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FEATURES OF DEVELOPMENT OF TRANSVERSAL COMPETENCE BY TEACHING FOREIGN LANGUAGES TO B2 LEVEL STUDENTS

Abstract: This article analyzes the essence, importance, methods and technology of developing stateric competence of a B2 level student.

Keywords: B2 level, strategic competence, method, language, knowledge.

INTRODUCTION

In modern society, foreign languages are becoming an important component of professional education. People learn such knowledge first at school, college, lyceum, and then at institutes, training courses, or independently by getting acquainted with the basic information sets that help to learn a foreign language. Today, there are large collections of educational materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers. The ability to use information technologies and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher is able to solve specific educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, the ability to choose the most effective methods to achieve one's goals is formed. The use of several methods of teaching and learning will give effective results. Teaching is carried out in small steps and is based on the student's existing knowledge system. As time progresses, innovations in every field are increasing. Different styles are also emerging in language teaching. A step-by-step approach to teaching English based on the learner's potential, level, and age gives good results. In this case, students are divided into groups based on teaching at the primary level, teaching at the middle level, and teaching at the higher level. A special program is developed by the teacher for each stage. The use of modern pedagogical technologies in teaching English in schools has a good effect. Educational technologies are effective use of modern information technologies in the educational process. It is also intended to increase the quality of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in learning English.

MAIN PART

The study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature. Foreign languages expand one's view of the world, liberalize one's experiences, and make one more flexible and tolerant.

Learners who achieve B2 Upper intermediate level can:

- understand the main ideas of complex texts on concrete or abstract topics, including some technical discussions
- express themselves fluently and spontaneously enough to comfortably communicate with other English speakers

- produce clear, detailed text on many subjects and explain a complex viewpoint on a topic, including expressing advantages and disadvantages.

When students are preparing for an exam, it consumes them and can become very stressful. You can **assign alternative, non-book related homework** to students every few weeks to give them a rest from the monotony of the test. These activities help expand vocabulary, pronunciation, and more.

Some ideas for non-book homework/activities:

- Watch a tv episode and write a summary of the plot or a description of a character
- Listen to a song and try to write down the lyrics that you hear – [Lyrics Training is a great resource](#)
- Listen to a song and identify the verb tenses
- Interview another student and record it
- Listen to a podcast and write 5 questions for the speaker

Most discussion will be given to describing the communicative language competences required to communicate effectively at B2 level. However, before this, readers should become familiar with some of the general competences illustrated below in figures 1-4. These are discussed in greater detail in the full text of the CEFR (2001: 101-108).

