

# PEDAGOGICAL AND PSYCHOLOGICAL DIRECTIONS OF ENSURING PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS BASED ON AN INTEGRATIVE APPROACH

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DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp94-100](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp94-100)

## KEYWORDS

*professional training,  
future foreign language  
teacher,  
pedagogical and  
psychological directions,  
pedagogical process,  
integration and  
differentiation*

Received on:

25-07-2024

Accepted on:

09-11-2024

## ABSTRACT

In this article, we analyzed the psychological and pedagogical aspects of professional preparation of future foreign language teachers in the process of foreign language teaching. Also, the professional pedagogical activity of future foreign language teachers based on an integrative approach is carried out on the basis of "teacher-student" interaction, and in this process, educational, corrective, developmental goals are implemented, the analysis of pedagogical practice, communicative problems of various nature encountered by students during their work, psychological Under the concept of competence, the professional qualities that help to positively solve the problems that a person may encounter during his professional activity and life are highlighted.

## INTRODUCTION

Improving the quality of foreign language teaching in world higher education institutions based on integrative approaches is considered an important component of successful socialization of a person and development in the world community, and the mechanisms of its implementation are applied to the educational process. Special attention is being paid to organizing the process of personnel training at the level of international standards based on integrative approaches, ensuring the quality of educational content is in harmony with the culture of the country where the language is studied, and expanding pedagogical and didactic opportunities on the basis of ensuring the continuity and integrity of learning foreign languages.

In higher education institutions of the world, scientific research is being conducted to ensure the quality of professional training of English language teachers, to model and design the educational process, to improve professional training based on integrative approaches, to develop cultural studies and intercultural professional qualities and personal competence in the educational

process. At the same time, to carry out English language teaching and professional preparation for future teachers based on the European CEFR qualification requirements, to raise the quality of education to the international level, to carry out diagnostics of the level of development of foreign language skills, to establish modular education, to activate social communication, and to determine the professionalism of the English language teacher.

Organization of training of future English language teachers in our country based on international qualification requirements, training of future English language teachers based on advanced foreign experience, training of specialists who can freely communicate in foreign languages, normative basis for wide use of the achievements of world civilization was created and the material and technical base was enriched. In the Strategy of Actions for the further development of the Republic of Uzbekistan, –improving the quality and efficiency of higher education institutions based on the introduction of international education standards and evaluation of the quality of education

was set as a priority task. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has been expanded.

Indeed, in recent years, our respected President Shavkat Mirziyoev began to pay serious attention to the reform of the education sector, to the fundamental improvement of the quality of personnel training, in particular, to the implementation of the experience of developed foreign countries in the system.

The reforms in this regard is dated April 20, 2017 –On measures to further develop the higher education system [1]. If we pay attention, we can see that almost all types of continuous education system are covered in these decisions. In addition, the decree of the President of the Republic of Uzbekistan No. PF-60 of January 28, 2022 "On the Development Strategy of Uzbekistan for the years 2022-2026" [2] focuses on the fundamental improvement of the education sector. All of these documents aimed at the development and improvement of the education system have common aspects related to the introduction of innovations in the field, assimilation of foreign experiences, support of creative approaches, and strengthening of integration processes between types of education.

#### **MATERIAL AND METHODS.**

Preparing students for a conscious and correct career choice, that is, career orientation, consists of the following interrelated and joint measures: vocational education; professional advice; professional diagnosis; professional qualification; adaptation to the profession. They learn to use their methods, to overcome psychological difficulties, to achieve high work results.

Organization and provision of student educational practices in vocational colleges with the introduction of new pedagogical and information technologies, creation and implementation of practical systems of higher educational institutions, vocational colleges, science and production, scientific research of the requirements of scientific and pedagogical personnel and specialists and development of science, technique and technology through creative activities, based on the demands and needs of republican vocational colleges, establishing and implementing personnel training in new directions of technical education on the basis of mutual cooperation agreements, cooperation with teachers of vocational colleges, textbooks, training creation of manuals and methodical instructions is the main basis of formation of professional culture in students. Of course, it is important to develop the training of qualified specialists and exchange experiences with higher educational institutions and centers that have international cooperation in the field of higher education of the university. The role of the subjects taught in vocational education areas in the formation of professional culture of future teachers is insignificant.

