

DEVELOPMENT OF PROFESSIONAL COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS

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DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.1\(1\).pp73-77](https://doi.org/10.63001/tbs.2024.v19.i02.S.1(1).pp73-77)

KEYWORDS

*professional competence,
future foreign language
teachers,
competence,
reading and writing skills,
innovative technologies.*

Received on:

25-07-2024

Accepted on:

09-11-2024

ABSTRACT

This article is devoted to the development of professional competences of future foreign language teachers, in which the strategies of mastering students' reading and writing skills and the characteristics of the competence approach are analyzed. Also, the effectiveness of innovative technologies in the development of professional competencies is revealed.

INTRODUCTION

It is one of the leading means of developing the general cultural knowledge, skills, and competencies of students of higher education institutions in the developed countries of the world, the USA, Russia, Germany, France, the Netherlands, Belgium, Switzerland, South Korea, and China, as well as researching the theoretical foundations of foreign language lexicon acquisition, as well as the leading means of inter-national communication and inter-state relations. as one of them, studies are being conducted to bring foreign language learning to the level of international standards. In particular,

Scientific research is also being conducted on the use of appropriate strategies for the development of speech competences of future specialists in higher education institutions, as well as on the improvement of the processes of mastering the four main speech activities.

In modernized Uzbekistan, opportunities are being expanded to provide modern personnel who can use personal and special professional skills in harmony with their future professional skills, who have general cultural competences such as training mature specialists who think in a new way, contribute to the rapid development of the economy.

The tasks of the work we have chosen are the development of technologies for the development of professional competences of

students of higher educational institutions; study of interdisciplinary integration processes; to determine the content, method and means of independent learning of students; is to develop the didactic foundations of ensuring coherence and continuity in education.

In this regard, PD-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" and May 19, 2021 "On measures to bring the popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" № PD-5117, it is important that a number of decisions were taken on time, and also in the professional training of future foreign language teachers in our republic, all types of work with information, interactive methods, digital technologies, information creation, platforms a person who has unique characteristics that prove himself in a valuable way - a method of improving pedagogical mechanisms of teaching foreign languages to students based on the requirements of the Pan-European CEFR international assessment system for effective professional activity in the information and educational environment of a foreign language. The foundations are being built. "Adapting the educational system to the requirements of the time to ensure moral development and bring the industry to the next level, to improve the quality of education" [1] is defined as a priority task. In this regard, the didactic possibilities of developing professional competences of future foreign language teachers by connecting them with a foreign language are expanding.

Issues of intensification of education and the use of modern pedagogical technologies in the educational process of higher education institutions in Uzbekistan, as well as didactic aspects of interdisciplinarity, were developed by B.S. Also, the pedagogical and psychological aspects of foreign language teaching are widely covered in the scientific works of I.A.Zimnyaya, A.A.Leontev. Theoretical studies of communicative competence R.P. Milrud, V.V. Safonovalar, linguistic and professionally oriented teaching technology A.K. Krupchenko, S.M. Kashuk, T.A. Dmitrenko, Borisova I.Z.; cultural approaches were studied by L.G., Veddenina, V.G. Kostomarov, G.D. Tomakhin. The issue of the integration of cultural approaches in language teaching is also discussed among foreign scholars on various aspects of language education, such as T. Hutchinson, A. Waters, Oxford R.L, Nina Grapa, Johnson D.W. P. F. Tremblay, M. Canal M. Swain, S. Brumfit, C. Chappell, Melville W. conducted research.

Theories of the sociocultural approach to the study of pedagogical phenomena, processes and objects E.V. Vereshagin, V.V. Kraevsky, V. Safonova, S.G. Ter-Minasova, A.V. Khutorsky

Social development is a positive qualitative change in the psyche and body of a person. Man looks for means and resources to satisfy his needs and communicates with others. During these processes, the social qualities of a person are formed and strengthened. Interdependent, at the same time, independent biological and social factors affect the human coevolution and shape the personality. Thus, along with a number of social qualities, a scientifically based independent opinion is formed. The mother tongue, which plays a decisive role in the formation of a person's thinking, serves as the basis for learning other languages. In teaching a second and foreign language, the methodological principle of taking into account the mother tongue, as well as language experience in general, is used.

