

## VARIOUS COMPETENCES IN FOREIGN LANGUAGE CLASSROOM

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<https://doi.org/10.5281/zenodo.13936870>

**Abstract.** The article deals with essential competences that are required for effective language learning and teaching in contemporary methodologies. It explores the skills essential for achieving effective language acquisition and instruction. The article highlights several key competences, including linguistic, intercultural, and subject didactic and explains how these skills work together to foster a well-rounded learning environment. Through a qualitative analysis of classroom practices, the article demonstrates that developing a balanced set of competences is crucial for both students and teachers to succeed in foreign language acquisition. The findings emphasize the importance of integrating intercultural awareness into language instruction, making the article highly relevant for educators seeking to enhance their teaching methods. This article contributes valuable insights into foreign language pedagogy and is a useful resource for both language teachers and curriculum developers.

**Key words:** competence, foreign language teaching and learning, teachers and learners, L1 and L2, communicative language teaching, communicative, linguistic, intercultural, and subject didactic competences, FL, curriculum, communication, knowledge, skills.

## РАЗЛИЧНЫЕ КОМПЕТЕНЦИИ В КЛАССАХ ИНОСТРАННОГО ЯЗЫКА

**Аннотация.** Статья посвящена основным компетенциям, которые требуются для эффективного изучения и преподавания языка в современных методологиях. В ней рассматриваются навыки, необходимые для достижения эффективного усвоения и преподавания языка. В статье выделяются несколько ключевых компетенций, включая лингвистические, межкультурные и предметно-дидактические, и объясняется, как эти навыки работают вместе, способствуя созданию всесторонней среды обучения. С помощью качественного анализа практики преподавания в классе статья демонстрирует, что развитие сбалансированного набора компетенций имеет решающее значение как для студентов, так и для преподавателей для успешного усвоения иностранного языка. Результаты подчеркивают важность интеграции межкультурной осведомленности в обучение языку, что делает статью весьма актуальной для педагогов, стремящихся улучшить свои методы обучения. Эта статья вносит ценные идеи в педагогику иностранного языка и является полезным ресурсом как для преподавателей языка, так и для разработчиков учебных программ.

**Ключевые слова:** компетентность, преподавание и изучение иностранных языков, преподаватели и учащиеся, Я1 и Я2, коммуникативное преподавание языка, коммуникативная, лингвистическая, межкультурная и предметно-дидактическая компетентность, иностранный язык, учебная программа, коммуникация, знания, навыки.

Foreign language teaching involves several participants, including students, parents, instructors, educational places, materials, administrators, resources, and process. Researchers are interested in the aspects that contribute to good foreign language teaching abilities. Continuous

improvement of both pre-service and in-service teacher training is necessary to enhance teacher characteristics. This study may help enhance the quality of foreign language teaching in education.

As knowledge of successful teaching grows, teachers, trainers, researchers are more likely to suggest ways to improve different types of competences in foreign language instruction as well as learning process. Learning a foreign language has become increasingly crucial due to the role of technology in information exchange and knowledge transfer. Individuals typically have to master many foreign languages. Like other developed countries, the Republic of Uzbekistan's initiatives to promote learning several foreign languages highlight the importance of language acquisition. There have been several advances in foreign language instruction and teaching process. Scholars, linguists and teachers' efforts to improve language learning extend beyond providing new resources and curricula.

Competence is the ability to successfully cope with demands in a given context using knowledge (cognitive, metacognitive, socio-emotional and practical), skills, attitudes and values<sup>1</sup>. So, early skill in teaching a foreign language by teachers is crucial because throughout the formative years of elementary schooling, students are at a vulnerable stage where they either embrace the language or begin to feel that they are not good at learning it. But this emotion can last for the whole of their lives and can be difficult to change. According to J.C.Richards, foreign language instructors need to be competent in the following six areas or keys:

- they must have a knowledge of teaching theories;
- be skilled in teaching and communication;
- be able to reason with (common) sense;
- be able to make decisions;
- know the profession;
- have social, cultural and professional knowledge<sup>2</sup>.