In the process of teaching the subject of pedagogy, knowledge, skills and abilities are formed in the field of professional education, the subject, goals and tasks of the subject of pedagogy, the relationship of pedagogy of professional education with other disciplines, methodology of professional education and scientific research methods, didactics, theory of education. The complex of didactic tools includes knowledge, skills and competences about didactic educational theory, teaching process, educational principles and laws, educational content, teaching methods in vocational colleges, educational tools, forms of educational process organization.

In the science of professional skills, information is given about the philosophical-methodological foundations of

professional skills, methods of research in professional skills, trends of the main development system in imparting professional knowledge, foreign professional skills. In the science of new pedagogical technologies, the goals and tasks of the science of pedagogical technology, the study and application of new pedagogical and information technologies, the methods of the educational process, providing students with complete information about pedagogical technology, the stages of the development of educational technologies, and the design of training sessions are formed [3 p.12].

Communication, which is the most important structural tool in human life, exists in all types of professional activity. However, in a number of professions (actor, pedagogue, doctor, artist, etc.), it is not a simple factor accompanying professional activity, but an important category that acquires professional importance and forms its basis. In this case, communication is not a usual form of interaction between people, but a category that ensures the success of professional activity. In most cases, communication in pedagogical activity is considered a necessary functional, professionally important tool for a future teacher, it is a tool of mutual educational and educational influence, in which important conditions and laws of communication, additional tasks must be observed. Experiments show that the process of the usual communication system with people of any profession simply happens by itself.

In the educational process aimed at a certain goal, communication becomes a social task, as a result, the future foreign language teachers is required to know the rules of pedagogical communication, to have communicative skills and communicative culture. In pedagogy, the important microelements of the future teacher's activities consist of non-standard solutions, although the pedagogical situations in their activities seem similar at first glance, each behavior of the future foreign language teachers in these situations is completely unique and unique.

Analyzing the creative pedagogical activity of the future teacher, we see that it consists of systems with a perfect form: - creative readiness of the future foreign language teachers in the classroom with a group of students aimed at educational goals; - professional training based on direct interaction with students.

Pedagogically, the future teacher's activity is shown in several ways:

- ✓ the future teacher's creativity in the process of getting to know the students perfectly;
- ✓ creativity in the system of mutual cooperation with them;
- ✓ creativity in organizing direct impact on the student;
- ✓ creativity in managing one's own behavior (conducting communication in a rhythm with self-awareness);
- ✓ creativity in the process of organizing interactions with students [4; p. 73].

Today, future teachers, in the conditions of society, culture and education development, humanization of educational content always requires the use and search of new organizational forms of teaching, innovative technologies.

The future foreign language teachers' acts as a consultant during the educational process, and in this they must have pedagogical skills.

That is (figure 1):

