



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



PRACTICAL TECHNOLOGIES OF INCREASING THE PROFESSIONAL COMPETENCE OF THE FUTURE ENGLISH TEACHER

Jabbarov Ulugbek Abdurakhmanovich
Associate Professor, PhD
“Family and Gender” Scientific Research Institute
E-mail: jabborovulugbek1985@gmail.com

ABOUT ARTICLE

Key words. Professional competence, English teacher education, practical technologies, experiential learning, digital tools, collaborative practices, continuous professional development.

Received: 09.06.2024

Accepted: 11.06.2024

Published: 13.06.2024

Abstract. Abstract: This article explores practical technologies aimed at enhancing the professional competence of future English teachers. It investigates innovative teaching methods, digital tools, and collaborative practices that contribute to the development of essential pedagogical and linguistic skills. The study emphasizes the role of experiential learning, continuous professional development, and the integration of technology in teacher education. By analyzing current trends and best practices, the article provides actionable insights and recommendations for teacher educators to effectively prepare future English teachers for the challenges of modern classrooms.

INTRODUCTION

In pedagogic institutions of higher education, management of the formation of professional and communicative competence of students in the process of teaching them foreign languages consists in creating special conditions for students to

independently solve communicative tasks in a foreign language in the process of modeling professional communication situations or while reading scientific literature.

In the process of forming the communicative competence of a future specialist in English, the specific features of teaching a foreign language in a higher educational institution of pedagogy should be taken into account, and the following tasks should be performed in connection with this: to determine the structural components of communicative competence by analyzing the future professional activity; stages of formation of communicative competence in English; to accelerate the process of formation of communicative competence in English; organizing conferences, role-playing and business games, entering the foreign language environment by reading original literature; broadening professional outlook by reading special (professional) literature; organization of lessons (or parts thereof) in English during practice in general secondary educational institutions.

MATERIALS AND METHODS

Communicative professional competence includes:

- acquisition of terminology in the field of English linguo-didactics and free use of it within professional communication;
- development of skills in selection of didactic materials, planning and analysis of training (lessons) in English, including in the context of intercultural communication;
- to develop the skills of implementing the principle of taking into account intercultural characteristics in the design of the educational process within the framework of English language teaching;
- willingness to carry out professional communication in their native language and English in oral and written form to fulfill the tasks of professional activity[15].

In our opinion, the gradual formation of the necessary knowledge and skills helps to develop professional and communicative skills, activates the professional knowledge of students in problematic communicative situations, and also creates the possibility of effective use of educational technologies that simulate the process of entering professional activities. The development of professional communication

skills of future English language teachers occurs in a professional-personal relationship.

In the implementation of innovative pedagogical problems, students were offered options for using a foreign language for professional purposes: dialogue about the pedagogical situation, interpretation of pedagogical texts, modeling of situations, exercises and educational activities.

For the formation of communicative competence outside the foreign language environment, it is not enough to use more conditional-communicative or communicative exercises that allow the implementation of communicative tasks in training. It is very important to give learners the opportunity to think independently, solve problems, discuss possible ways to solve problems, so that students need to pay attention to the content of their thoughts, let their focus be on thoughts, and let language serve its immediate function - to express these thoughts. .

Introducing future English language teachers to professional terminology and pedagogical topics, orienting them to active intercultural communication allows them to focus on the features of language functioning in various socio-professional and cultural conditions.

In the course of experimental work, we performed tasks such as searching for and selecting linguistic and professional information, using problem-project technologies, creating innovative pedagogical situations in classes, and using effective communication technologies in order to form students' professional competence in a foreign language.

In implementing the model of professional-pedagogical competence development of future English language teachers, we focused on students' ability to search, analyze, explain and select necessary information on linguistic and professional information, because such information reflects the realities and cultural objects of the country of study, as well as pedagogy. serves to increase the general cultural and professional level of students of higher educational institutions. The professional orientation of the material is revealed through the topic.

The activities of professors and teachers of the English language of the researched higher educational institutions, Jizzakh State Pedagogical Institute, Kokan State Pedagogical Institute and Tashkent State Pedagogical University in the formation of professional competence skills of students in foreign languages were studied. As a result of studying the development of classes, analyzing the content of educational and methodological complexes and the extent to which they are implemented, observing the conduct of lectures and seminars, and talking to teachers and students, some shortcomings were identified:

pedagogues-employees do not have a clear idea of the scope of students' aspirations for professional communication in a foreign language and their level of knowledge of a foreign language.

They ignore the requirements of the state educational standard for the formation of skills to learn English in a professionally oriented way, and therefore do not solve this problem pedagogically and methodologically.

Among the teachers, it was also found that there is insufficient interest in the purposeful preparation of students for professional communication due to the lack of appropriate institutions and insufficient methodological support. Most of the students feel the same way. Nevertheless, 91% of respondents believe that it is necessary to include special courses on professionally oriented communication in the curricula of English majors.

