

**PEDAGOGICAL TECHNOLOGIES AS A MEANS OF DEVELOPING AND
ENHANCING LANGUAGE COMPETENCE****Riskulova Dilorom Shagiyazovna**

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Abstract: The article examines modern methods and pedagogical technologies for teaching foreign languages, which contribute to the development of students' communicative language competence. It presents models and schemes for the practical application of these technologies in the educational process. Special attention is given to the competency-based approach, instructional design, and the use of communicatively oriented and leveled teaching technologies.

Keywords: competency-based approach; foreign language communicative competence; pedagogical technology; teaching method; instructional design; communicative orientation; leveled differentiation.

Linguistic (language) competence refers to the combination of knowledge about the language system and the ability to use language units to express one's own thoughts and understand the utterances of others. According to N. Chomsky, language competence is defined as a person's ability to understand and generate an unlimited number of grammatically correct sentences using acquired linguistic signs and rules for combining them.

Pedagogical technology is understood as a scientifically grounded design of the educational process, based on the systematic use of methods, techniques, and organizational forms of teaching aimed at increasing its effectiveness and achieving predetermined educational outcomes. The application of pedagogical technologies allows structuring students' learning activities, ensuring their manageability and effectiveness.

The history of language and speech culture education spans centuries, during which the goals, methods, and teaching techniques have repeatedly transformed. The modern stage of societal development, characterized by intensive scientific and technological progress, digitalization of education, processes of globalization and integration, as well as the growing role of intercultural communication, sets new requirements for proficiency in both native and foreign languages.

In the context of the updated educational paradigm, pedagogical technologies serve as an essential tool for modernizing language education. Their use promotes the development of stable communicative skills, speech activity, and motivation for learning a foreign language.

Mastering and implementing new pedagogical technologies in the educational process fosters a new type of teacher thinking, characterized by systematization, logical structuring, clarity of goal-setting, and methodological transparency. This, in turn, enhances the quality of language training and overall learning effectiveness.

Applying new pedagogical technologies in lessons allows reconsidering the learning process from a new perspective and mastering psychological mechanisms for personality development, thereby achieving higher-quality educational outcomes.

Problem-Based Learning Technology

Problem-based learning (PBL) is relevant due to its ability to increase students' motivation for learning and activate cognitive interests by resolving contradictions and creating problem situations in the classroom. Overcoming manageable challenges, students develop a continuous

need for acquiring new knowledge, methods, skills, and abilities. PBL transforms students from passive listeners into active researchers, fostering creativity. As described by E. L. Melnikova in Problem Lesson or How to Discover Knowledge with Students, this method is versatile and can be applied across subjects and educational levels.

Key Outcomes of Problem-Based Learning:

- Activates students' cognitive activity;
- Develops positive motivation and interest in learning;
- Enhances intellectual and creative abilities;
- Fosters communicative and self-directed learning skills.

Leveled Differentiation

Leveled differentiation is a pedagogical technology aimed at implementing educational standards in the classroom while adapting them to individual students' abilities. It enhances learning quality, develops thinking, and supports a student-centered approach by ensuring conscious understanding of all elements of the learning activity. The main goal is for all students to achieve the basic level of knowledge defined by state standards, while allowing advanced students to reach higher levels of mastery.

Portfolio as an Innovative Assessment System

Portfolio assessment records, accumulates, and evaluates a student's individual achievements over a specific period. It not only serves as an effective evaluation tool but also:

- Maintains high student motivation;
- Encourages activity and independence;
- Develops reflexive and evaluative skills;
- Cultivates learning skills, including goal-setting, planning, and organization.

Information and Communication Technologies (ICT)

ICT usage enhances teachers' professional competence and improves education quality. ICT enables students to navigate information flows, use practical information-processing methods, and exchange information via modern tools. Computers facilitate rapid and high-quality preparation of engaging lessons. ICT also allows for individualization and differentiation, fostering self-directed learning.

Project-Based Learning

Project activities develop essential competencies, including:

- Regulatory skills (goal-setting, planning, evaluating results);
- Cognitive skills (information selection and processing);
- Personal skills (evaluating situations, expressing opinions);
- Communication and teamwork skills.

Project work engages students in real-life tasks, developing critical thinking, planning, and collaboration abilities.

Collaborative Learning

Collaborative learning emphasizes learning together rather than merely completing tasks together. It integrates group work, peer assessment, and small-group interaction, fostering communication skills and knowledge-sharing among students.

Game-Based Learning Technologies

Games and gamification enrich the learning process, making tasks engaging and enhancing creative and cognitive activities. Games support concept acquisition, lesson structuring, skill reinforcement, and extracurricular activities, contributing to students' linguistic and cognitive development.



Conclusion

Well-organized lessons using modern pedagogical technologies significantly contribute to students' intellectual, communicative, and linguistic development. These methods facilitate the formation of language competence and enhance motivation and engagement in learning activities.

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