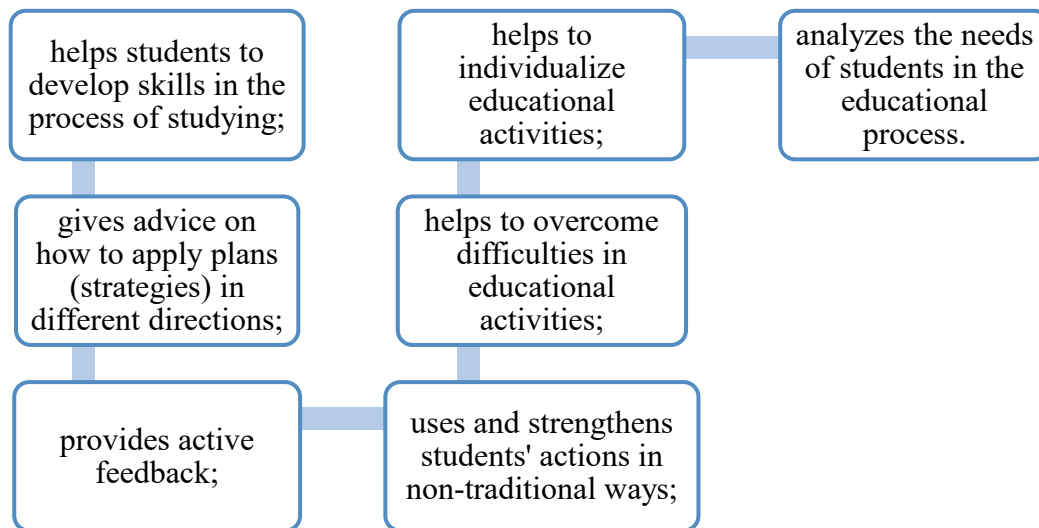


Figure 1. Pedagogical skills of future foreign language teachers

First of all, the future foreign language teachers should have qualifications and skills for the above-mentioned pedagogical aspects.

In addition, the professional qualities of the future foreign language teachers are acquired separately, that is, a set of abilities that are very important for the specific activity of the future foreign language teachers and the properties that increase the efficiency of professional activity. Specific features of these qualities include: professional thinking (technical, economic, humanitarian) abilities; psychomotor tasks. These are the result of very high integration of labor operations and execution activities, which created an opportunity to compete with regional markets.

Moreover, of course, professional training is a pedagogical process that implies the goal of rapid acquisition and implementation of the skills and abilities necessary for the performance of a specific job or set of tasks.

The process of forming knowledge, skills and abilities that allow performing work within the framework of specific professional activity is carried out through specific professional activity.

Regular organization of certain activities creates certain skills in the future teacher. In addition, skills turn into competences in the process of consistent continuation of activities. The formed qualification ensures a fast, high quality, and efficient performance of the activity by the individual.

To the extent that achieving efficiency in activity has been of interest to humanity, it has become relevant to acquire qualifications through professional development of the person who organizes it. Acquiring a professional qualification has a social as well as a personal value. Therefore, the development of professional skills of personnel has become an important direction of the educational system. Competence and professional development are, first, special knowledge, and then the experience and skills acquired through long-term repeated exercises, consciously passed through the call of intelligence and thinking [5].

Future foreign language teachers who does not have professional competence and qualifications will not have the opportunity to provide quality education to the next generation, to form high moral and ethical qualities in them. It is desirable for teachers to set an example in improving the professional training of future teachers and take care of their qualifications, first, to arm them with modern knowledge, to help them improve their existing skills and qualifications, as well as to enrich their spiritual and moral qualities. Consequently, rapid changes in the social, economic and cultural spheres require the continuous enrichment of knowledge and the improvement of skills and competences. Therefore, every specialist should work on himself continuously improve his knowledge and skills.

Psychological aspects of the process of professional training of future foreign language teachers certainly play an important role. It is often felt that the future foreign language teachers is not fully psychologically prepared, especially when communicating with the current generation, and the excitement in his behavior in the classroom, hesitancy during question-and-answer, and entering into a free conversation when he enters the classroom are evidences that he has not mastered the psychological skills perfectly. In the course of our research, we have explored what is most important to pay attention to in such situations:

- ✚ involving future teachers to observe the lesson;
- ✚ attaching the student to the role of a teacher for 15 minutes during the lesson;
- ✚ carrying out a master class on an innovative technology during the lesson;
- ✚ conducting psychological tests on professional readiness of future teachers
- ✚ engaging in debates and discussions on various psychological topics and such as ensuring free communication.

The future teacher's professional pedagogical activity based on an integrative approach is carried out based on "teacher-student" interaction, and it is during this process that educational, corrective, developmental goals are realized. Therefore, it is appropriate to pay attention to the communicative ability in studying the professional-psychological readiness of the future teacher.

In modern psychology, there are several approaches to the study of communicative competence and the conditions and factors of its formation. For example, representatives of the behaviorist direction define communicative competence as the ability of a person to demonstrate appropriate behavior in certain situations, to rationally assess the situation and to act accordingly.

Supporters of cognitive psychology believe that communicative competence is formed directly depending on the level of the subject's cognitive (mental) sphere, his knowledge of human psychology, as well as his social thinking, imagination and perception.

Representatives of humanistic psychology prioritize the characteristics of the individual's value system and emphasize that communicative competence depends primarily on the sincerity, openness of the participants of the dialogue, and the acquisition of communication skills that allow the development of the individual [6].

