METHODOLOGY FOR DEVELOPING COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS BASED ON INNOVATIVE TECHNOLOGIES.

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ABSTRACT

In this article, the development of professional competencies (reading and writing skills) of future foreign language teachers based on innovative technologies and forms and the effectiveness of reading and writing skills in classroom training using PRES formula, freewriting and jigsaw methods Reinforcement and analysis of strategies for teaching reading and writing skills.

INTRODUCTION

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 training 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 an English teacher. works are being carried out.

Establishing the process of training future English language teachers in our country based on international qualification requirements, preparing future English language teachers as specialists who can communicate freely in foreign languages based on advanced foreign experience, the normative basis for the wide use of the achievements of world civilization was created and the material and technical base was enriched. In the Action Strategy for the further development of the Republic of Uzbekistan, "Increasing the quality and efficiency of higher education institutions based on the introduction of international education standards and evaluation of the quality of education"[1] was set as a priority task. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has been expanded.

The need to theoretically and understand the aspect of learning the didactic conditions that ensure the effective implementation of the process of professional competence development of future foreign language teachers is related to modern educational practice. For the effective operation and development of any system, it is necessary to comply with certain conditions.

The following requirements are imposed on didactic conditions: ensuring systematicity, clear structure and relations between the structure and parts of this structure; also, it is necessary to take into account the specific features of professional training in terms of the ability of future specialists to work.

MATERIAL AND METHODS

The basis for the development and justification of the didactic conditions for the development of the professional competence of future foreign language teachers are the parameters of an interrelated nature that determine the possibilities for the development of the educational process:

- contradictions in the use of specialist training in the higher education system;

- training of future foreign language teachers, modern requirements for the development of their professional competences (forms, methods and tools);

- the specific features of teaching science.

N.M. Ahmedova is considered by famous scientists to be one of the main tasks of education in that century. in this case, culture becomes a condition for self-organization and self-development of a person. In this context, in modern education, the problem of developing professional competence of a person comes to the fore, that person not only mastered certain fundamental knowledge related to the profession, but also applied them in the professional, labor, social and spiritual spheres, in the family, in life. , put forward the opinion that it means effective realization during rest, communication and self-care [2; 19-p].

Also, R. Carter emphasized that the development of the mechanisms of recognition, understanding, generalization, semantic estimation, as well as logic and understanding, which contribute to the development of reading and communication skills, can be of great importance. [3; p. 172]. Also, Kohen, V., reading skills are an important means of indirect communication. At the same time, the scope of the information retrieval process is reduced to decoding the meaning entered into the text by the author, which includes comparison, analysis, synthesis, generalization, abstraction and a number of other mental operations included in reading mechanisms [4; p. 189].

Therefore, first of all, it is literally the duty of teachers to select their listeners as well-educated, high-quality and enthusiastic learners, and to help them find their children in the future without stumbling in the labor market, so that students learn from each lesson. they should have relevant information, knowledge, skills and qualifications, for this it would be appropriate if the teacher skillfully used modern forms, methods and tools in the lessons.

For this purpose, in this section, we would like to give examples of classroom training conducted in experimental groups.

The first topic in the syllabus of the subject "Reading and reading practice" was selected for research: Reading practice. The text. "An early brain map" p.3 (Inside reading intro), the purpose is the way scientists of the past studied the human brain. The contribution of modern technologies to the study of human life. It is defined as learning words and concepts related to the text. At the beginning of this topic, the teacher addresses the students with questions, and the students use the brainstorming method to answer the questions (Figure 1).

It is one of the most effective methods before reading a paragraph during classes one is brainstorming, a technique that encourages students to synthesize a wide range of information into a single paragraph.

Undoubtedly, to study the theoretical material in the brainstorming room

Reinforcement is very effective: students imagine the learned rules and easily summarize them in short words, brainstorming tasks proposed by combining the information students already know about the topic and using it in speaking, listening and reading skills. promotes development.

Before you read.

In small groups or with the whole class, discuss the following questions.

