

FEATURES OF FOREIGN LANGUAGE TEACHER'S  
COMPETENCIES IN HIGHER EDUCATION

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**Abstract:** The article discusses the content of professional competence of foreign language teachers in pedagogical and psychological research, and gives the author's opinion on the essence of the phenomenon being studied.

**Key words:** teaching staff, professional competence, foreign language, students, knowledge formation, skills.

The analysis of scientific literature on the professional competence of teaching staff of foreign languages in the higher education system shows that teaching staff with the appropriate level of professional competence must teach the corresponding foreign language using the latest achievements of methodological science and educational and methodological support, modern means of knowledge transfer, to form creative, analytical thinking of students, developing in them the need and ability to independently replenish their knowledge, carry out research, etc. So, according to N.V. Ustinov, a teacher is a pedagogical profession and position in the education system. The researcher argues that the professionally determined characteristics of a teacher include: - the general orientation of his personality (general maturity and civic responsibility, professional ideals, humanism, highly developed cognitive interests, selfless attitude towards the chosen profession); -some specific features (organizational, communication);

- professional performance, etc. [1].

A.P. Sitnik argues that a teacher is a person with high moral qualities, who has the appropriate education, the appropriate level of professional training in his disciplines, ensures the effectiveness and quality of his work, a person who is a certain authority in the field of the taught discipline, transfers his experience and knowledge to students and serves as a proper example for them [2]. A number of researchers are of the opinion that for a full-fledged teacher, the linguistic development of an individual with the gift of speech (oral and written), the ability to fluently, It is communicatively justified to use linguistic means in perception, creating statements in various areas, forms, styles and genres of speech, that is, ensuring its comprehensive speech competence [3]

In this aspect, according to V.V. Rubtsov, the development of speech competence contributes to the enrichment of active vocabulary, knowledge and understanding of

the characteristics of life experience, satisfaction of the need to use language as a means of communication in various spheres of life, develops linguistic, intellectual and cognitive abilities, forms a humanistic worldview, moral beliefs and aesthetic tastes, contributes to the assimilation of national values, instills the need to improve one's own speech culture throughout life [4]. In addition, it is advisable to note that mastering foreign languages contributes to the use of a communicative-activity approach in professional activities by teaching staff, as a rather important means of intercultural communication, awareness of the essence of the cultural characteristics of various peoples, whose languages are studied, of one's own national culture [5]. Thus, the main goal of teaching staff of foreign languages in the higher education system is not only to convey to students the relevant knowledge, to form skills and transfer experience in within the framework of the taught language, but also to form a creative, free, spiritually rich, independently thinking personality, with a broad outlook, as well as with stable moral principles. That is, a person who loves and is proud of the achievements of his native culture, but at the same time respects and masters the property of other peoples, is aware of his national identity and at the same time belongs to the civilized world, has an active civic position, feels the need to live and work effectively for the good of society. The teacher must enrich the student's personal culture, teach how to navigate the constantly growing information flow, motivate independent learning and self-improvement, expand cultural and cognitive interests, etc. Based on the above, analysis of scientific literature, it is advisable to highlight the following main (general) tasks of teaching staff of foreign languages in the higher education system education: 1. Improving the quality of education: - formation of sustainable motivation of students to learn the appropriate language; - formation of students' communicative and scientific-literary competencies; - formation of speech and reading culture, creative abilities, culture of dialogue, development of critical thinking and aesthetic tastes; - formation of a humanistic worldview, the spiritual world of the student, his morality, general culture, personal traits of a citizen who is aware of his belonging to the world community;

- development of students' skills to communicate in various situations, formulate and defend their own opinions, conduct a discussion, evaluate life phenomena, moral, social, historical and other problems of our time, express their attitude towards them, achieve mutual understanding and interaction with other people; - formation of skills navigate a variety of information on the language being studied, use modern information communications, conduct search and research activities (find, perceive, analyze, evaluate, systematize, compare various facts and information), apply in practice the knowledge acquired during the learning process, acquired skills and abilities; -improving, when introducing research activities, the skills of independent educational activity, self-development, self-control, development of the intellectual

and creative abilities of students, their emotional and spiritual sphere, aesthetic tastes and general culture; -creating conditions for self-realization and self-development of the personality of students; -ensuring the implementation of new approaches to organization of the educational process (humanistic, organizational-activity-based, personality-oriented, etc.). - training in independent work techniques, learning strategies; - formation of an individual learning style in students.