The analysis of pedagogical practice showed the existence of communication problems of the following nature faced by future teachers: - the difficulty of forming goals and guidelines for mutual cooperation of future teachers in the organization of spiritual-educational, educational activities; -

insufficient content of social skills and skills; - lack of ability to quickly adapt to various situations that arise in the course of pedagogical communication; - the emergence of problems related to the control of the future teacher's communicative behavior; - lack of problem-solving skills in conflict situations; - the future foreign language teachers lacks cognitive skills in feeling the situation of the student. Therefore, it is appropriate to take into account the above-mentioned pedagogical and psychological problems during the professional training of future teachers.

The results of the analysis of psychological readiness indicate that it is a complex psychological structure consisting of a system and interrelated features. Under the concept of psychological competence are the professional qualities that help a person to positively solve the problems he may encounter during his professional activity and life. The psychological ability of the future foreign language teachers has substantive and information-technological aspects and develops in the process of assimilation of information related to various specialties [7].

The problem of developing psychological competence of a person has been analyzed in the science of psychology from different points of view (cause and effect; the direction of improving the ability to achieve professional training; the interaction of internal and external conditions in achieving high-level competence; criteria and measurements of the level of development of psychological competence).

It has been proven in studies that psychological readiness for the formation of competence in a future teacher, this aspect of readiness itself is the reason for finding content faster and more effectively.

Therefore, it is necessary to pay attention to the promotion of preparation for competence in future teachers.

From a psychological point of view, there are motivational, emotional, moral, cognitive and behavioral levels of readiness. Activation of readiness occurs only when these levels are interrelated, understood and perceived by the teacher.

The study of special humanities is noteworthy in the formation of professional culture in future specialists.

In the science of speech and communication culture, knowledge, skills and competences are formed about the culture of speech, the process of pedagogical communication, its components, the culture of speech and thought, the culture of speech and communication of Central Asian thinkers.

Professional ethics - Spiritual and moral foundations of development of independent Uzbekistan, formation and development of morals, professional ethics. Knowledge of patriotism, hard work, humanitarianism, skills and abilities are developed. Of course, in the implementation of these works, the importance of continuous education, especially higher educational institutions, is incomparable. Because every young man-girl who received education in this place not only has a specialty in this field, but also matures physically and spiritually, actively participates in the life of our society.

With his knowledge, spirituality, culture, he works for the free and prosperous Motherland, which is the main road to the development of Uzbekistan.

Of course, in the implementation of such great tasks, higher education institutions play an important role in managing the thinking ability of students, in the spiritual formation of the student's personality, in educating them in the spirit of loyalty to the idea of national independence, and in developing their culture. It is inevitable that only those specialists who have acquired high knowledge and skills, and at the same time have high spirituality and a deep understanding of national identity, will bring Uzbekistan to the ranks of advanced countries in all respects in the 21st century, and it is necessary to organize a lesson comparing traditional and non-traditional methods in the process of education and training.

Training of high-quality personnel, including highly qualified teachers, has always been one of the priorities in our country. It is especially gratifying that this issue has been approached in recent years, following the principles of the idea of national independence, after a wide study of international experiences. Based on the analysis of the monitoring of the quality

of education, one of the most important factors in improving the quality of education is the full cooperation achieved between, higher education institutions, international organizations, and the second is a comprehensive approach to the problem of improving the quality of education.

One of the most effective tasks in projects such as curriculum reform in international experiences is to conduct research and study the main features of the current situation before the reform, to identify the areas that need to be reformed and, based on this, to work on the tasks that need to be improved.

A few years ago, the basic research on the state of training of English language teachers was conducted by Uzbekistan State University of World Languages [8] and the British Council.

This survey-research project, which was conducted in order to systematically increase the quality and level of English language teaching in Uzbekistan, to improve the process of training future teachers, and to master the requirements for graduates that are specific and in line with world standards, presented the following main conclusions:

- interest in the profession of a future foreign language teachers of English is increasing, most of the graduates are choosing this profession;
- according to all key stakeholders, the curriculum for the preparation of future English language teachers contains subjects that do not meet the professional and linguistic needs of students;
- In higher education institutions, teaching is mainly done through the grammar-translation method (in Uzbek and Russian), which does not create an opportunity to develop students' communicative competence in English;
- most future teachers do not have a clear idea about communicative types of assessment and assessment criteria;
- in the current curriculum, much attention is paid to the theoretical subjects of the language, and less time is allocated to practical training;
- English language and English teaching methods curricula are based on outdated textbooks and do not meet the needs of students.

