Developing independent thinking through AI assistance allows students to analyze problematic situations and develop independent strategies in decision-making. AI systems can present complex, ambiguous engineering scenarios that require students to synthesize knowledge from multiple domains, evaluate trade-offs, and justify their reasoning. The scaffolding provided by AI tutors supports students in developing metacognitive skills, helping them recognize their own thinking patterns and develop more sophisticated problem-solving approaches.

The results show that the integration of AI technologies into the educational process transforms the teacher's role from information source to manager and controller of the learning process. This evolution redefines pedagogical expertise, emphasizing skills in designing learning experiences, interpreting AI-generated insights about student learning, and providing the human elements of education that remain beyond the reach of technology such as inspiration, emotional support, and modelling of professional values.

Conclusion. Artificial intelligence technologies are bringing construction engineering education to a new stage of development by transforming both instructional practices and learning outcomes. They not only contribute to the digitalization of the teaching process but also significantly enhance the cognitive activity of students, fostering analytical thinking, strengthening engineering logic, and cultivating independent and evidence-based decision-making skills. Through intelligent modeling, simulation, and data-driven feedback, AI-supported learning environments enable students to engage more deeply with complex engineering problems. For Uzbekistan's higher education system, one of the main priority directions is the methodologically sound implementation of AI-based teaching tools, which requires a clear pedagogical framework and alignment with national educational standards. Equally important is the systematic preparation of teachers in digital and AI-related competencies, ensuring their ability to effectively integrate these technologies into the teaching–learning process.

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LANGUAGE LEARNING THROUGH PRACTICAL SKILLS

Annotation. *A competency-based on approach allows students to progress at their own pace based on their ability to acquire a skill or competency, regardless of their environment. This approach adapted to meet different learning abilities and help students achieve more effective results. In this is article discussed about importance of competence-based approach.*

Keywords: *approach, competency-based approach, students, teaching, language.*

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TILNI AMALIY KO'NIKMALAR ORQALI O'RGANISH

Annotatsiya. *Kompetensiyaga asoslangan yondashuv talabalarga o'zlashtirish qobiliyatidan kelib chiqib, o'z tezligida rivojlanish imkonini beradi va bu jarayon ta'lim muhiti bilan bog'liq bo'lmaydi. Ushbu yondashuv turli o'rganish imkoniyatlariga moslashtirilishi mumkin hamda yanada samarali natijalarga erishishga yordam beradi. Mazkur maqolada til o'qitishda kompetensiyaga asoslangan yondashuvning ahamiyati muhokama qilinadi.*

Kalit so'zlar: *yondashuv, kompetensiyaga asoslangan yondashuv, talabalar, ta'lim, til.*

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ОБУЧЕНИЕ ЯЗЫКУ ЧЕРЕЗ ПРАКТИЧЕСКИЕ НАВЫКИ

Аннотация. *Компетентностный подход позволяет студентам продвигаться в обучении в собственном темпе, исходя из их способности овладевать конкретными навыками или компетенциями, независимо от условий обучения. Данный подход может быть адаптирован к различным учебным возможностям и способствует достижению более эффективных результатов. В статье рассматривается значение компетентностного подхода в преподавании языка.*

Ключевые слова: *подход, компетентностный подход, студенты, обучение, язык.*

Introduction. The term "approach" can be used in the literature in both broad and narrow sense. When we talk about the approach the broadest sense of the world , we mean three components of this concept: Linguistic component – how we choose language tools for learning ; Didactic component – what techniques and technologies we use, how organize the development of educational materials taken ; Psycholinguistic foundations of teaching – what is the role students and teachers , what is their mutual relationship , how the specific features of students' perception of language material taken into account . This term was introduced into the field of language teaching methodology by E. Anthony, a professor at the University of Michigan in the USA. The term is used to express language characteristics and its laws, it is defined as follows:" An approach is a set of concept related to the characteristics of language teaching and learning. The approach is axiomatic. It represents the content of the taught subject".

