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PECULIARITIES OF DEVELOPMENT OF PROFESSIONAL COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. This article describes the specific features of developing the professional competencies of future foreign language teachers. Also, taking into account the professional competence of future foreign language teachers, we implement the following features: areas of communicative activity, topics and situations, speech movements and speech material.

Key words: future foreign language teachers, profession and training, methodology of teaching a foreign language, professional qualifications of specialists, communicative activity.

In recent years, in our republic, in the profession and training of future foreign language teachers, a person who has a unique characteristic that will prove himself in a valuable way for all types of work with information, interactive methods, digital technologies, information creation, platforms. Features - based on the requirements of the European CEFR international assessment system for effective professional activity in the foreign language information and educational environment, the necessary foundations for improving the pedagogical mechanisms of teaching foreign languages to students are being created. "Adapting the educational system to the requirements of the time to ensure moral development and bring the industry to the next level, to improve the quality of education" [1] is defined as a priority task. In this regard, the didactic possibilities of developing professional competences of future foreign language teachers by connecting them with a foreign language are expanding.

The development of the idea of modernization of education and its reflection in modern scientific publications and regulatory documents lays the groundwork for understanding its essence, directions and goals of its implementation in higher education. Decision No. PQ-2909 dated 20.04.2017 of the President of the Republic

of Uzbekistan on "Measures for the Development of the Higher Education System in Ukraine" is a priority for the fundamental improvement of the higher education system and the socio-economic development of our country. in accordance with the tasks, it was adopted in order to thoroughly review the content of personnel recruitment, to create the necessary conditions for the recruitment of highly qualified specialists at the level of international standards. [2; p. 5].

It is known that the methodology of teaching a foreign language is a process of two-way communication between the future foreign language teacher and the means of teaching the language being taught, so the effectiveness of teaching it at school largely depends on the foreign language. The professional competence of the teacher is determined by the level of knowledge of the language. I.B. Utayeva, when working on learning a foreign language, the teacher should use the learned constructions in his speech as often as possible, so that students can recognize them in speech. In this case, it is possible to draw attention to it by various means. They can be, for example, gestures, intonation and electronic means. [3; p. 51]

Therefore, the demand for training of highly qualified future foreign language teachers is expressed in the current purpose of personnel training in the philological faculties of the university, which makes future foreign language teachers learn foreign language norms orally and verbally. It leads to full mastery, knowledge of the language being studied and the ability to use it practically and theoretically. At the same time, the uniqueness of foreign language as an educational subject in foreign language faculties is that the educational process is to ensure the practical mastery of a foreign language by future foreign language teachers, taking into account the possible situations of future communication. is built on a communicative basis. Fulfillment of this task requires a special methodology for the development of professional competence for future foreign language teachers [4; p. 84].

For this M.A. Akopova, in the methodology of teaching a foreign language in higher education: "...conditions are created for the development of all subjects of the educational process (future foreign language teachers, teachers, management staff);

realistic incentives are developed; the social and professional development of the subjects of the educational process, their professional and important qualities are encouraged in the conditions of comfort and social support; taking into account the variability of education, modern pedagogical and psychological technologies of personal development were introduced into the educational process, aimed at expanding opportunities for professional self-determination and self-development; an educational field that ensures the diversification of educational programs for the development and implementation of professional and professional qualifications of specialists, taking into account the correction of professional and social self-determination of a person" [5; p. 7] emphasized.

In the development of a future foreign language teacher in the higher education system, G.A. Matushanskiu emphasized The following principles, which, take the leading place: independence of future foreign language teachers; development of educational content through cognitive, professional, communicative, organizational and ethical problems; valuable introduction of future foreign language teachers to educational and cognitive activity; openness of future foreign language teachers' actions and freedom of choice; to develop a reflexive position towards oneself as an active subject" [6; p. 27-29] etc.

In connection with the modernization of foreign language education, quality changes are taking place in the system of teaching foreign languages. I.A. Saturova identified at this stage, the following specific features of the foreign language teaching methodology for future foreign language teachers of higher educational institutions [7; p. 23] (pictures 1):