Based on the conclusions, a fundamental reform of future foreign language teachers training programs has begun. Along with the implementation of the universally recognized international standards of the Council of Europe on "European competences for foreign language acquisition: learning, teaching and evaluation" (CEFR - Common European Framework of Reference), the requirements for learning foreign languages in the continuous education system of the Republic of Uzbekistan were developed. In it, as in many countries, it is defined as the minimum level of S1 level in the foreign language (English) studied by the graduates of the specialized fields of foreign language teaching at the end of the four-year education at the Higher Education Institution. In addition, the requirements for professional training knowledge, skills and abilities of future English language teachers have also changed in the qualification requirements of the respective educational fields.

#### RESULT AND DISCUSSION.

In the Strategy of Actions for the development of Uzbekistan in the next five years, it was determined to develop a comprehensive development program for the higher education system for 2017-2021. President Shavkat Mirziyev's decision on "Measures for further development of the higher education system" is an important step in this regard and is significant as it is aimed at raising the system to a new level of quality. The decision lays the groundwork for the development of the higher education system at the level of modern requirements, ensuring the coordination of the sector with the reforms that have taken place in our country[9].

This approach increases the adaptability of the higher education system to the labor market, the process of socio-economic reforms, and serves as an important condition for increasing the efficiency of the system. Because the fact is that personnel trained in certain fields cannot find their place in practice and are working in completely different fields. On the other hand, the demand for young men and women with modern

knowledge and professional skills in enterprises and social institutions established in regions and remote districts is increasing. The consistent implementation of the tasks defined in the President's decision allows for a systematic solution to these problems. After all, targeted development programs containing specific parameters and indicators for each higher education institution were approved by the head of our country.

The development of scientific ideas about the processes of integration led to the actualization of the concept of convergence (lat. convergo - I bring closer) in relation to various spheres of social life Yu. A. Kustov [10], V.A. Lazareva [11], A.P. Liferov [12], E. V. Yakovlev [13], T. March [14], N Jackson [15] and others. According to the researchers, the very logic of the development of science has led to the transition from narrow specialization to interdisciplinarity, then to mastery, and now, in practice, the need to combine sciences. However, this is not just a geometrical addition of results, but a synergetic effect, a transition to each other. In education, the convergent strategy is a response to the socio-cultural need to search for realistic strategic alternatives to the traditional model of education.

The objective law of the existence of integration and differentiation in education is strengthened in the rules of integrative-differentiated approach, which justifies the unity and coherence of all components of the desired educational system. The problem is to achieve a dynamic balance between the processes of integration and differentiation in the educational system. A convergent strategy to solve it seems productive, because the basic imperative of convergent education is to achieve a harmonious integration of all organizational and content components of the educational process in order to achieve the best quality of education.

Convergent strategy in higher education allows to combine sciences and technologies to solve the educational and professional tasks at the best level, moving towards their transition from the previously existing –fundamental-practical, –science-technology-practical consistent cooperation scheme.

Another consideration is that it is difficult to achieve the effectiveness of reforms in the higher education system without fundamentally changing the outlook, personal responsibility, and attitude of professors and pedagogues. After all, in order to implement reforms of such a scale, the pedagogic composition, scientific circles, and the management of higher educational institutions must work on the basis of completely new requirements. Therefore, in the decision, specific measures were determined to improve the professional skills of professors and teachers, pedagogic staff, as well as their training in foreign partner higher educational institutions, master's and doctoral studies, and retraining at the base higher educational institutions of our republic. Of course, with the decision, principled changes intended for the medium and long term will be implemented in the higher education system. Timely and effective execution of these efforts requires strict discipline and personal responsibility on the part of each of us.