1. What are some words that describe a person's personality or behavior?

2. Do you ever wonder why certain people behave as they do?

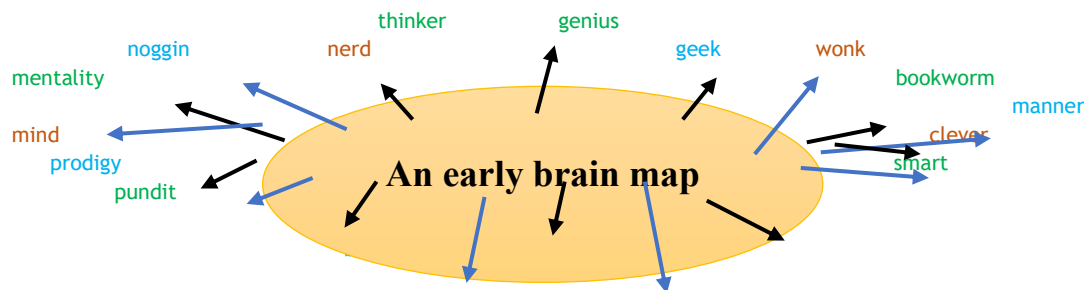*3. Is it possible for a person to change his or her personality?*

Figure 1. Brainstorming process by students

Also, a text related to the study of human behavior is given, before which the rules of reading the text are explained. Before getting acquainted with the text, it is mentioned in the text that some rules should be followed in order to master the text without difficulty.

If innovative methods are not given importance in the organization of the lesson, then boredom and non-acceptance of information will be observed among the audience. Students at all levels can feel overwhelmed when presented with large volumes of text. Jigsaw reading is an organizational method that breaks long texts into smaller chunks (a paragraph or two) that students work together in groups to master. After, each student is assigned to a group, each member of which is an expert on a different part of the text. Students take turns teaching their group about their part of the text. This method emphasizes cooperative learning, allowing students to understand each other.

If the students have 10-15 minutes left before the end of the lesson, the teacher writes the words related to "brain" on the cards and the students ask each other the meaning of the given words, how they are used, examples and questions, using the term ping pong strategy. it will be effective for students to memorize these words.

Jigsaw reading[5] is a great way to incorporate speaking into a reading lesson.

It provides a real opportunity for real communication. In real life, we can give credit to people about the article we read, so it's a very real audience exercise.

Jigsaw is a collaborative learning strategy that allows each student to specialize in one aspect of a topic (for example, one group studies brain function while another group studies human brain cells). Students meet with members of other groups assigned the same aspect and, after mastering the material, return to the group and teach the material to their group members. With this strategy, each student in the group serves as a piece of the puzzle for the topic, and as they work together, they explore and solve the entire problem.

It is not for nothing that we organize our experience-testing activities in the development of professional competences

of future foreign language teachers in the lessons of the subject "Reading and writing practice", because reading authentic texts expands a person's worldview, helps to acquire knowledge, and through reading he can understand words and his vocabulary increases and his thinking expands.

Writing skill is a completely unique speech function, and it differs from oral speech in the same way that internal speech differs from external speech in terms of its structure and function[8]. Thus, from the point of view of psychophysiology, the difference between oral speech and oral speech is that when speaking, the internal and external speech are synchronized, while when speaking, the external speech lags behind the internal speech. Therefore, it is appropriate for future foreign language teachers to diligently study the activity of fluent speech. As an example, we have given exercises on the skill of speaking fluently. First of all, it was mentioned that some aspects should be paid more attention to in the Writing skill.

Writing practice. Getting to write.

First of all, it would be appropriate if the writing skills were formed in the students. That is, it would be appropriate if it was implemented through the technology of PRES formula. It was tested in the experiment that if you give the student a title related to the topic of the "reading and writing practice" curriculum and explain the rules of the essay, he will not be able to write an essay. In this regard, written exercises were conducted in the auditorium using the PRES formula method, which proved effective in our research.

PRES formula method

We also used "PRES formula"[6] (Position-Reason-explanation or example-Summary) to develop comprehension skills from the subject of "Reading and comprehension practice", and Jigsaw method to develop reading skills.

In order to effectively manage the educational process in the PRES formula method, the teacher must regularly monitor the quality of mastering the material. In this case, it is not possible to limit oneself to current affairs, because it is necessary to check the implementation of the educational purpose of the lesson, as well as to monitor the level of logical and analytical thinking of schoolchildren. Among the most effective methods of monitoring, the interpretation of answers according to the PRES formula took the leading place. The importance of this technique is that it allows students to express their thoughts on a certain topic in a concise form and to do it very quickly. The last factor played an important role for every teacher, whose work was limited by the strict duration of the lesson. The technology can be used in any type of auditorium: from access to control. It can be entered in the following step:

- check the tasks;
- frontal examination of what is being studied at the repetition stage;
- preparation for the test, writing an essay;
- search for a topic or a whole block of topics.

