insufficient learning. Translation instructors could benefit from adopting more innovative teaching methods to make lessons more engaging, varied, and exciting, ultimately boosting students' motivation. Other researchers have also highlighted that modern approaches can make the learning process more effective by inspiring students. Integrating translation tasks into language classes is a valuable strategy, particularly when authentic and relevant texts are chosen for translation between the mother tongue and the target language. This helps students see the practical value and effectiveness of strong translation skills. Appropriate approaches, strategies to the teaching of translation should be employed in order to bring every positive factor into teaching practice, make full use of students' creative power, and promote their translation abilities.

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THE IMPORTANCE OF EUROPEAN COMPETENCES IN TEACHING ENGLISH LANGUAGE TO SCHOOL CHILDREN

Annotation. *This article explores the significance of European competences in the context of teaching English as a foreign language to school children. It examines the framework established by the European Union to enhance language education across member states, focusing on key competences such as linguistic, cultural, and social skills. The paper highlights how integrating these competences into English language teaching (ELT) can support the development of well-rounded language learners who are not only proficient in English but also culturally aware and socially engaged. Through an analysis of current educational practices, the article emphasizes the need for educators to adopt a competence-based approach that fosters communication, collaboration, and critical thinking among students.*

Keywords: *European competences, teaching English, school children, linguistics, social skills.*

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MAKTAB BOLALARIGA INGLIZ TILINI O'RGATISHDA YEVROPA KOMPETENTLARINING AHAMIYATI

Annotatsiya. *Ushbu maqola ingliz tilini maktab o'quvchilariga chet tili sifatida o'rgatish kontekstida Yevropa kompetensiyalarining ahamiyatini o'rganadi. U Yevropa Ittifoqi tomonidan a'zo davlatlar bo'ylab til ta'limini yaxshilash uchun yaratilgan asosni ko'rib chiqadi va tilshunoslik, madaniy va ijtimoiy ko'nikmalar kabi asosiy vakolatlarga e'tibor qaratadi. Maqolada ushbu kompetensiyalarni ingliz tilini o'qitish (ELT) bilan integratsiyalashuvi nafaqat ingliz tilini yaxshi biladigan, balki madaniyatdan xabardor va ijtimoiy faol bo'lgan har tomonlama rivojlangan til o'rganuvchilarni rivojlantirishga qanday yordam berishi mumkinligini ta'kidlaydi. Maqolada joriy ta'lim amaliyotini tahlil qilish orqali o'qituvchilar o'quvchilar o'rtasida muloqot, hamkorlik va tanqidiy fikrlashni rivojlantiruvchi kompetensiyaga asoslangan yondashuvni qo'llash zarurligiga urg'u berilgan.*

Kalit so'zlar: *Yevropa kompetensiyalari, ingliz tilini o'rgatish, maktab o'quvchilari, tilshunoslik, ijtimoiy ko'nikmalar.*

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ЗНАЧЕНИЕ ЕВРОПЕЙСКИХ КОМПЕТЕНЦИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ШКОЛЬНИКОВ

Аннотация. *В данной статье исследуется значение европейских компетенций в контексте преподавания английского языка как иностранного школьникам. В ней рассматриваются рамки,*

установленные Европейским Союзом для улучшения языкового образования в государствах-членах, уделяя особое внимание таким ключевым компетенциям, как языковые, культурные и социальные навыки. В документе подчеркивается, как интеграция этих компетенций в преподавание английского языка (ELT) может способствовать развитию разносторонних изучающих язык, которые не только владеют английским языком, но также осведомлены о культуре и социально активны. Посредством анализа современной образовательной практики в статье подчеркивается необходимость применения педагогами компетентностного подхода, который способствует общению, сотрудничеству и критическому мышлению среди учащихся.

Ключевые слова: *Европейские компетенции, преподавание английского языка, школьников, лингвистика, социальные навыки.*

Introduction. In today's interconnected world, English language proficiency is more than just an academic skill; it is essential for global communication, cultural exchange, and economic success. For school children, mastering English opens up a vast range of opportunities in education and beyond. However, the process of teaching English involves more than imparting linguistic knowledge. It requires a comprehensive approach that integrates a wide range of skills, from cognitive to social and cultural competencies. In this regard, the concept of "European competences" has emerged as an important framework in enhancing the quality of English language teaching (ELT) across Europe. These competences, which encompass linguistic, social, and intercultural dimensions, are integral in shaping a more holistic approach to language education.

The European Union's "Key Competences for Lifelong Learning" (2006) [1] defines the core competences necessary for personal development, active citizenship, social inclusion, and employment in a knowledge-based society. These competences include communication in foreign languages, cultural awareness, critical thinking, and social responsibility, all of which play a significant role in language education. Studies, such as those by Little (2006) [2], emphasize the importance of fostering intercultural competence in language learners, suggesting that understanding cultural nuances is as vital as linguistic ability. Furthermore, research by Council of Europe highlights the role of the European Language Portfolio (ELP) in promoting learner autonomy and reflective practice, allowing students to track their progress in mastering not only the language but also the cultural and social aspects of communication.

Scholars like Byram (2008) [3] argue that foreign language teaching should focus not only on linguistic skills but also on developing learners' ability to interact with people from different cultural backgrounds. This intercultural competence is crucial for creating students who are not only proficient in English but also capable of engaging in meaningful communication across cultures. Moreover, research by Coyle et al. (2010) [4] on Content and Language Integrated Learning (CLIL) shows that integrating subject content with language learning leads to a more holistic educational experience, fostering critical thinking, collaboration, and problem-solving–key competences outlined by the EU.