The communicative goal in foreign language education is the formation of intercultural cognizance. In his scientific article "Text is an important factor in the formation of a cognizant personality", J.J. Jalolov[2] for the first time explained in detail the definition and description of the term "cognizant" in the educational process and explained this term. A cognizant is a person who acquires new and useful knowledge through the medium of the studied language. Cognizant can be monolingual, bilingual and multilingual. So, in our eyes, a cognizant is a person who can communicate with the speakers of the studied language. According to N.M. Akhmedova, the gradual development of communicative competence and the organizational-technological provision of the process of professional competence, which helps future teachers to move to higher levels of awareness, activity and independence in acquiring professional competence, is of great importance [3; p. 159].

D.K. Kholmurodova stated that the humanization and differentiation of education makes the continuous education system relatively flexible, changeable, and open. As a result, there was a clear ground for students to choose their own education, which can fully respond to the development of their personal and professional competencies and aspirations [4; 42-b].

MATERIAL AND METHODS

While mastering the necessary information technologies, a person acquires not only a new way of working, but also, importantly, looks at the world from a different perspective and builds his own personal world of information.

In the higher educational institution, students are required to be able to use the foreign language they are learning to a certain extent in their future professional activities, that is, students are required to be able to receive information in a foreign language in their chosen fields, to be able to read and understand industry texts, and to be able to participate in scientific conferences.

Both the result and the process of foreign language education are of general educational importance. because, in addition to the information obtained through the medium of a foreign language, the language units used in its study develop thinking, and also serve to strengthen the memory of students and increase their general culture of knowledge.

The language broadens students' worldview due to understanding and information about the history, literature, culture of the people of the country being studied.

If we talk about language, competence is "the fundamental knowledge of the language system - grammar, vocabulary, all the speech activities of the language and how to combine these activities, so performing this process is the act itself - speaking, speaking or listening, language skills such as reading" [5; p. 549]. According to methodical scientists, fluency competence has become an important event for the development of foreign language methodology, because the next research in the field of fluency is based on compositional theories related to the development of fluency skills in the English language, which has been mentioned several times in works on this topic. [6; pp. 11-23]. A second equivalent event in the field of teaching is the teaching of English as a foreign language in 1966, when TESOL became an independent field of research and practice due to this current "division of labor". R.P. Milrud stated that Writing competence in a foreign language received the status of an independent discipline [7; pp. 15-34]. However, research in the field of composition in the native language continued and influenced the development of the theory of foreign language [8; pp. 442-462]

In our opinion, in the method of development of professional competence, communication competence makes a great contribution to the development of communication skills among students of any specialty. During the training process, students learn more about the prospects of using English language skills and opportunities in their future professions, and pay more attention to understanding the motivation for professional success. At the same time, existing differences in setting professional goals affect the course material learning goals, learning strategies, and partial learning outcomes. Therefore, the results of future foreign language teachers will be expanded by improving not only professional competence, but also methodical competence.

In the language learning process of future foreign language teachers, one of the competences is the reading competence, the methodical recommendations of methodologists and some recommendations, analysis and strategies that help in the methodical development of this competence have been studied in the research. .

According to methodical scientists, reading competence is of great importance in the development of professional competence. As for learning to read, N.K. Folomkina writes about this skill as follows: "mastering the semantics of a word is impossible outside the context, so exercises are needed to work with text elements - sentences, groups of sentences, which is already a language "related to the development of skills" [9; p. 60]. S. F. Shatilov also talks about this linguistic skill in his "methodology of teaching foreign languages". connected, but in the context of a certain foreign language teaching method: it is in the center of students' awareness of previous words or grammatical events [10; p. 78-92].

In our opinion, reading competence in the process of teaching a foreign language is a receptive type of speech activity based on perceiving, processing and understanding the text. This is one of the most important educational and training processes, during which various communicative tasks are solved by obtaining information from the text, the experience accumulated by humanity is transferred in various fields: social, cultural, domestic, etc., and will be done.

It is advisable to use intensive methods in teaching communication in short-term foreign language courses. A student who graduates from higher institution must master all types of speech activities in a foreign language (reading, writing, speaking, listening comprehension, translation).

Oral speech is the ability to speak and write in a foreign language (the expressive side of speech) and to understand the speech of others (the receptive side). Oral speech is manifested in the form of monologue and dialogue:

A monologue is the speech of one person, expressing his opinion. Dialogue consists of various replicas - sentences that prompt the conversation and respond to the interlocutor's speech. The following requirements are set for dialog speech:

- to be able to freely use this form of speech;
- ability to quickly perceive what the interlocutor says;
- to be able to continue the conversation, etc.

The purpose of teaching a foreign language to students of a higher educational institution is to teach the student to read and understand the text related to his future profession without a dictionary. Reading is a communicative activity of a person and provides one of verbal communication [9].