2. Improving the quality of teaching: - study, generalize, introduce elements of advanced pedagogical experience into practice;

- make wide use of innovative teaching technologies; - improve pedagogical skills through current and long-term planning of self-education; - implement a student-oriented approach to training, development and education of the individual. Based on the identified general tasks, it is advisable to formulate the following main (general) responsibilities of teaching staff of foreign languages higher education system: - constantly improve the professional level, pedagogical skills, general culture; - provide conditions for students to master educational programs at the level of mandatory requirements, promote the development of students' abilities; - through attitudes and personal example, cultivate respect for the principles of universal morality: truth, justice, devotion, patriotism, humanism, kindness, restraint, hard work, moderation, etc.; In addition, teaching staff of foreign languages has the following (general) powers: - conduct all types of training sessions in the relevant language; - determine the topic of individual research; - improve the quality teaching the relevant language; - participate in experiments and scientific research to improve the quality of teaching the relevant language; -organize and manage the research work of students, prepare them for competitions, competitions, conferences; -analyze the results of educational activities; -participate in the development (in terms of concerning) the curriculum, making changes to the requirements for the minimum volume and content of training courses; - preparing teaching aids, developing various materials and visual aids on their subject. In order to determine the specific features of the professional activities of foreign language teaching staff, it is necessary to find out what , in fact, is this concept (pedagogical activity). The analysis of scientific literature showed that the features of professional activity were considered by many scientists who have quite different ideas about the features of pedagogical activity.

Thus, L. Mitina identifies three main components of pedagogical activity: - pedagogical goal and objectives; - pedagogical means and methods for solving assigned tasks; - analysis and evaluation of the teacher's pedagogical actions. The author makes such conclusions on the basis of statements about pedagogical activity, including the professional activity of a teacher aimed at solving the problems of development and training of the younger generation [6]. A.G. Moroz considers professional activity in terms that are generally known for understanding any type of

human activity, that is Here we can highlight the motives, goals of action, conditions that influence the choice of ways to achieve the goal, i.e. The uniqueness of pedagogical activity lies in the fact that it is an activity for organizing other activities, namely, the educational activities of students. Here the activity of the teacher seems to be built on top of the activity of the student. The goal that the teacher sets for himself is formed as a potential effect of promoting this goal. The assessment of the success of the teacher's actions is again made on the basis of how successful the student's planned advancement turns out to be [7]. According to a number of researchers, in the professional activities of foreign language teaching staff, it is possible to distinguish special, methodological and intellectual types of skills. The object of pedagogical activity is special knowledge (within the framework of the taught discipline). The subject of professional activity is the management of the process of education, training and upbringing, aimed at developing the appropriate competencies of students. The basis of the professional activity of foreign language teaching staff is scientific (theoretical and empirical) knowledge, with the help and on the basis of which the knowledge of students is formed. The carriers of knowledge are the corresponding texts of textbooks and literature approved in the established order, teaching aids, etc. Auxiliary means are technical, computer, graphic and other means. The professional activities of teaching staff of foreign languages consist of: - didactic design of training; - organization of the process, in the process which the students assimilate the relevant educational material; - monitoring and evaluation of learning results, correction of the learning process.

According to N.Sh. Chinkina, the teacher must be able, first of all, to interest the student, motivate him to properly master the subject, intelligibly, from simple to complex, convey the necessary knowledge. To do this, the teacher needs developed empathy, psychological insight, the ability to create in the imagination images of people, objects, phenomena (imaginative thinking), analytical and synthetic thinking. In addition, among the qualities and abilities required by a higher school teacher, the researcher also identifies adequate perception of the environment, observation, richness of vocabulary, word associations, emotional development, developed imagination, originality of thinking and speech, pedagogical style [8]. Thus, Based on the above, we can conclude that the professional competence of teaching staff of foreign languages in the higher education system is, first of all, a system of professional knowledge, skills and attitudes, which are manifested by: - constant self-provision of mobility and replenishment of professional knowledge; - the ability to identify and creatively solve at the level of technological or labor standards, professional tasks; - in the flexibility of the methods used and methods of practical activity; - in critical thinking, reflection, continuous professional growth, etc.

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