Developing the Competence of Students of Linguistic Higher Educational Institutions to work Independently in Teaching

Amonlikova Nodira Ximmatovna | Senior Lecturer at the Navoiy State Pedagogical Institute

ABSTRACT

This article provides a comprehensive overview of the competence of students of linguistic HEIs in teaching, a general understanding of linguistic HEIs, and the importance of their competence to work independently for students

Keywords: teaching process, competence to work independently, linguistic HEIs, communication-pedagogical activities.

Introduction: Linguistic educational methods are the methods that play a key role for students in teaching. Through these methods, students will be able to learn the language and develop its competencies. This is related to the development of students' competence to work independently.

HEIs are methods that help students be practical and communicative. These methods help students achieve success in developing their speech, asking questions, answering and communifying. Because of its complexity and uniqueness in teaching, linguistic HEIs are important aspects for the development of students' competence to work independently.

Literature analysis and methodology

Competence to work independently is important in improving students' self-confidence and self-government in their learning process. The main purpose of independent work is to help students develop their knowledge and express themselves. Linguistic HEIs help develop this competence because they allow students to learn their knowledge, solve questions and master problems.

Linguistic HEIs allow students to work independently in organizing their own learning processes. Through these methods, students develop their ability to express themselves, answer questions, and replace reliable communication.

The competence to work independently, on the other hand, involves transferring students' acquired knowledge to practice, expressing their opinions, and developing creativity. Through linguistic HEIs, they help students develop their language knowledge and improve their competence.

Linguistic HEIs are methods that play a major role in the process of learning and communifying the language for students. They help students develop their competence to work independently, as they allow students to manage themselves, learn their knowledge and express their opinions. Through linguistic HEIs, students will be able to develop the ability to express themselves reliably, answer questions, and practice them.

In a competent approach, the objectives of teaching should be to discuss priority areas such as self-awareness by students, understanding ways to achieve academic goals

in teaching, improving students' academic activity, adapting students to society and independent life through self-development as individuals, and socialization.

Results: The development of the competence to work independently plays an important role in improving students' own knowledge and creativity. Linguistic HEIs and the competence to work independently are important aspects that help each other in addition and are methods that play a major role in the process of students learning the language and expressing themselves.

A modern developed society needs to raise an intellectually mature generation that meets the demands of knowledge, spirituality, sustainable development and cares about the future of our republic. The main objective of the competence to work independently at all stages of education in the Republic of Uzbekistan is to develop the communication competence of linguistic HEIs so that students can work in everyday, scientific, and vocational fields in a multicultural world.

Competence to work independently is the ability to apply the knowledge, skills, and skills gained in a foreign language being studied in the communication process. Linguistic competence involves acquiring knowledge of language material and skills in the types of speech activities. Sociolinguistic competence allows the speaker to choose the necessary linguistic form, method of expression, based on a speech situation, communication purpose, and will.

Discussion:

To improve students' competence to work independently, they need to know the language at the maximum level, speak the language with qualified skills, have relevant psychological, pedagogical and methodological knowledge, and general cultural preparation.

Therefore, the effectiveness of teaching students' competence to work independently is determined by many factors, the most important of which is the teacher's ability to use the language taught in the process of communicating with students in the classroom. Teacher speech plays a huge role in the implementation of communication and discipline.

When students have a communicative culture to the extent that they interact with one another, their skills are demonstrated. However, practice shows that students' speaking activities in the classroom are still a vulnerable side, leading to difficulties in solving communication problems. As you can see, this is a consequence of inadequacy preparation in oral communication.

The main essence of English language education based on the competence to work independently in students is considered to improve the competencies of using the knowledge, skills, and skills acquired by students during their personal life, as well as in professional and social activities.

Conclusion:

Instead, it can be said that student speech is rightfully one of the most effective tools in teaching. The student's skills, especially in foreign languages, depend directly on the level of vocabulary. It requires constant and targeted work on dixie and vocabulary, on expressing one's opinion clearly and justifying their accuracy. All of the above defines the role one should play in targeted teaching students' competence to work independently in the classroom.

List of references:
1. Nurmonov A. Linguistic research methodology and methods. T.: Academic, 2010.
2. Nematov H. Linguistic research methodology, methodology and methods. Bukhara, 2006
3. Maxmudova D.M. Developing student creative competence using problematic mathematical issues / Khmer Rouge Academy of Sciences. 2020.
4. Yaminova S. Use a scenario teaching method to develop a student's ability to

think independently. Pod. Fan, name. diss.-Tashkent: FA, 1997,

5. Bazarova S.D. Vocational Training Technologies in Higher Education. Monographs. Tashkent: Science and Technology, 2006.