USING THE SYSTEM OF EXERCISES DEVELOPING THE STRATEGIC COMPETENCE OF B2 LEVEL STUDENTS

**Nurmatova Zulayxo Azimovna**
Master`s student at
Bukhara international university

Abstract: *In recent years, a process of revival, renewal and improvement is taking place in the field of methodology and language learning skills. It is known that the emergence of a certain trend in scientific creativity does not happen by chance, but the emergence of any principle has a history, scope, scale and perspective. The emergence of methods and principles of language learning skills begins in the process of changes in scientific thinking. Of course, the result of a new way of thinking is the creation of a new way of looking. In the study of modern sciences, a special place is given to the study of the process of development of method and method, its expression style, and its specific aspects. In particular, factors in the creation of methods and activities, scientific features of science and issues of creativity are being approached as an important phenomenon.*

Basic concepts: *B2 level, strategy, competence, methodology, communicative, model, technology, concept.*

In recent years, many researches have been carried out in the methodical literature regarding the use of innovative pedagogical technologies and interactive methods in the process of education. The term "new pedagogical technologies" refers to the linguo-didactic and methodological foundations of a methodical system entering the educational process. The issue of formation of the activity of students to engage in mutual communication in a foreign language is based on the methodology of forming students' interest in learning, motivating the teaching process, organizing students' educational activities by working in pairs, working in groups, creating a new it is known that many methods and methods have been developed, such as the organization of educational cooperation of students in mastering the material.

Also, it is implemented by strengthening the practical importance of education, its personal activity direction, replacing the target system of formation of knowledge, skills and qualifications with a competence-based approach. The essence of the competence-based approach is to activate the creative and intellectual activity of foreign language learners, to create a high-quality content of English language teaching. All the measures forming the basis of the strategic approach help to form the strategic competence of foreign language learners in mastering the English language, which has the character of
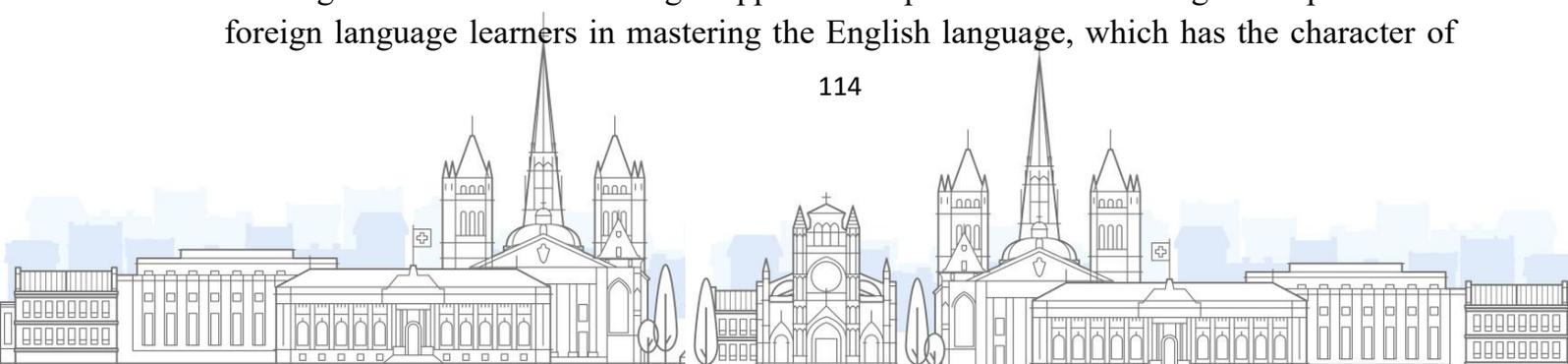
personal activity. This, in turn, requires the implementation and activation of scientific research on the development and improvement of the competence of foreign language learners.

