

**DEVELOPMENT OF STRATEGIC COMPETENCE OF STUDENTS IN ENGLISH**

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Abstract

The article reflects the methods and innovative approaches to the development of strategic competence of students in English. It was used in the scientific developments of foreign and domestic scientists in covering the topic of the article. The results obtained from the article can be used in the training of students in the direction of a nonfilologist.

Keywords: language, lexical, feature, reality, temperament, methodology, competence.

Introduction

Solving problems related to the imagination, identification, classification of the actively used and precisely the group of the language lexicon to the national character (Colorite) is of paramount importance in teaching foreign languages. This group of words exists as a vocabulary of the languages of the world and differs in aspects that mean the meaning inherent in nationality. The group of words that acquire originality (originality) in English is also considered a lexicon of the fields of linguistics (the country in which the language is studied) and linguocultural studies in the status of special vocabulary swimmers. Represents specific lexical concepts in this language. Also, onomastic lexicon (toponyms and anthroponyms), phraseologisms and idioms were included in the composition of the vocabulary units of this sphere.

Over the past decades, the main attention has been paid to the development of their strategic competence in order to increase the intercultural literacy of students of higher educational institutions of the nonfilological direction through practical training of the English language. And in the formation of communicative compensation of students, common language realities on the history, geography, lifestyle, culture of communication of English-speaking peoples are of great importance. The development of strategic competence of students in English through the use of the methodology of teaching realism and the methods of implementing dialogues on various linguistic and socio-cultural relations determine the relevance of the study.

Literature Review

A number of issues that are to some extent relevant to the subject of research have been studied by linguists and Methodist scientists. Including R.M. Bodankina, M.M. Tagaeva, A.A. Uspenskaya, M.N. Esakov. Based on the above-mentioned facts, it is worth mentioning separately that the content of practical exercises in English at present consists in increasing the motivation for studying the spiritual culture of English-speaking peoples, intercultural



communication and the formation of sociocultural competence. The role of language reality plays an important role in the effective implementation of this process. The research of theoretical aspects characteristic of the linguocultural characteristics of language realities in the monographic direction from the point of view of linguocultural education is currently considered as the most important and relevant topic in teaching foreign languages.

It consists in strengthening the motivation for students to study the English language and culture, forming the skills of acquiring a wide range of field knowledge within the framework of language realities (background knowledge) and, against this background, achieving the development of the qualification of comparing a different people's culture with their culture.

When researching this topic, the following tasks can be carried out..

- * clarification of a group of suitable realisations in the development of strategic competence;
- * setting the minimum (smallest) volume of materials related to language realities;
- * selection and classification of authentic texts compatible with the development of strategic competence;
- * development of skills in working with authentic texts to develop strategic competence in students;
- * ensuring the continuity of motivation for Learning English in students through the development of strategic competence.

Research Methodology

The research is aimed at performing professional development tasks such as comparative analysis, kuzatuv science, experimental education, statistical analysis and generalization of methods.

Scientific and theoretical views on the topic are selected from certain official and scientific sources, based on the experience of scientists from the Republic and abroad in introducing into language practice the methodology of using realms in the development of strategic competence of students in English, corresponding to research tasks, application of mutually compatible research methods, quantitative and qualitative provision of analysis and description, it is determined by the fact that the results obtained are confirmed by competent structures, and conclusions and recommendations are introduced into practice.

The practical results of the study are as follows:

- the use of a linguocultural approach in teaching realms in practical activities ensures that the motivation for students to learn English is at a pace and includes the following two aspects: 1) language training;
- 2) the acquisition of information about the country in which the language is studied is achieved.
- in the teaching of realities in the practical exercises of the English language, a system of exercises related to the acquisition of strategic competence is developed and a methodological classification of teaching language units related to realities is carried out.
- the study mainly develops methodological principles of teaching sectoral terminology - realities to students of technical higher educational institution.

In conclusion, we can say that the formation of professional competence is aimed at a unique goal, taking into account the unique individuality of a person in the formation of an active



mature creative cadre personality, ensuring the achievement of a level of professional evolution and creative intellectual activity as a result of the educational process aimed at developing the natural abilities of Training of professional personnel requires stratification, taking into account the creativeness in them. And this serves their ability, their own mental boldness and self-government, their own creative development in them. To develop the creative activity of students of non-philological higher educational institutions in the process of learning foreign languages and to assess the quality of training, it is necessary to implement the following conditions:

- to create a communicative-educational environment; to strengthen the motivation of students in the educational process; to develop the creative activity of students;
- to develop modern interactive;
- the conduct of training sessions in training rooms equipped with a complex of didactic tools;
- the presence of stages of the development of creative activity of students of nonfilological higher educational institutions.

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