The legal basis of the national education trend is the Law of the Republic of Uzbekistan "On Education" and the national personnel training program, the decision of the first President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of foreign language learning" PD 1875 [16] and May 23, 2013 "On measures to improve the activities of the Uzbekistan State University of World Languages" PD No. 1971 [8], reflected in the Cabinet of Ministers' decision No. 124 [17] on approval of the state education standard for foreign languages of the continuing education system dated May 8, 2013 found, according to the requirements set in them, it is necessary to prepare teachers who are competitive in the world labor market by improving the content of subjects taught in higher education institutions based on international experiences.

The strategy of developing the continuous professional training of future foreign language teachers, –Requirements for the level of training of graduates of all stages of foreign language education, which was defined by this State Educational Institution, has been gradually implemented since the 2013-2014 academic year [18]. The main goal of teaching foreign languages

at all stages of the continuous education system is to form communicative competence in foreign languages in order to conduct free international activities in daily scientific fields in a rapidly developing social environment.

The average mastery level in the experimental and control groups analyzed the integrated indicator of the level of professional training of future teachers. Mathematical statistical methods were used to prove the reliability of the results obtained from the experiment and the effectiveness of the hypotheses put forward in the research work.

In the formative stage of the experiment, the content of the "Integration of speech skills" training module was improved, and research work was carried out within the framework of innovative educational technologies and a system of interactive practical exercises. For example, the practical training on the topic of "Removing the factors that hinder speaking and helping them master the method of teaching communication" was organized as follows: I. Clarifying the basic concepts using the "Insert" method.

II. Using the "discussion-discussion" method, to help students discuss and acquire knowledge within the framework of a topic.

III. Organizing a roundtable discussion based on questions and answers.

IV. At the end of the discussion, the teacher summarizes and analyzes the situation with a question using the method of "study and analysis of the situation".

V. Listening to a student's independent, critical opinion on a question using the –Critical thinking method. In addition, selected methods and technologies (Game technology, Teaching differentiation, Jigsaw technique, as well as TRIZ, Case-study, Smart, POPS formula, Podcasting, SWOT, Insert ), training sessions were conducted.

In addition, in scientific work, the quality of "Integration of speech skills" "Integrated course of teaching foreign languages" modules is improved and students' speaking, reading, writing, listening, and communicative competence are knowledge skills and in order to determine and form their skills, English language tests were presented for future teachers, which are focused on:

- communicative competences (transforming information in the text; preparing for a conversation based on drawings and pictures on a given topic; e.g., Put the text; Is it Better to Live in the City or Country into your own words using vocabulary);

- reading competence (reading the text, extracting certain terminology from the given topic; scanning the texts; answering control questions; creating questions about the most interesting problems related to the text; e.g., The health benefits of water);

- listening competence (listening to texts and entering data into tables and forms, filling in the blanks; briefly describing what was heard on the topic; Listen to the information about –Advertisement of scholarship and give your description in corresponding column.);

- writing competence (write a short essay on a given topic; compose a sentence from the proposed components; find synonyms in English, taking into account stylistic and semantic features; Give the definition or try to find the synonyms of the following words and word combinations).

During the evaluation phase of the research, questionnaire questions were developed to evaluate the training of future teachers, the questionnaires focused on the following important issues of educational effectiveness: - What is your goal and task in learning English? - How do you achieve this goal when you become an English teacher? - How do you evaluate professional ability and professional readiness?

Ensuring the quality of English language teaching is one of the most promising options for the classification of technologies. They are as follows:

- conceptual and terminological tests were created on the studied topics (Language the basics, Education system, Communicative competence, Factors of speaking; Pedagogical competence, Programming language, E-mail , Internet,

Pedagogical condition, Continuous education, professional training, Integrated approach etc.);

- basic articles, personal experience, planned presentations on the above-mentioned topics were developed;
- comparison of different problems on one problem, practice, theory (for example, –Reading and –Writing possibilities were compared);
- preparation of debates on problematic situations (worked with English texts on the basis of critical opinion; essays were written in English on the given topic; text fragments from English language sources were mastered);

- analysis of certain situations in English (e.g., –What do you know about Australian education?);
- experimental test results for different situations were conducted and analyzed;
- in designing the stages of professional activity of future English language teachers (for example, a role-playing game on "Meeting with tourists?");

The results of the evaluation stage of our experimental work revealed the main problems of the research. One of the priority areas is the contradictions and development trends of the existing vocational training system in Uzbekistan's higher education system and its improvement model.