Reading leads the student to acquire knowledge. S.K. Folomkina divides studies into three types according to the purpose of education. There are more than 30 types of study abroad.

While improving the mechanism for the development of professional competence, we also paid attention to the implementation of modern pedagogical technologies in education: dual education, distance learning, webinars, elective courses.

Webinar education. Webinar technology refers to the interactive organization of training based on Web technology. This technology not only conveys information to students, but also allows them to communicate with them (verbally, in writing), that is, it is possible to exchange ideas and express one's opinion in the form of a seminar. In other words, education organized on the basis of the Internet is taking place in the subject-subject paradigm.

In today's modern conditions, webinar technologies are increasingly being used in the education system. The concept of Webinar technology, when translated from English (Webinar) - Web-based seminar) means a seminar organized on the basis of the mutual unity of Web technologies and traditional education. However, in a broad sense, it serves to cover not only the seminar, but also various online events (seminar, conference, debate, meeting, presentation, in some cases, training, network broadcasts of various events on a computer or the Internet).

By mastering these technologies, pedagogues will have the opportunity to organize interactive training sessions. For students, these technologies save time and other resources. Because there is an opportunity to get acquainted with this interactive educational process at a convenient time and in a convenient place. This requires pedagogues to have certain skills and to comply with a number of conditions and rules in order to effectively organize classes based on webinar technologies. The quality of "webinar" lessons is also important, as is the provision of Web technologies. However, like other types of lessons, the quality and effectiveness of the lessons depends on their methodical organization. The quality of the webinar lessons is related to the provision of Web technologies to solve the organizational technological issues (transmission of the webinar lesson to students via the Internet). If the expected educational result is not achieved even though the broadcast of the webinar classes is very high-quality, then the training session will not be organized effectively and qualitatively by the pedagogue.

Dual education. According to the new law of the Republic of Uzbekistan "On Education", the form of dual education is used in our country.

A dual educational system of professional education was established in Uzbekistan. The tasks of organizing dual education include:

- linking the educational process of educational institutions with the production conditions of the enterprise (organization);
- consists in organizing the practical part (in organizations) and the theoretical part in institutions with the production of education.

This type of education has been given special attention in the teaching of one or another language in different countries. This means analyzing the purposes for which foreign or English language is being taught and studied today. In foreign sources, we can see more different opinions about the teaching goals of English. For example:

EOP - English for occupational purposes - learning English according to the requirements of a profession; ESP-English for special purposes- the concept of learning English for special purposes is comprehensive and includes such purposes as EAP, EVP, EOP.

Pedagogical scientists T.K. Sattorov, N.A. Muslimov, O.K. Tolipov have studied the problems of directing education to the profession to a certain extent. The essence of the professional orientation of foreign language education is to develop the professional qualities of a person and to create favorable conditions for the formation of professional skills and qualifications of a future specialist[11]. The introduction of vocationally oriented educational technologies is recognized in higher educational institutions as the main factor of training a mature specialist. Professionally oriented educational technology is defined as technologies that can develop knowledge, skills and abilities that provide students with personal qualities for their future professional activities, as well as the fulfillment of functional obligations on the job.

The method of foreign language education is understood as a set of activities of the teacher and the student that ensures the achievement of practical, general educational, educational, developmental goals of foreign language teaching" [12]. The classification of foreign language teaching in various higher educational institutions was classified by Prof. J.J. Jalolov. In the continuing education system, foreign language is taught as a specialty or general education subject.

Clarifying the concept of "competence", we define it as knowledge, formed motives, personal qualities, and in the case of foreign language learning, language units and speech activity (reading, listening, speaking, and listening comprehension), and for this study, speech activity (reading It is appropriate to consider the ability to creatively implement the activity based on (and movement) and the ability to model the individual's activity according to their behavior as a comprehensive goal of comprehensive training. The concept of competence is broader than the concepts of knowledge, skills and abilities, because it includes them and the motives, abilities, worldview and value system of a person, his social behavior, self-awareness, self-expression. related to the possibilities and abilities. Competence mastery lays the foundation for competence development.

Analyzing the concepts of "Competence" and "Competency", we came to the conclusion that competence is a complex goal, an ideal to be determined in the future, a requirement for the future specialist's educational and educational abilities. Competence is understood as a set of already established personal qualities or qualities, as well as a minimum experience in relation to activity in a certain field, i.e., the result of learning. In other words, the competence that has reached a higher level of development as a result of enriching it with knowledge, skills and abilities based on personal experience becomes a competence as an integrative aspect of a person.