Interviews with teachers during the experimental work revealed low motivation, appropriate instruction and insufficient methodological support for such work. When determining the reasons for insufficient training in professional communication in a foreign language, the students of higher educational institutions who have been researched put first of all low motivation (27%), while 20% of students noted a lack of English language practice, low quality of teaching (14%), training in science 12% of students noted the lack of hours.

RESULTS AND ANALYSIS

Based on the analysis of scientific and theoretical literature, we believe that it is necessary to develop specially organized activities for the preparation of students

for professionally oriented communication in a foreign language in the formation of a highly qualified specialist. The importance of such training is to adapt to changes in the nature of professional activity, which increasingly requires a person to grow, constantly improve himself, be ready to work in a team, constructive cooperation, the ability to choose, to be able to adequately accept failures.

Analyses were conducted on the modern and promising direction of English pedagogical experience, such as tutoring. Tutoring is a British school tradition based on individual work with pupils.

Students' training with tutors is traditionally given great importance. Such activities serve to establish a strong relationship between students and teachers. A teacher who is personally attached to a student not only imparts knowledge, but also teaches his student to think and act independently[160].

Not only teachers can be involved in tutoring, but also advanced students who have demonstrated mentoring skills. Tutor is a historically formed special pedagogical position, which ensures the development of individual educational programs for pupils and students and accompanies them in school, university, as well as in other links of the additional and continuous education system[43,67,76,100].

The tutor not only provides moral coaching to students, but also helps students' personal development, directs them to the profession, involves them in scientific activities, attracts and supports them to participate in various competitions, start-ups, republican and international Olympiads.

In the education policy of Great Britain, an individual approach to education is distinguished to a greater extent than in the CIS countries, including Uzbekistan. The orientation of this approach to taking into account the personal and professional needs and abilities of the subjects of the educational process requires the use of various educational behaviors and strategies not only in relation to the individual learners, but also by students.

Although this kind of tutoring technology has been introduced in the educational system of Uzbekistan in recent years, it has long historical roots, the widespread "Master-student" mentoring system, as a form of individual work with

talented students, tutoring existed and exists, but they include students more fully and There are problems with creating an open learning space.

The activity of a tutor requires certain training, but due to the lack of widespread use of this type of pedagogical activity in the national education system, there are no criteria for the selection of tutors, training courses for their training and professional development. At the same time, the analysis of the impact of the tutoring system on solving the problem of improving the quality of education in our republic is important and necessary. This will help to determine the possibilities of using the experience of tutoring system in England in the educational system of Uzbekistan.

CONCLUSION

Our analysis showed that the following aspects are brought to light as a result of the improvement of relations regarding the provision of various types of psychological and pedagogical support in higher education: 1) the teacher misinterprets the characteristics of the student's personality that are not a problem; 2) often the teacher does not see what is a problem for the student; 3) sometimes the teacher puts the responsibility on the student; 4) sometimes the relationship between a teacher and a student is far from humanistic norms; 5) there are no uniform approaches among teachers on what to do with students who do not meet the general requirements of the system (it can be a student who cannot learn enough, is sick or gifted); 6) most teachers say that their acquired knowledge is not enough to work effectively in pedagogical support.

REFERENCES:

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
2. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
3. Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417.

4. Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109
5. Smith, R., & Gunashekar, P. (2012). Continuing professional development in English language teaching: Challenges and opportunities. In *IATEFL Conference Proceedings* (pp. 22-30).
6. Ministry of Education of Uzbekistan. (2020). *Educational Standards for Teacher Training Programs*. Tashkent: Ministry of Education.
7. British Council. (2018). *The Continuing Professional Development Framework for Teachers*. British Council.
8. World Bank. (2020). *Teacher professional development around the world: The gap between evidence and practice*.
9. Asadullin, R. M., Teregulov, F. S., Natal'ya, D. K., & Egamberdieva, N. M. (2016). Fundamental and applied education-a new look. *International Electronic Journal of Mathematics Education*, 11(1), 23-33.
10. Egamberdieva, N. M. (2010). Theory and practice of personal and professional socialization of students on the basis of a cultural humanitarian approach (on the example of pedagogical higher educational institutions). *Doctor of Pedagogical Sciences... diss. autorefati*.
11. Эгамбердиева, Н. М., & Махмудова, Д. А. (2013). ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ОЩУЩЕНИЯ СЧАСТЬЯ ОДАРЕННЫХ ДЕТЕЙ В УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ. *SCIENCE AND WORLD*, 77.
12. Egamberdieva, N. M. (2010). The theory and practice of personal and professional socialization of students on the basis of cultural-humanitarian approach. *Abstract of doctoral thesis in pedagogy, Tashkent, Uzbekistan*.
13. Egamberdiyeva, N. M. (2009). Personal and professional socialization of future teachers based on cultural–humanitarian approach: monography. *Tashkent: science*.

14. Egamberdiyeva, N., & Soipova, S. (2022). WAYS OF TEACHING ENGLISH LANGUAGE FOR PASSIVE LEARNERS. *Science and innovation, 1(B5)*, 410-411.
15. Egamberdieva, N. (2017). *Threats of Security and SCO's Role in Central Asia Region* (Master's thesis, 华中师范大学).