At the initial stage, students can be explained the rules of using the oral answer PRES formula.

The PRES formula allows prospective foreign language teachers to:

- talk to several students in a short time;
- getting information about the depth of the student's understanding of the subject;
- to determine what kind of moral assessment the student or the student will give to this event.

This reflex provides, among other things:

- formation of evaluative thinking in students;
- teaches students to express their thoughts briefly;
- Ideas for the implementation of the movement develop.

In the process of learning a foreign language, the most important competence in the development of professional competences of future teachers and the competence in which students face many problems and difficulties is communicative speech activity, therefore, one, two or three lessons are not enough to develop communicative skills and It is important to practice more and more until each point is firmly mastered in the implementation of the Writing skill. In this article, one of the points related to the skill of writing is the introduction, the introduction part is analyzed.

If we have 10-15 minutes left during the lesson, don't waste it and you can introduce one interesting game to the student's mind, this is the Random name picker game technology.

Random name picker is a convenient online game to play, where you can quickly and instantly choose a name from a list of random names as the winner. You can add multiple entries and draw multiple random winners with the name picker.

For example, you can use this in the following, purposes:
Who should start?
Who needs books and gifts?
Who should design the tests?
Who should be the leader in the auditorium?
Who writes poetry in English?
Who can tell a story in English?

In addition, the audience can be used by teachers to randomly select:

Can a Caustic student answer correctly?

Should a caucus student be active in a caucus group?

In addition, if there is enough time left before the end of the lesson, the strategy method of ping pong terminology is also important in mastering a new topic.

Ping Pong Terminology Strategy[7] Each of the new terms in the English language is used for different purposes in different contexts. The use of this strategy plays an important role in mastering the meaning and meaning of new terms in the English language. The teacher writes new terms on cards and distributes to students in envelopes. Each student in turn reads the term on the card, and the second student explains its meaning and grammatical features. In turn, the second student reads the word on his card, and the next student interprets the word. If there are additions about the words explained by the students, they will be filled in by the students of the group, and questions and answers will be made. In this way, a "carousel"-style question-and-answer process is created. In this way, the content and meaning of new words encountered in the lesson are deeply mastered by the students. At the end of the question-and-answer session, important gaps and mistakes are discussed and student knowledge is assessed. Lessons based on this "Ping-Pong" (Table 1) interactive strategy are very interesting and effective. Below is an assignment on the subject of "Food" using the method of "Ping-Pong" terminology.

Table 1

"Ping-pong" strategy on the topic "Food".

Terminology	Content	Sample
bulb (noun):	a round underground part of certain plants like onion and garlic plants	*Lots of flowers like tulips and daffodils are grown from bulbs.*
greens (noun)	green vegetables	*Mum says we have to eat our greens before we have dessert.*
leaf vegetable (noun)	a leaf or leafy plant that's eaten as a vegetable, like spinach	*There are hundreds of leaf vegetables in Africa that we've never heard of.*
legume (noun):	a seed that grows in a pod, like a pea or bean	*- A healthy diet includes lots of legumes.*
raw (adjective):	not cooked	*Some people think cooking destroys vitamins so they eat lots of raw food.*
root vegetable (noun)	a vegetable that grows under the ground, like potato and carrot	*If root vegetables aren't harvested in time, they can rot in the ground.*
vegetable (noun)	part of a plant that can be cooked and eaten with a main course	*The more fruit and vegetables we eat, the healthier we'll be.*
salad vegetable (noun)	a vegetable that's often used in salads	*All the salad vegetables are in the same part of the supermarket.*

Questions:

- What's your favorite food / drink
- When was the last time you felt hungry?
- What kinds of food do you enjoy eating?
- Are there any kinds of food that you prefer not to eat?
- Do you ever go out for meals?
- Do you like to cook food at home?
- Have you ever eaten something really horrible?
- Can you describe a kind of food or drink from your country?
- How have food and drink choices changed in the last ten years?

digital technology tools and visual images made it possible to learn a foreign language more clearly and firmly. Of course, these educational technologies include teaching and training functions related to the external effectiveness of the impact of visual images. Information presented in a visual form is the most convenient, easier and faster to understand. In addition, the use of video, audio, digital technology tools and demonstration exercises in the auditorium helps to satisfy the needs, desires and interests of students.