From this, it is clear that qualified and competent teacher must possess a strong understanding of the curriculum, the didactics of early language instruction, the student's cognitive and psychological development, and the foreign language that they are teaching.

Language competence, fluency, teaching methods, learning process, learner, curriculum, teaching process, evaluation, assessment, social culture and mentality are listed by D.Yang, as a key components of competences in foreign language teaching<sup>3</sup>.

Effective foreign language instruction must first be established, tested in many contexts, and agreed upon as there is no universal agreement on what it entails. According to T.Reber, the more that is known about successful foreign language teaching and learning, the more likely foreign language teachers will be to create models for foreign language teacher preparation and evaluation that reflect relevant behaviors and attitudes of foreign language teaching<sup>4</sup>.

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<sup>1</sup> Organisation for Economic Co-operation and Development. (2016). Education 2030: Key competences for the future.

<sup>2</sup> Richards, J. C. (2010). Competence and performance in language teaching. RELC Journal, 41(2), 101–122.

<sup>3</sup> Yang, D. (2020). EFL teacher's integrated key competency cultivation mode in Western rural areas from the socio-cognitive perspective. World Journal of English Language, 10 (1).

<sup>4</sup> Reber, T. (2001): Effective Teaching Behaviors and Attitudes as Perceived by Foreign Language Teachers. Unpublished thesis (Ph.D.), The University of Arizona.

Researchers have shown interest in the area of teaching competences. There is a lack of agreement about the teaching competences despite the efforts of several studies, additionally, research on teaching. The majority of competences are related to general teaching competences, which might not be a good fit for certain fields. Furthermore, the competency proposals of scholars in the same field do not entirely agree with one another. The research projects on teaching competencies and foreign language teaching competencies that have been completed are listed below.

A.V.Brown examined how L2 teachers and L2 students perceived effective L2 teaching in one of his studies, which involved 1400 students and 49 teachers. He did this by looking for similarities and differences between each group's ideas of what they believed an effective L2 teacher should be able to do in the classroom. Teaching evaluations examine the practical application of these views of good instruction in the classroom<sup>5</sup>.

In his research, his goal was to ascertain and contrast the perspectives of successful teaching practices held by L2 instructors and post-secondary students; he also sought to compare the students' and instructors' assessments of instruction. It was discovered that opinions on what ought to be done in the classroom, what is being done, and how successfully it is being done vary greatly between teachers and students. There were statistically significant disparities in the teachers' and students' overall covered problems, including the use of pair and small-group work, task-based learning, early student use of FL, and grammatical instruction. It was discovered that the opinions of instructors and students on what ought to be done in the classroom, what is being done, and how successfully it is being done are significantly at odds.

Overall addressed aspects such immediate error correction, task-based learning, students' early use of FL, usage of pair and small-group work, and grammar instruction were shown to have substantial variations between teachers and students. Additionally, it was discovered that instructors and students held different views on the value of communicative language teaching techniques and grammar instruction, with professionals supporting communicative language instruction in the classroom and students choosing a more conventional, grammar-based approach.

Another work is the qualities of successful English instructors as assessed by 169 teachers and 339 students were examined by P.Park and W.Lee in their research. According to the scholars, throughout Korean high schools, using a self-report questionnaire divided into three sections:

- socio-affective abilities;
- pedagogical understanding;
- English competence.

Up to the conclusion of the research, they analyzed that the teachers' perceptions differed greatly from the students' perceptions in all three areas. While students valued pedagogical knowledge higher, teachers ranked English proficiency higher than students<sup>6</sup>.

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<sup>5</sup> Brown, A. V. (2006). Students' and Teachers' Perceptions of Effective Teaching in the Foreign Language Classroom: A Comparison of Ideals and Ratings. Unpublished thesis (Ph.D.), The University of Arizona.

<sup>6</sup> Park, G., P. and Lee, H., W. (2006): Characteristics of Effective English Teachers Perceived by High School Teachers and Students in Korea, Proceedings of the National Modern Languages Convention "Re-evaluating methodologies: how we teach, who we teach" Perth, Western Australia 14 - 16 September 2006.