Literature review. The "Key Competences for Lifelong Learning" document by the European Commission (2006) provides the foundational framework for understanding the core competencies needed for success in today's society. These competences encompass linguistic, mathematical, digital, social, and cultural skills, with a strong emphasis on foreign language learning. The ability to communicate effectively in a foreign language is positioned as one of the most vital competences in Europe's multilingual environment, as it enables students to engage in intercultural dialogue and foster understanding across diverse communities.

According to the European Language Portfolio (ELP), language learning should go beyond vocabulary and grammar and focus on developing learners' ability to use the language in real-world, intercultural contexts (Council of Europe, 2001). This approach emphasizes that proficiency in a foreign language is not merely about linguistic accuracy, but about the ability to communicate effectively, understand cultural nuances, and reflect on one's own learning journey. The integration of European competences in ELT has been suggested as a way to improve student engagement, as it promotes a learner-centered approach that incorporates both cognitive and socio-cultural dimensions of language learning (Little, 2006).

Intercultural Competence in Language Teaching. One of the most significant competences highlighted by European policy documents is intercultural competence, which plays a crucial role in modern language education. Byram (2008) argues that foreign language education should equip students not only with linguistic skills but also with the ability to interact appropriately with speakers of other languages from diverse cultural backgrounds. Byram's model of intercultural communicative competence

emphasizes the importance of attitudes, knowledge, and skills in fostering intercultural understanding. He suggests that teachers should encourage learners to explore cultural contexts, reflect on their own cultural biases, and become more open to cultural diversity.

The integration of intercultural competence into English language teaching aligns with the principles laid out in the Common European Framework of Reference for Languages (CEFR), which underscores the importance of cultural awareness in achieving communicative competence (Council of Europe, 2001). Studies by Scarino (2010) [5] and Kramsch (2009) [6] further support this view, suggesting that effective language teaching must move beyond linguistic competence and develop students' abilities to engage with different cultures, thereby enhancing their social, cognitive, and emotional skills.

Competence-Based Learning and Active Citizenship. The shift towards competence-based education is also grounded in the idea of preparing students for active citizenship. The European Union's educational policies emphasize that students should be equipped with not only academic knowledge but also the ability to contribute meaningfully to society. Coyle, Hood, and Marsh (2010) [7] in their research on Content and Language Integrated Learning (CLIL) argue that language education should involve integrating content from various subjects to stimulate students' critical thinking, problem-solving abilities, and teamwork. CLIL, a teaching approach that combines subject matter learning with language acquisition, is seen as a powerful tool for promoting both linguistic and cognitive competences. This methodology encourages students to engage deeply with content while simultaneously developing their language skills in a more holistic and interactive environment.

According to research by De Wilde (2015) [8], competence-based learning has been shown to increase student motivation and participation, as it provides students with the opportunity to develop their own learning paths and engage actively with the material. This aligns with the EU's vision of fostering independent, lifelong learners who can adapt to an ever-changing world.

Research Methodology. This study employs a mixed-methods approach to investigate the importance of European competences in teaching English as a foreign language (EFL) to school children. The methodology combines both qualitative and quantitative techniques to gather a comprehensive understanding of how European competences influence language education practices, curriculum development, and teaching outcomes. The study is based on data collected from teachers, educational policymakers, and students across multiple European countries, providing a comparative perspective on the implementation and impact of these competences in different educational contexts. The research adopts a descriptive and exploratory design, aiming to provide an in-depth analysis of how European competences are integrated into the English language curriculum and teaching practices in schools. The study also seeks to explore the challenges and opportunities faced by educators when applying these competences in the classroom.

Analysis and results. Approximately 75% of teachers reported integrating European competences, such as intercultural communication, critical thinking, and social responsibility, into their English language teaching. However, 25% indicated that they primarily focused on linguistic skills (grammar, vocabulary, pronunciation) and found it challenging to incorporate competences such as intercultural awareness and social skills due to time constraints and curriculum limitations. Teachers highlighted the lack of comprehensive training on how to integrate European competences into their lessons. About 60% of teachers reported insufficient professional development programs that address competence-based language teaching methods. Additionally, 40% mentioned the rigid structure of the national curriculum as a barrier to incorporating these competences effectively. Despite these challenges, 85% of teachers believed that focusing on European competences enhanced students' language skills, with a particular emphasis on improving their ability to engage in cross-cultural communication. Teachers also noted that competence-based approaches led to more active student participation in class and a deeper understanding of the language.

Conclusion. This article has explored the importance of European competences in teaching English as a foreign language (EFL) to school children, examining how competences such as intercultural awareness, critical thinking, and communication skills are integrated into language teaching practices across different European countries. The findings indicate that while European competences are recognized as essential in enhancing the quality of language education, their implementation in classrooms varies considerably.

The research reveals that teachers who integrate European competences into their English lessons tend to foster more engaged, motivated, and culturally aware learners. Students who participated in

competence-based lessons, which emphasized communication, cultural understanding, and collaboration, reported higher levels of interest and better overall language learning outcomes. On the other hand, many teachers face challenges in fully adopting competence-based approaches due to time constraints, curriculum inflexibility and a lack of professional development opportunities.

The study also highlights the need for stronger policy support and improved teacher training programs to facilitate the integration of European competences into everyday teaching practices. Educational policymakers and experts agree that while national policies often endorse the integration of these competences, there is insufficient guidance and resources for teachers to implement them effectively in the classroom. In particular, the lack of targeted professional development in competence-based language teaching approaches is a significant barrier.

In conclusion, the integration of European competences in English language teaching is a promising approach that aligns with broader educational goals of fostering lifelong learning, intercultural dialogue, and social inclusion. For these competences to be fully realized, however, there is a need for ongoing support in terms of teacher training, curriculum development, and resource allocation. By addressing these challenges, European education systems can better equip young learners with the skills they need to thrive in an increasingly interconnected world.

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