A. General competences

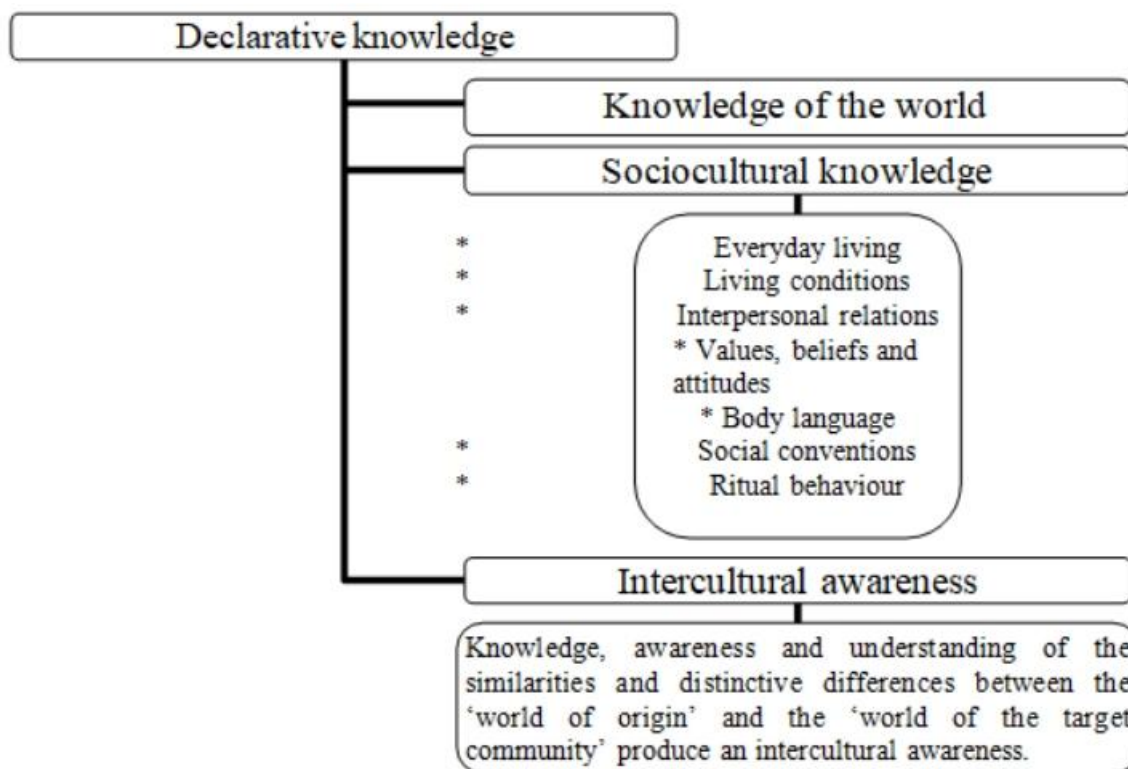


Fig. 1 Declarative knowledge

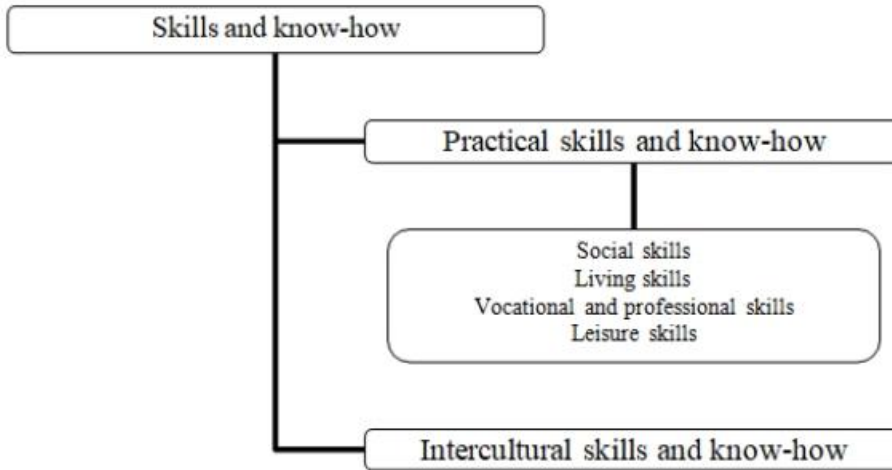


Fig. 2 Skills and know-how

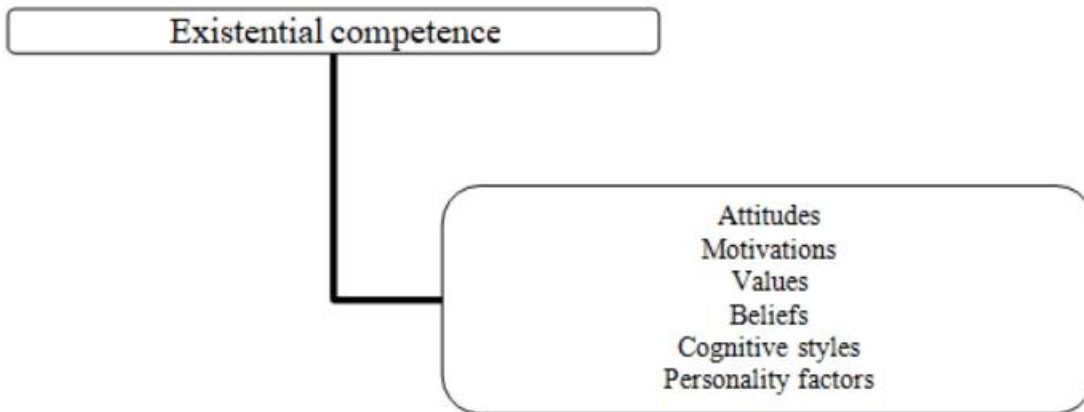


Fig. 3 Existential competence

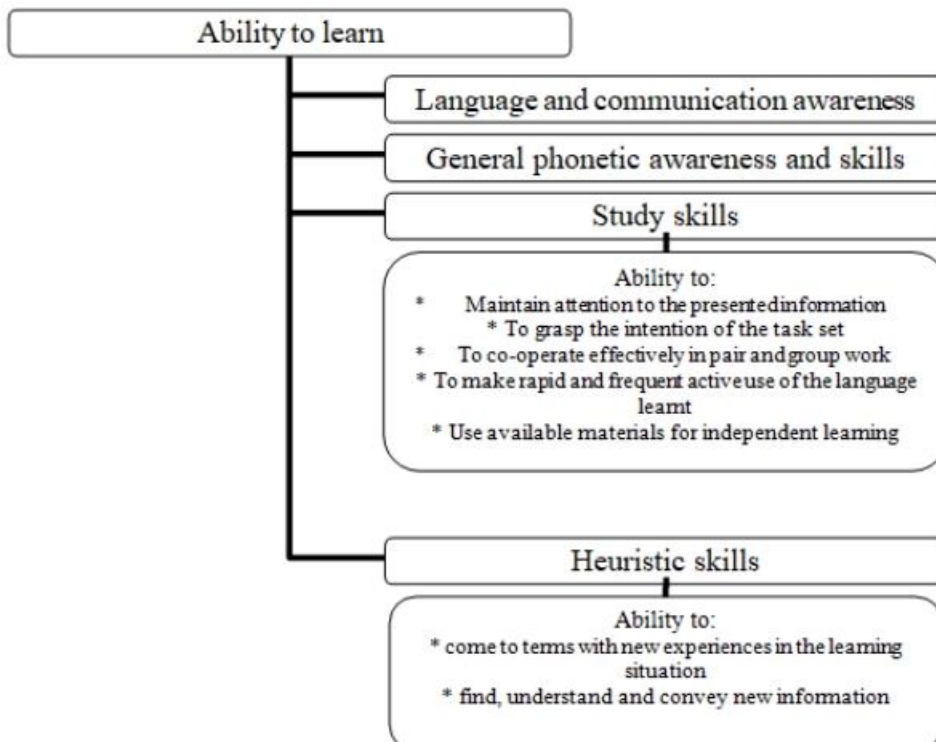


Fig. 4 Ability to learn

Linguistic competences at B2 level

- Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.

Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words.

- Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication

Has acquired a clear, natural, pronunciation and intonation

Sociolinguistic competences

- Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
- Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.
- Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

Discourse competences at B2 level

Flexibility

- Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
- Can adjust to the changes of direction, style and emphasis normally found in conversation.
- Can vary formulation of what he/she wants to say.

Turntaking (also described under interaction strategies)

- Can intervene appropriately in discussion, exploiting appropriate language to do so.
- Can initiate, maintain and end discourse appropriately with effective turntaking.

Functional competences at B2 level

Spoken fluency

- Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
- Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

Propositional precision

- Can pass on detailed information reliably.

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