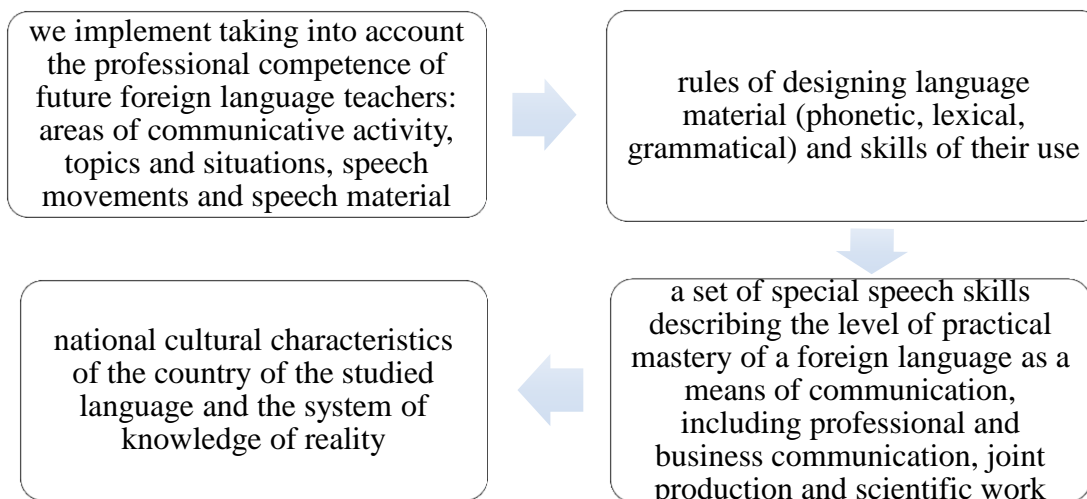


Figure 1. Distinctive features of the methodology of foreign language teaching to future foreign language teachers

In addition, we will analyze the importance of properly oriented principles for research work. In modern education, teaching methods are constantly being updated, as a result of which curricula in various subjects have been improved. If we consider this as an example of teaching foreign language to students, the following working principle is used: students are given theoretical material, they understand it; the teacher explains the topic and the sequence of working with this material, students master the material; keuin is followed by control questions that students answer. If the answer to the question is correct, the student moves to the next part of the material, if the answer is incorrect, the student returns to the previous material and studies it more deeply.

Interactive communication can consider the methodology of foreign language teaching in the context of future professional activities. The future teacher working within this framework takes into account the goals of professional communication and is creative in developing tasks, connecting them with professional competence. It solves the problems of using the principles of interactive communication in teaching a foreign language: it increases motivation, forms professional interests and motives; trained the specialist's systematic thinking, self-awareness as a professional person; forms a professional personality with social skills and interpersonal and

communication skills; educates the responsible attitude of the society's professional team to business, social values and relationships. Therefore, the application of foreign language activity of the emerging professional competence is carried out, and the purpose of training is to develop the ability to perform professional activity based on the practice developed for the use of information as a means of regulating professional activity, which is specific to the profession will have [8; p. 209].

The method of professional competence development of any specialist, including the future foreign language teacher, is carried out in the system of higher education, which must be provided by the country's higher education institutions.

Thus, the specific features of the training process of future foreign language teachers show that "knowledge-based" education is effective and appropriate.

In the teaching of foreign languages, it is more adapted to the traditional model of strict discipline. This requires strengthening the methodology of developing social-pedagogical and professional competence of the future foreign language teacher, developing social competences that include several interrelated components: humanitarian worldview, goals, meanings, teaching motives, spirituality, ethics and beliefs, responsibility for results. professional activity, intellectual professional culture, self-awareness and creative level of activity, aesthetic, humanitarian and social needs.

The professional competence of future foreign language teachers ensures the ability to apply and independently use the knowledge, skills and abilities they have acquired in the process of learning a foreign language. Currently, most scientific and technical literature is published in foreign languages. In the general information space, without knowing a foreign language, a modern specialist can only get the minimum necessary information from translated books, articles, lectures in the field of professional knowledge [9].

In the modern world, learning a foreign language in foreign language faculties of higher education is gaining more and more importance, it includes the development of communication skills in various professional, business and scientific

fields and in foreign languages, as well as future foreign language students. it allows to develop the skills and competences of teachers to work with the text, to translate it, to get information from the original literature of the relevant profile and to extract foudal information.

Therefore, it is appropriate to consider the skills of working with the text, as well as the specific features of the ability to read in a foreign language. In his research, the methodology of developing professional competences in the process of foreign language teaching determined the types of speech activity (reading and speaking), motivations, values and self-development of the future foreign language teacher. therefore, first of all, it is important to consider the specific features of reading skills when working with text.

In conclusion, teaching the competence of reading in a foreign language lays a solid foundation for mastering other types of speech activity. By organizing it methodically correctly, we recommend the following:

1. The best way to improve reading competence is to read a certain amount every day. You should set aside a certain amount of time to study every day. It should not be less than 20 minutes.

2. Fluency is the main indicator of reading progress. Reading fluency is essential to developing reading comprehension, and you can build it through reading.

3. Each student brings to reading education a unique prior knowledge. When you do, seek to understand and make sense of what you are reading.

4. Reading helps to increase vocabulary, linguistic fluency, critical thinking and understanding skills, therefore we recommend developing vocabulary acquisition.

5. We recommend reading aloud because it encourages them to move more slowly, which gives them more time to process what they read and in turn improves reading comprehension. Also, read-aloud strategies help students model the process of learning new words.

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