In distinguishing the things that are common in all definitions, we can highlight the following (Figure 1).

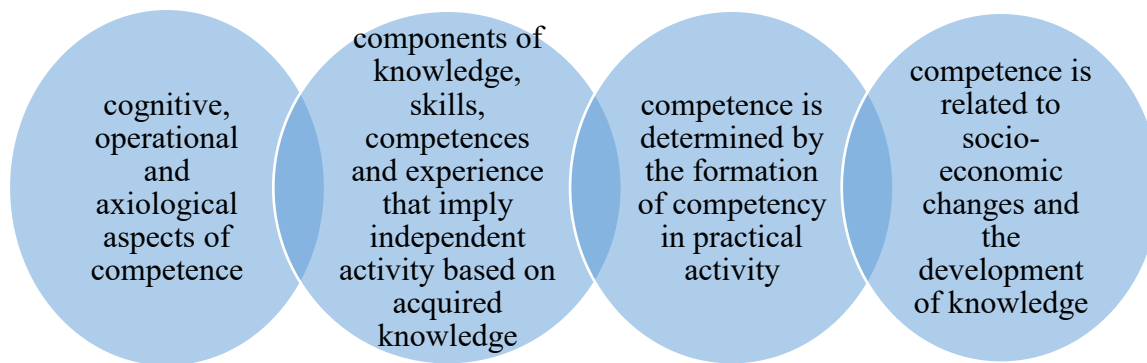


Figure 1. Competency features

The growing role of professional skills in modern conditions makes the problem of professional competence of any specialist, including the graduate of the Faculty of Foreign Languages of the Pedagogical University, even more urgent.

The need to develop professional competence reflects the objective needs of the society to train the future specialist, and competence, in general, as an aspect of personality, and in particular, within the framework of professional communication, becomes a driving factor for the development of modern knowledge. The problem of developing the professional competence of a future highly educated specialist is complex and multifaceted. Its various aspects are studied in philosophy, acmeology, pedagogy, methodology, labor psychology and other humanitarian sciences.

Therefore, we can emphasize that a future foreign language teacher should have theoretical and practical skills to carry out the activity of teaching a foreign language. At the same time, theoretical competence is achieved through a set of psychological, pedagogical and special skills and qualifications, and practical competence is achieved by the teacher's acquisition of scientific skills in the methodology of teaching a foreign language.

RESULT AND DISCUSSION

In recent years, as comprehensive attention to education is growing, the problems of foreign language teaching are being discussed at various theoretical and practical conferences. The main content of the discussions is new approaches to foreign language teaching and the introduction of advanced technologies in foreign language education. Accordingly, the purpose and function of foreign language teaching in a higher educational institution is also changing.

Vocational foreign language education has a positive effect on the formation and development of professional competences of students of higher education institutions. Therefore, it is known from our experience over the years that today, when students learn a foreign language in general secondary schools, colleges, lyceums and higher education institutions, attention to consistency will definitely have a positive effect on the formation and development of the individual.

Because consistency in foreign language education is ensured by organizing the smooth transition of skills and acquired qualifications of students from one educational stage to another. This is achieved by implementing a single strategy of education during the entire course, that is, by implementing a clearly defined goal at each stage and establishing the interdependence and consistency of goals.

Today, in Uzbekistan, which is rapidly developing, according to modern requirements, the wide application of innovative and modern pedagogical technologies in teaching foreign languages to students of higher education institutions is proving to be of great importance in achieving the intended goal. Effective use of methods such as "Cluster", "Brainstorming", "Zig-zag" by the teacher in the course of the lesson leads students to active work and free thinking. For example: The cluster method is a method

of dividing into networks, in which all the areas covered by the topic chosen by the teachers are covered with the participation of students. The directions given in it are summarized and a story is made.

Therefore, criteria and indicators were developed that allow diagnosing the level of advanced professional competence of future foreign language teachers: motivational criterion (indicators: awareness of the importance of developing the professional competence of the teacher; active use of digital technology in professional activities) 'direction); cognitive criteria (indicators: mastering English language skills as a systematic and structured education for effective career and activity; development of informational knowledge and skills); activity criterion (indicators: ability to use digital technology tools to solve professional problems; ability to find and use information); reflective criterion (indicators: self-analysis when using digital technologies in the process of teaching English; ability to assess the level of English language proficiency).