In the process of learning a foreign language, students perform the following exercises in one of the classes dedicated to the general features of professional competence.

What is pre-writing? What is preemption? Before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process, is called pre-writing. Here are two ways to write a paragraph for the student

and information on how to write a paragraph. Choose a topic that is not too narrow (limited, short). Because there weren't enough ideas to talk about a narrow topic. For example, the topic of washing my siblings is very narrow. You can't talk too much about it. The second option is to choose a topic that is not too broad (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs consist of five to ten sentences.

One way to write a single paragraph is freewriting, where you just write whatever comes to mind about your topic. Most free exercise sessions are short - only five to ten minutes. Freewriting encourages you to practice fluency (quick and easy writing). When you speak fluently, you don't have to worry about accuracy (correct grammar and spelling). Don't check your dictionary when you speak fluently. Don't stop if you make a mistake. It is only important to continue preaching.

Work alone. Choose a topic and list as many ideas as you can in five minutes. Free writing

Here is an example of a student's freewriting

There are too so many subjects at university, it is difficult to choose one for my major. I have always made good grades in math, but I don't like it very much. I don't like physical physics or any science very much. Writing I've always liked writing. Would journalism be a good course to take? Newspaper have pictures, too, so maybe photograph would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading? Reading is apart of any course, but literature includes a lot of reading and it probably includes a lot of writing too.

Pay attention to how the speaker's thoughts jump. Whenever he makes a mistake, he just crosses it out and continues to preach. One thought (writing) leads to another (journalism), and after leads to another (photography). There are some details that are off topic (looking forward to meeting friends), but it's a good way to learn how to talk. You want to get as many ideas as possible on paper. You can remove unnecessary words and sentences.

RESULT AND DISCUSSION

The means of developing professional competences of future foreign language teachers were also selected depending on the forms and methods. The implementation of games and innovative methods of visual aids, notes, handouts and cards, blackboard tools are important in the development of reading and communication skills.

As for the basic functions of innovative activity, changes in the structure and parts of the pedagogical process, the content, goals, forms, methods, technologies, educational tools, management systems of the educational process, and the relation of the pedagogical process to students' use of games, methods and digital technology tools, a large number of visual materials, constant switching of attention, competitive element and non-traditional forms of work have activated students' speech activity and professional competences, and educational technologies play an important role in creating positive and negative feedback in the group. In this regard, technology is an imperative and fundamental condition for the successful integration of speech skills in the development of professional competences for our research in foreign language teaching.

Experimental work on the development of professional competence of future foreign language teachers was organized in three stages. Determining experimental tests, formative and final experimental tests were organized.

It made it possible to assess the level of mastery of students (in the example of learning a foreign language) at the initial stage in the determining stage; development of proposals for improvement of traditional educational science, analysis of the system of the most effective acquisition of a foreign language and development of professional competence by supporting the digital technologies of the educational process.

Testing the pedagogical model of developing the professional competence of future foreign language teachers in the formative stage by supporting the educational process with digital technologies.

At the final stage, systematization and generalization of the results of experimental work, formalization of theoretical and practical results of study.

As a result of the study of the established practice of professional training of future foreign language teachers in the determining stage - higher education institution, according to the preliminary results, the indicators of mastery of students at the higher level were mastered up to 7.9%-10.4% if the mid-level evaluations are up to 18.9-22.4%, while the low-level indicators are 69.9-2.5%, this means that the idea we have chosen is necessary.

At the end of the pilot tests conducted on the basis of model, methodical and pedagogical conditions for the development of professional competences of future foreign language teachers, the results of the experimental and control groups were analyzed. According to it, it can be seen that in each criterion, the evaluation indicators of the high and medium level of the experimental groups increased, and the low level decreased. This proves that the ideas put forward in the research are effective.