Literature review. The approach is revealed from the theoretical side about the features of languages teaching learning, the possibility of introducing it into the pedagogical process. In Anthony opinion, "an approach is a set of principles or concepts about language, learning and teaching that are refined taking into account the characteristics of it, and it is adapted to the method or theoretically based on it. That is, through the term approach, the theory of language and language learning, which serves as a source of foreign language teaching practices and principles, is expressed. The approach is fundamental component at the core of the language teaching system, embodied as a general methodological basis of teaching, and with the existing perspectives on the educational content, which provides the goal, tasks of the educational subject and the possibility of their implementation in the educational process, characterized" [1].

According to M. N Vyatyuntrev, "the approach summarizes the views on the content of educational science, is used as a general methodological basis of research in the field of concrete knowledge". Taking into account the linguistic factors of language learning, M.N.Vyatyuntrey classified modern methods into 6 types: 1. grammatical, 2. correct, 3. behavioral, 4. educational, 5. collective, 6. communicative individualized divides into type. In A.N.Shukin's research, the approach to language is divided into two groups: object of educational; teaching tool [2].

There is no classification of approach in foreign language teaching methodology. Scientist M Lyakhovitsky psycholinguistic approaches: behaviorist; inductively conscious; conscious [cognitive]; Integratively classifies. Behavioristic – language is learning through the method of forming speech automatism in response to external stimuli; Inductively conscious – the language is learning through the acquisition of language laws and methods of their use of speech as a result of analytical observation of speech patterns. Conscious [cognitive] – the language is learned in the consistency of formation of speech skills and skills on the basis of acquired knowledge; Integrative – coordinates conscious and unconscious component in the process of language teaching, that is, foreign languages are learned on the basis of simultaneous acquisition of knowledge, skills and abilities [3].

Research methodology. According to the conducting scientific studies, studies, the competence approach in the education system is divided into three stages. In the first stage – [1960–70], educated based on the competence approach appeared as an educational direction in the United States of America. Its first idea was taken from the generative grammar of N.Chomsky, who in 1965 expressed the opinion that "there is fundamental difference between language competence or knowledge and the application or actual use of a language." researched the issue of the formation of "communicative competence "during the teaching process. According to the scientist, the process represents communicative activity, the main focus of which is the formation of the student's ability to express information related to everyday life in his speech. In the second stage – [1970–90] social competence and personal competence were created in the processes of learning a foreign language, management, communication. In the third stage – strategic, social, sociolinguistic, language and education later, researches N.M.Kuzmina, A.K.Markova, L.A.Petrovskya put various competencies into practice [4.5.6].

Also, in the development of education based on the competence approach, the UNESCO international organization has determined that several important competencies have their own characteristics. Competence approach is of particular importance for a student learning foreign languages, in which the students is required to acquire the status of a communicator and a cognoscenti [owner of information] in the process of acquiring a foreign language. Based on these requirements, the student who acquires a foreign language becomes a well-rounded person who communicates in the foreign language he is learning in the future and has acquired certain knowledge, skill, and knowledge about the countries whose language is being studied.

Analysis and results. Competence approach is characterized by increasing complexity and dynamics in life situations. This means that people must be able to live and work in a complex dynamic environmental. Education teachers people ways to help them solve new problems in unfamiliar situations. It is important educate them about what they will face in the future and now they can apply what they have learned in any situation. Therefore, education aims to enable us to continuously develop various skills. One of the other important is attached to the formation and learning of communicative competence of a foreign language, the ability to carry out interpersonal and intercultural communication in a foreign language with native speakers implies real practical knowledge of a foreign language.

One of the other importance aspects of the competence approach is that pedagogues-teachers should be in constant search for foreign language, be aware of communication news and be in constant search. The purpose of the competence approach is to ensure the quality of education. In the scientific work of research scientist B.Khodjaev, in the framework of the competence approach ,3 more elements of practical activity experience, competence are promoted to knowledge, skills and competence, which are considered 3 traditional elements of education.

A competence-based approach allows students to process at their own pace based on their ability to acquire a skill or competency, regardless of their environment. This approach is adapted to meet different learning abilities and help students achieve more effective results.

Conclusion. Improvement of foreign language teaching requires continuous development of new approaches, method and methods. At the same time, it is necessary to play attention to other types of personal and professional development competence along with the formation of the student's foreign language learning. At the same time, it is necessary to integrate student's communicative abilities and personal competence in foreign language education. Learning a foreign language using innovative interactive methods helps to improve the speech process and improve students' communication skills.

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