

THE BASIC FEATURES OF ENHANCING COMMUNICATIVE AND PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS

Xakimova Malika Maxmud qizi

Ergasheva Fayoza Bahodir qizi

*English teachers at Uzbekistan State World Languages University,
Tashkent city, Uzbekistan*

Abstract

This article is intended to give essential information about the factors that form the active, personal or professional communicative competence of future English teachers, the features of each of the models. Also, this paper emphasizes that the humanism and anthropocentrism of the modern educational process implies a special emphasis on language and speech, because it is in them and only through them that a student can be formed as a specialist. Currently, it is important to select content that requires a fundamental approach, i.e. to include educational content for the development of the student, to meet his needs, to obtain and know everything necessary for self-determination.

Key words: Competence, aspects, education, teaching content, factors, communication, pedagogical environment.

INTRODUCTION

In today's rapidly changing social environment, graduates of pedagogical universities have a high level of competence, initiative, discipline in teaching and the ability to work independently on an ongoing basis, dynamically and constructively, they are fluent in one of the leading foreign languages, particularly English requires the development of personal qualities related to pedagogical competence, such as computer literacy, education based on world standards, interest and commitment to advanced contemporary pedagogical innovations. Promising teachers of pedagogical universities, including teachers of the English language, strive for independent learning throughout their lives, are aware of new pedagogical technologies in the digital transformation environment and use them to make independent decisions that fully comply with world educational standards, must be able to adapt to social life and future professional environment, always ready for emotional situations, but be able to quickly and skillfully get out of them. All this is a requirement of modernity and profession.

Professional competence of teachers, along with the focus and flexibility of a specific profession is also an integral characteristic of a person. It is no secret to the scientific community that the term —competence, in particular, —professional competence and, in some cases, —teacher competence is used in many scientific

studies. However, there is still no clear definition of them, in particular, brief information about the factors and conditions of the formation of pedagogical competence or specific observations.

L.M. Mitina defined the term pedagogical competence as —a body of knowledge about the subject, teaching methods and didactics, pedagogical communication skills and competencies, as well as methods and means of self-development, self-improvement, self-realization explains and emphasizes that there are three leading factors in its structure (active, communicative and personal [1. 320]. we also agree with the opinion of this scientist and take it as a theoretical basis. We believe that there are three factors that determine the level of development of the pedagogical competence of a future English teacher, identified in the course of the research and verified in experimental work:

a) Active or special competence (a set of different individual methods of knowledge, skills, qualifications and pedagogical practice);

b) Personal or professional competence (a set of knowledge, skills, and competencies related to professional self-improvement, independent relentless research, and ultimately self-realization);

c) Communicative competence (a set of knowledge, skills and competencies related to the implementation of pedagogical activities).

We emphasize that the active and personal structure of pedagogical competence is a priority in the development of the linguistic competence of the future English teacher. Below we will briefly dwell on the author's approach to each of the identified factors in the development of the pedagogical competence of future English teachers.

1. Active competence of an English teacher. It is focused on acquiring knowledge, skills, competencies and individual approaches to learning English independently and with feeling. Active competence includes, first of all, all linguistic knowledge related to a given field. Learning English independently and with a sense of responsibility is not a reliable way to master the content and subject of education in language teaching.

The content of teaching English in pedagogical universities must be constantly updated so that, firstly, it does not lag behind the achievements of English-speaking science, and secondly, it meets the needs of society. Currently, it is important to select content that requires a fundamental approach, i.e. to include educational content for the development of the student, to meet his needs, to obtain and know everything necessary for self-determination. In addition, you need to know the criteria and criteria for choosing the content of teaching English, in particular, the laws of learning and teaching the language. Organizing English teaching with a sense of responsibility requires differentiation, individualization and optimization of content. It should include the basics of awakening and personal development. The content of English language teaching is a solid, but constantly evolving educational foundation, which is confirmed

by the fact that the majority of the world's population has adopted this language as the state language, which is actively used in the education system.

In our opinion, active competence is broader than subject competence. Understanding is an important condition for the formation and development of competence. Simple knowledge is still not considered the basis of human activity, because it does not yet know how this knowledge fits into a real situation. Knowledge must be combined with understanding, in order to gain knowledge, it is necessary to understand them in essence. The task of the teacher is to provide an understanding of the knowledge gained, and for this he must first of all own the methodology of teaching English. The content of training should be understood not in isolation from the means of illustration, that is, teaching methods, but in its essence.