Currently, the competency-based approach is considered to be fundamentally important in the higher education system and is being actively discussed. In particular, the importance of developing the strategic competence of B2 level students in teaching foreign languages expresses the relevance of the research work. Despite the general point of view about the necessity of strategic competence as one of its components in the composition of communicative competence, there is still uncertainty regarding the generally accepted concept of "strategic competence". However, despite the fact that this authority is important in the search for optimal ways to solve problems in foreign language communicative activity, discussions on the content of this concept have been carried out for several decades. Scientists express different points of view about the scope of strategic competence. Nevertheless, at present, the idea that students have strategic competences should feel more confident in communication with an interlocutor, including a foreign speaker, is not well defined. This competence provides the ability to solve various types of problems using verbal and non-verbal means, therefore, it is appropriate to separate strategic competence as a separate component of communicative competence, which defines communicativeness.

Strategic competence includes:

- a set of language personality strategies (communicative ability, language learning ability);

- the ability to use them, which is determined by a complex set of various factors, for example, the specific characteristics of the national mentality, its initial (at the beginning of learning a foreign language) strategic competence, the characteristics of Uzbek and foreign languages, their level of practical and theoretical knowledge, experience of communication, experience of visiting foreign countries, ideas of language learning, specific features of national mentality, culture of speech behavior, basic categories of strategies included in initial competences.

The development of strategic competence is important for B2 level students to act in various academic and social situations. Some recommendations for teachers on how to develop strategic competence for students at B2 level:

For teachers:

Raise awareness: Start by raising your students' awareness of what strategic competence is and why it is important. Explain the benefits of being able to use language strategies in different situations and contexts.

Model strategies: Model different language strategies for your students and explain how and when to use them. For example, you can show how to use speech marks to organize a presentation or how to use defensive language to express uncertainty.

Encourage self-reflection: Encourage your students to reflect on their own language use and identify situations where they can use strategies to communicate more effectively. This helps them develop metacognitive skills and become more strategic in their language use.

Create opportunities for practice: Give your students many opportunities to use language strategies in different contexts. This may include role plays, debates, presentations or writing tasks.

Freedom of Feedback: Give feedback on your students' language use and strategies, highlighting their strengths and areas for improvement. This helps them become aware of their own language use and identify areas for further development.

From simple to complex: (Scaffolding) Gradually increase your students' use of language strategies, starting with basic strategies and gradually introducing more complex strategies. This will help them build their confidence and skills over time.

Create a supportive learning environment: Create a supportive learning environment where your students feel comfortable taking risks and making mistakes. This will help to develop their strategic competencies more effectively.

Developing strategic competence is essential for B2 level students to become more useful and effective language learners. Here are some of our recommendations for developing strategic competence for students:

Determine Your Learning Style: Students have different learning styles and it's important to determine which learning style works best for you. Some students are visual learners, while others are auditory or kinesthetic learners. By understanding your learning style, you can develop learning strategies that match your preferences.

Set clear goals: Setting clear and achievable goals will help you focus on what you want to achieve and give you a sense of direction. Your goals can be short-term or long-term, and they should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).

Use a variety of resources: Use a variety of resources to learn and practice the language. These resources include textbooks, online materials, language exchange programs, language learning apps, podcasts, and videos. Using different resources helps to develop a broader understanding of the language and different ways of learning.

Practice regularly: Learning a language requires consistent and regular practice. Try to set aside some time each day or week to practice the language. This can be through reading, writing, speaking or listening activities.

Track Your Growth: Regularly track your growth and evaluate your learning strategies. This will help you identify areas where you need to improve and adjust your study strategy accordingly.

Participate in language exchange programs: Language exchange programs help you practice your language skills with native speakers. It can be a great way to improve your speaking and listening skills, learn about language culture and develop intercultural competence.

Seek feedback: Seek feedback from your teachers, peers, or language exchange partners. Feedback will help you identify your strengths and weaknesses and give you ideas on how to improve your language skills.

Be open-minded: Be open-minded and willing to try new things. Learning a language can be difficult, but maintaining a positive attitude and being open to new ideas and approaches can make the process more enjoyable and productive.

By following these recommendations, teachers can develop strategic competence that enables B2 students to communicate more effectively in various academic and social situations.

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