The research work is the development of the professional competence of future foreign language teachers, it is the acquisition of personal qualities of professional significance by students, positive motivation for the future teaching profession, morals, methods, development of technological competence.

At the initial determining stage of the experiment, the established practice of professional training of future foreign language teachers at the higher education institution was studied and their initial indicators were determined according to the selected criteria.

As a result of the study of the established practice of professional training of future foreign language teachers in the determining stage - higher educational institution, according to the preliminary results, the mastering indicators of students at the higher level were mastered up to 6.9%-9.4% if the mid-level evaluations are up to 17.9-21.4%, while the low-level indicators are 67.9-24.5%, this means that the idea we have chosen is necessary.

In the formative stage, the model, methodical and pedagogical conditions for the development of professional competences of future foreign language teachers were implemented. At this stage, the development of ideas about modern information technologies aimed at optimizing interlingual mediation in intercultural communication in the teaching of English, introduction of the basic information technologies used in teaching students, their development trends, lesson plans for the development of mastery skills, a set of tasks and questions was developed, and students were taught various innovative methods for mastering this subject in private lessons and independent work, and the results of mastering each criterion were determined through the developed questionnaire questions.

According to the results calculated on the basis of the mastering results for each stage, the average mastering index in the experimental and control groups differs from each other and is expressed by the presence of efficiency.

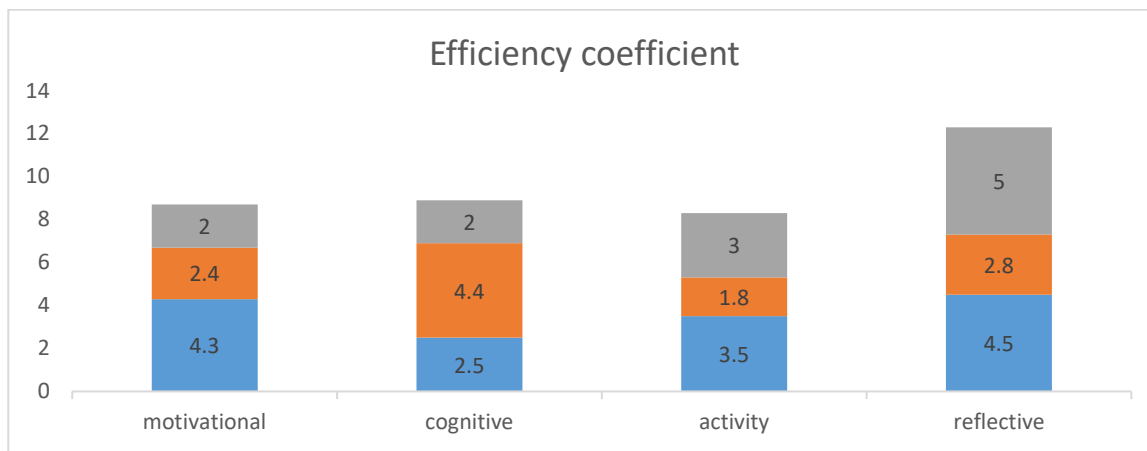


Figure 2. Performance indicators according to the criteria during the experiment

Therefore, providing the student with information about his future profession in a foreign language class on the basis of a single topic is an important factor in achieving the goal of his education, and it gives its results. It was also known in our years of experimental testing that studying and learning information related to the field in a foreign language can motivate students. In this regard, it is easier to achieve the goal of the foreign language teacher that students are connected with expert teachers. In this case, the issue of interdisciplinary integration becomes important. It was clear from the experiments that if the foreign language teacher works on interdisciplinary integration in conjunction with the specialized department, we will achieve our goal faster.

CONCLUSION

Taking into account the above, by the professional competence of a future foreign language teacher, we understand the indispensable quality of a person who embodies professional knowledge and practical skills in the field of a foreign language, with the condition of developing motivation, professional and important qualities, and successful professional activity in a foreign language. determined by the characteristics of behavior that provide.

Therefore, this is the role of future foreign language teachers who can effectively realize their professional and personal skills in the future by teaching a foreign language at school.

Therefore, the professional competence of the teacher is the main factor and condition that has a positive effect on the quality implementation of the goals of comprehensive teaching of subjects in a foreign language.

For future foreign language teachers, it is important not only to have a diploma of a multilingual specialist, but also to know and understand the specific features of teaching in a foreign language, the importance of languages, and their use in the educational process. . Therefore, we 1.2. In the department, we aimed to analyze the specifics of the methodology for developing the professional competence of future foreign language teachers.

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