Initial coeficient
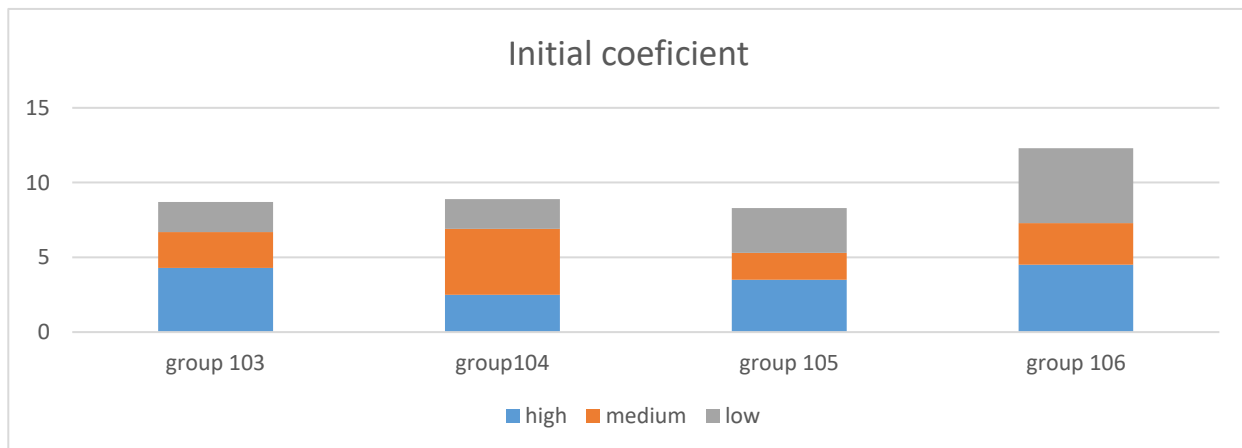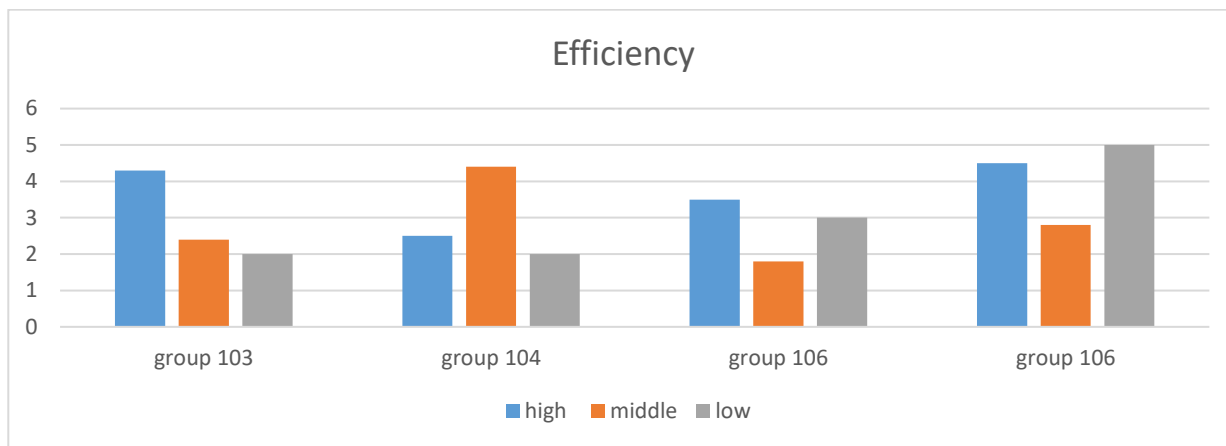
Efficiency

As can be seen from these results and the above calculations, books, and diagrams, the efficiency of the results in the experimental and test work is 10% to 14% higher than the results, and it has been proven by mathematical statistics methods.

CONCLUSION

Therefore, the effectiveness of the development of professional competences of future foreign language teachers is ensured by the implementation of a number of pedagogical conditions - conditions: increasing the level of students' knowledge of a foreign language, mastering different types of working with information, ICT and digital technological tools encourage and actively engage in action; systematic use of information technologies in order to develop cognitive independence of students and increase the level of knowledge of a foreign language; providing psychological-pedagogical, methodological, didactic training for the development of professional competences of future foreign language teachers using computer technologies; Purposeful development of foreign language and professional competences in the process of studying "Reading and teaching practice"; it is determined by self-control aimed at developing the information competence of a person and reflecting the results of one's educational activity.

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