While compiling a list of the competences required of foreign language instructors is nearly impossible, competences in teaching foreign languages are often categorized into three primary areas: linguistic, intercultural, and subject didactic<sup>7</sup>.

First area is linguistic competence and this is the ability to comprehend the whole sentence which conveys and represents the concept. As N.Chomsky said that this competence is the linguistic ability to understand and produce sentences and to select the most grammatically correct sentences from those mastered<sup>8</sup>. Furthermore, along with sociolinguistic and pragmatic competence, linguistic competence is a component of communicative competence. Engaging in a variety of linguistic actions that require receiving, creating, engaging, or communicating activates a language user's linguistic competence. Both written and spoken materials can be used for each of these kinds of activities.

Second area is intercultural competence, which is the ability to appreciate and understand one another in spite of cultural differences. The term "intercultural competences" describes the body of knowledge and abilities required of individuals and organizations in order to function interculturally in a variety of civilizations. According to J.Huber, intercultural competence is a "key component of education," especially in daily practice, where the information, abilities, and behaviors that are essential for mutual understanding are formed<sup>9</sup>. Also, five areas make up M.Byram's model of intercultural communication competence, which is taught in foreign language classrooms:

- knowledge of cultural content;
- development of a positive attitude toward otherness;
- ability to interpret and identify with other cultures;
- ability to interact in other cultures;
- critical thinking and awareness of one's own culture<sup>10</sup>.

All those are crucial to enhance both teachers and learners' language learning and teaching process in which they are facing with cross-cultural issues.

Third area is subject didactic competence, which covers skills in the areas of pedagogy, developmental and educational psychology, and the unique didactics of teaching and learning foreign languages. Teachers need to be well-versed in both the nature of learning and language teaching techniques in addition to understanding the developmental traits of their pupils and speaking a foreign language. And this competence can be developed by teacher's own knowledge, cognitive thinking ability, pedagogical skills and comprehension.

Based on the findings of a research that looked at the characteristics of English as a foreign language teachers in elementary schools,

- action-oriented teaching;
- varied use of teaching aids and resources;
- class routine,

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<sup>7</sup> Borg, S., & Edmett, A. (2018). Developing a self-assessment tool for English language. *Language Teaching Research*, 23(5), 655–679.

<sup>8</sup> Chomsky, N. (1965). *Aspects of the Theory of Syntax*. M. I. T. Press.

<sup>9</sup> Huber, J. (2012). *Intercultural competence for all: Preparation for living in a heterogeneous world*. Council of Europe Publishing.

<sup>10</sup> Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

- real-time checking of understanding of didactic instructions;
- thorough lesson planning;
- adaptation of activities according to students' response;
- self-reflection<sup>11</sup> are highlighted by S.Borg and these elements are essential for an effective pedagogical practice at this level.

Our research indicates that learning a new language is valuable for L1 development, with learning techniques and metacognition being two of the most obvious advantages. Moreover, on the same time, learner can develop both L1 and L2 grammatically, interculturally, linguistically.

It is shown that language and culture are inseparable, and the language is helpful to build relationships between different cultures. In a world where cultures are blending together, having a high degree of intercultural competence and being able to teach the learners to value and appreciate diversity are vital. Naturally, educators are not limited by the curriculum; they may include cultural material into the classroom through a variety of initiatives, particularly those that are conducted internationally.

In conclusion, the various competences discussed in this article—linguistic, intercultural, and subject didactic—are essential components of a well-rounded foreign language education.

These competences not only enable students to become proficient in a new language but also prepare them to interact meaningfully across cultures and contexts. By integrating these competences, educators can create more effective and engaging learning environments that meet the diverse needs of today's learners.

The findings from this article underscore the need for an approach to language teaching, one that goes beyond mere grammatical instruction to include communicative, didactic and intercultural areas. For teachers and curriculum instructors, these insights offer valuable guidance on how to foster a deeper understanding and appreciation of languages in their students.

Moreover, further research could explore innovative strategies for developing these competences, particularly in digitally-enhanced or multilingual classrooms. By continuing to refine our understanding of these competences, we can ensure that foreign language education remains relevant and impactful in an increasingly interconnected world.

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