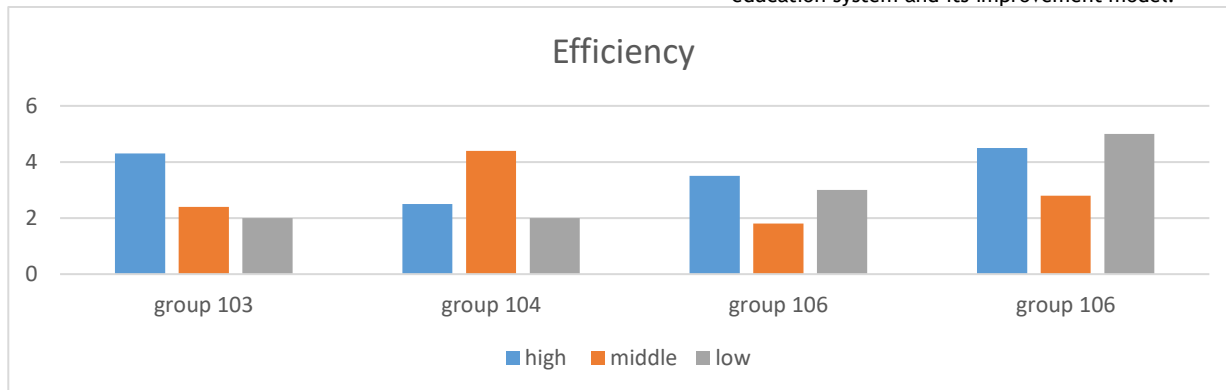


Figure 2. Effectiveness of experimental results

From these tables and charts, it can be seen that the efficiency is 1.10 times to 1.14 times (10 percent to 14 percent) higher in the experimental group compared to the control group. This proved that our conclusion made above is correct.

## CONCLUSION.

The professional integrative training of the future English language teacher, that is, the preparation of programs, plans, training manuals and textbooks according to international recommendations, the use of innovative technologies, and the integration of the culture, customs and traditions of the country of the language studied by the future foreign language teachers. The educational content consists of topics included in the subject curricula of general secondary, secondary special, vocational and higher education. Educational material provides coherence, continuity and periodicity in all types of education. Based on the content of this standard, it is used as a minimum in the development of curricula and textbooks at each level of education.

The state educational standard for foreign languages of the continuing education system includes the goals, tasks, time allocated for each department, its theoretical and practical aspect. A set of mandatory minimum requirements for students' knowledge, skills and qualifications. The level of learning of the student, the implementation of the chosen curriculum and the skills acquired by the students are the criteria for determining the international level.

These State educational standards determine the level of knowledge and readiness of pupils and students in foreign languages, and serve as a basis for the development of curricula and programs, textbooks, manuals.

The complexity and diversity of the development trends of higher education, the organization of the professional training process of a modern teacher and the renewal of requirements for its content, the structural and substantive complexity and multi-functionality of competencies as educational outcomes determine the conflicting nature of the modern practice of the professional training of the future English language teacher.

The trends and concepts noted in this chapter express the idea of differentiation and integration at the highest level and include their characteristics, which creates a theoretical and methodological basis for the modernization of the continuous

professional training of the future foreign language teachers in a higher education institution. It is possible to build a continuous integrative training system in practice only based on a competent content analysis and a scientific concept that determines its essence and prospects.

To sum up, the study of the essential characteristics of the pedagogical system allows us to note that it is correct to consider the continuous integrative professional training of the future foreign language teachers in a higher educational institution as a system that has the characteristics of a pedagogical system and is distinguished by its cultural compatibility and humanistic character. It has basic characteristics typical for the pedagogical system and at the same time, it is a sub-system in the system of professional linguistic education. Such a situation determines that it is determined by the general social and cultural trends of the development of the society, the science of pedagogy and the modern methodology of education. In the organizational plan, continuous training is embodied as an educational process of an integrated nature, from the point of view of quality and result, the formation of the teacher's professional-integrative training.

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