2. Personal or professional competence of an English teacher. This competence refers to the ability of the field teacher to develop professional self-improvement and self-realization. The need for self-improvement and self-realization of a person is the highest need for a person in accordance with the idea put forward by A. Maslov, that is, the concept of self-activation of a person. Self-activation of a person is understood as a person's desire to realize himself, to try to realize his potential. A. Maslov proposed the following interpretation of human nature: a person by nature is kind and capable of self-improvement, a person-conscious and intelligent creator, the essence of a person himself constantly directs him to personal growth and creativity. In his view, the tendency to independent activism is the essence and core of the individual[2].

Based on the experience of pedagogical activity, we would like to emphasize that the following factors play a decisive role in building a model for the development of pedagogical competence of a future English teacher:

a) professional and pedagogical competence is understood as a harmonious combination of linguistic knowledge, methods and didactics of teaching English, pedagogical communication (skills and qualifications), culture, self-development, self-improvement, methods and means of self-determination;

b) The professional and pedagogical competence of a future English teacher, as noted above, consists of the following three structures: active (knowledge, skills, qualifications and individual methods of pedagogical activity with initiative and responsibility in teaching English to students of general secondary schools, academic lyceums and professional colleges); personal (need for self-development, knowledge, skills and competencies for self-improvement); communicative (knowledge, skills, abilities and methods of creative implementation of pedagogical communication);

c) The formation of professional competence in pedagogical universities is carried out in several stages: from the internal —I-reall and —I-ideall in the profession of an English teacher to the elimination of imbalances;

d) the formation of professional and pedagogical competence in the future English teacher is carried out through two interrelated, i.e., gnostic and practical stages, which must be taken into account when organizing training;

e) the professional self-development of a future English teacher has a creative nature, so as a subject of pedagogical work it is necessary to organize a learning process that allows the student to freely choose their own possibilities in existence.

We emphasize that in the context of the formation of the personal and professional competence of the future English teacher, a special role belongs to speech competence, which serves to implement pedagogical communication. The final results of the work carried out on the experimental fields show that many areas of professional activity in which graduates of pedagogical universities have to work in certain positions are associated with interpersonal pedagogical communication, which actively affects the personality. There is no doubt about the connection between a student's speech culture, general culture and opportunities for a full education, as well as prospects for spiritual, social and professional growth. As the linguist A.A. Potebnya rightly points out, —the word finds a new world that is not external and alien to the human heart, but it has already been processed and assimilated by the spirit of another one sleeps morally in various external stimuli without exchanging words [3].

Here I want to emphasize that the humanism and anthropocentrism of the modern educational process implies a special emphasis on language and speech, because it is in them and only through them that a student can be formed as a specialist. Speech is not only a mirror of the student, but also an integral part of his activity, which determines his personal, mental essence.

According to scientific methodologists in the scientific and methodological literature, modern graduates of pedagogical universities should not only be educated, be able to analyze and solve complex problem situations, but also pay attention to their speech culture, which is an important part of their professional and personal development. We believe that this principle applies to graduates of the English language course. Methodist M.P. Manaenkova emphasizes that the need for the formation of speech competence in all aspects of the global education system is growing. In many ways, such relevance is based on the fact that the development of the educational process and the resulting speech-thinking activity ensures successful socialization of the individual, when it seeks to manifest itself with its own characteristics and differences, shows the need for acceptance by society [4]. It should be noted that the relationship between a student's speech culture, his or her general culture, opportunities for full-time education, and prospects for spiritual, social, and professional growth undoubtedly leads the way.

In conclusion, we took into account, first of all, that communicative competence is the leading factor in the formation of the language competence of a future English teacher. Based on the requirements of his competence, we tried to identify linguistic and pedagogical and psychological factors. In our opinion, these factors include: knowledge of field vocabulary; development of oral speech (clear and correct speech); development of written language; compliance with ethics and ethics of communication; possession of communicative tactics and strategy; knowledge of the specifics and problems of communication participants; be able to analyze external signals (body and face movements, tone of speech); conflict prevention; self-confidence; the ability to listen to others; possession of public speaking skills; acquire the skills of organizing and conducting discussions; empathy (sympathy); understanding the interests of others, and so on.

These components of communicative competence, which we identified during the research and repeatedly tested in experiments, can be characterized mainly by pedagogical and psychological aspects, but it confirms that these components are not the same in all areas of this competence.

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