, investment, development of joint ventures, economic and cultural cooperation with foreign partners in the field of education, especially in the field of training highly qualified specialists, special attention is paid to the development of their foreign language communicative competence and competence. The development of foreign language communicative competence (ICC) acts as a leading new development of a student's personality in the process of learning a foreign language course and consists of the ability to navigate a foreign language information environment, carry out effective communication, and constructively solve professional and life problems. Being an important component of a person's communicative competence, ICC has its own structure, which includes such components as linguistic, discursive, strategic, pragmatic, and sociocultural. In a non-linguistic university, the process of formation of ICC is ensured by expanding the spatio-temporal framework and deepening language training through the inclusion of extracurricular, independent forms of work based on the use of modern information and communication technologies of education. Today, communicative competence is considered as a system of internal resources necessary for building effective communication in a certain range of situations of personal interaction. In the process of communication, the unity of people is ensured, their unification is carried out, mutual understanding and consistency of actions, actions, and behavior are established, and the qualities of a person as a subject of culture, knowledge, and labor are formed. To understand what is meant by communicative competence and communicative competence, it is necessary to find out the meaning of the terms “competence” and “competence”. In the psychological and pedagogical literature, the concept of “competence” has become widespread relatively recently. So, in the late 1960s and early 1970s. in the West, and in the late 1980s. In post-Soviet, especially Russian literature, a special direction arose - a competency-based approach in education. At this stage of development of pedagogical science, there is no precise definition of the concepts “competence” and “competence”. Various scientists put forward their hypotheses on this issue. The most famous scientist on this issue is Professor Emeritus of the University of Edinburgh (UK) Dr. John Equal. He defines competence as a specific ability necessary to effectively perform a specific action in a specific subject area and includes highly specialized, special kind of subject skills, ways of thinking, as well as an understanding of responsibility for one's actions. In other studies, along with the concept of “competence,” the concept of “competence” is also used, which also has a variable description in various sources. Some identify it with the concept of “competence”, others identify it as an independent structure [2]. The concept of competence has Latin roots and comes from “compete”, which is translated into Russian as “I achieve”, “I meet”, “I fit”, this concept has long been used in psychological and pedagogical literature, but increased interest in it has appeared only recently. This is probably due to the fact that the facet of our rapidly changing reality is highlighted [1]. Competence is a category belonging to the sphere of relations between knowledge and practical human activity. According to B. Yu. Elkonin's definition, competence is a qualifying characteristic of an individual taken at the moment of his inclusion in an activity [1]. Thus, we can say that competence is the quality of a person who has completed education at a certain level, expressed in the readiness (ability) on its basis for successful,

productive, effective activities, taking into account its social significance and the social risks that may be associated with it. It involves a whole range of personal qualities of a person, including not only cognitive and operational-technological components, but also motivational, ethical, social, and behavioral. Let us now consider how these concepts are interpreted in some dictionaries. The authors of the Explanatory Dictionary, edited by D. I. Ushakov, were the first to try to prove the difference between these concepts: “competence” - awareness, authority; “competence” is a range of issues, phenomena in which a given person has authority, knowledge, experience, and range of authority. The “Dictionary of Foreign Words” reveals the concept of “competent” as having competence, knowledge, and knowledgeable in a certain field. And competence is “possession of knowledge that helps to judge something.” In the “Big Economic Dictionary”: Competence - a) knowledge that allows you to judge something; b) ability to possess competence; Competence - a) ability, a set of properties; b) the totality of powers that any body or official has, determined by the Constitution, Law, Charter, and acts of government issued on the basis of them. Thus, we can say that competence is a concept related to a person. It describes the aspects of perception, understanding, goal setting and behavior behind meaningful performance of work (based on worldview and associated professional knowledge, skills, and abilities). According to V.V. Bormot, competence is a concept related to work (position). It reveals the scope of professional activity in which a person is competent and reflects his status in the organization, powers, and area of responsibility. Competence determines the socio-economic conditions of professional activity and the infrastructure of the workplace. And so, competencies are what employees occupying specific positions must be able to do in accordance with established standards. Therefore, it is important to distinguish and, accordingly, manage competencies and competencies [2]. The terms “communicative competence” and “communicative competence” are becoming increasingly common and are often used without distinguishing the meaning between them. However, they differ significantly from each other. The term “communicative competence” arose as a development of N. Chomsky’s idea of linguistic competence - a limited set of grammatical rules that allows one to generate an unlimited number of correct sentences. The idea turned out to be attractive to scientists working in the field of language testing, since linguistic competence could be measured (tested) quite accurately using available pedagogical measurement tools (tests). Since linguistic competence significantly limited the object of language testing in the context of communicative language teaching, ideas arose to expand this construct, which was called “communicative competence” (L. Bachman, M. Canale, M. Swain). Communicative competence is a demonstrated area(s) of successful communicative activity based on learned means and strategies of verbal communication, supported by language skills and speech abilities [3]. With all the variety of approaches to studying the structure of communicative competence, the most common components are: - linguistic (vocabulary, grammar, phonetics, spelling), - discursive (construction of oral and written texts), - pragmatic (successful achievement of a communicative goal), - strategic (overcoming communication difficulties), — sociocultural (compliance with sociocultural norms). Tambov University teacher Radislav Millrood emphasizes that all components of communicative competence can be measured through testing and objectively assessed (testing for students’ sociocultural competence is still the least developed). In contrast to communicative competence, communicative competence is defined in modern science as an integrative personal resource that ensures the success of communicative activities. This resource includes not only the components measured by language testing, but also other components. These components are not part of the language testing construct and cannot be measured using language tests. They are found at a higher, personal level and include intelligence, general outlook, a system of interpersonal relationships, special professional knowledge, as well as the potential for personal development and growth in mastering language and communicative activities [3]. One of the goals of teaching a foreign language is the development of foreign language communicative competence; therefore, the main purpose of teaching a foreign language is the formation of communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. Modern pupils and students have the opportunity to learn a foreign language and at the same time develop their communicative competence. Colloquial speech is characterized by ease of relations between communication partners, unpreparedness of the speech act and the absence of an attitude towards a message that is of an official nature. Researchers of speech problems note that the concept of “communicative competence” is not entirely unambiguously interpreted by different authors. The number and composition of the components of communicative competence do not coincide among different authors, their location is relative, which brings different components of content to the fore.” In order to be convinced of this, let’s compare several definitions of communicative competence: 1. “For the theory of speech, the most important is communicative competence, which covers speech - speaking, listening, writing, and reading in the target language. Communicative competence refers not only to theoretical knowledge, but also to skill and fluency in speech” [4]. 2. Authors of the textbook “Russian

language and culture of speech”, ed. V.D. Chernyak write that their textbook “should help the formation of communicative competence, which means a person’s ability to organize his speech activity using linguistic means and methods adequate to the communication situation” [5]. 3. According to O. M. Kazartseva: “Communicative competence is the knowledge, skills and abilities necessary to understand others and generate one’s own programs of speech behavior that are adequate to the goals, areas, and situations of communication. It includes: knowledge of the basic concepts of speech linguistics (speech science knowledge) - styles, types, ways of connecting sentences in the text, etc.; skills and abilities of text analysis, and, finally, communicative skills themselves - abilities and skills of verbal communication in relation to various areas and situations of communication, taking into account the addressee and purpose” [6]. 4. I. L. Bim considers communicative competence as the readiness and ability to carry out foreign language communication within the limits determined by the program, as well as the upbringing, education and development of the personality of students using the German language [7]. It would be possible to continue to cite definitions of communicative competence or lists of its features that belong to other authors, but this would confirm the conclusion that already arises: these definitions are either too abstract or contain different lists of substantive components of the concept under consideration. Moreover, it cannot be said that these lists are defective; on the contrary, it can be said that all of them, with more or less specificity, reflect certain essential aspects of the concept of “communicative competence”, but at the same time do not reach the degree of completeness that would allow us to imagine, according to capabilities, all the main aspects of such a complex concept as communicative competence. “Communicative competence, which acts as an integrated goal of teaching a foreign language, is understood as foreign language interpersonal and intercultural communication with native speakers within the limits specified by the standard.” (I.L. Beam) Both each student individually, and our entire state as a whole, are interested today in practical mastering a foreign language, providing access to the world market and familiarization with world culture. Therefore, communicative competence is a priority goal. At the same time, a foreign language is only a means by which one can acquire and demonstrate one’s general cultural level, one’s ability to think, create, and evaluate someone else’s thought, someone else’s creativity. Therefore, among the methods of mastering a foreign language, preference is given to those that have developmental potential: they awaken thought, sharpen means and expressions, enrich feelings, figurative ideas, improve the general culture of communication and social behavior in general. Consequently, communicative competence is an integrative concept that includes both the skills and abilities to perform actions with language material, and regional knowledge, abilities and skills. Knowledge, abilities, skills (KAS) of only one part cannot indicate training in communication, i.e., receiving and transmitting information using different types of speech activity. Therefore, in relation to the specifics of the academic subject “foreign language”, the concept of training means the acquisition by students of one or another level of communicative competence. At the same time, foreign language communicative competence is a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities, allowing the learner to communicatively acceptably and expediently vary his speech behavior depending on the communication situation [8]. Thus, if communicative competence is an area of successful communicative activity, then communicative competence is a more global formation called a personal resource and goes beyond the competence of language test developers.

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