

**BASIS OF DEVELOPING PROFESSIONAL-PEDAGOGICAL COMPETENCE IN  
FUTURE ENGLISH TEACHERS**

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**Annotation:** The article discusses the factors and models for the formation of active, personal, or professional communicative competence in future English teachers, and the specific characteristics of each.

**Key words:** education, competence, pedagogical environment, teacher's task, teaching content, development, modern education, system, linguistic, pedagogical-psychological factor.

**Annotasiya:** Мақолада бўлажак инглиз тили ўқитувчиларида фаолиятли, шахсий ёки касбий коммуникатив компетентликни шакллантириш омиллари, моделлари ҳар бирининг ўзига хос хусусиятлари ҳақида сўз юритилган.

**Таянч сўзлар:** таълим, компетентлик педагогик муҳит, ўқитувчи вазифаси, ўқитиш мазмуни, ривожлантириш, замонавий таълим, тизим, лисоний, педагогик-психологик омил.

**Annotasiya:** В статье рассматриваются факторы, формирующие активную личную или профессиональную коммуникативную компетентность будущих учителей английского языка, особенности каждой из моделей.

**Ключевые слова:** образование, компетентность, педагогическая среда, роль учителя, содержание обучения, развитие, современное образование, системный, лингвистический, педагогико-психологический фактор.

Today's rapidly changing and rapidly changing social environment requires graduates of higher educational institutions to have competence, initiative, discipline in education and the ability to work independently on themselves, dynamism and constructiveness, and master one of the leading foreign languages, in particular, It requires the development of personal qualities related to pedagogical competence, such as perfect knowledge of the English language, high-level computer literacy, education based on world standards, and interest in and commitment to advanced modern pedagogical innovations.

Future teachers, including English language teachers, who are trained in higher educational institutions of pedagogy, strive for independent learning throughout their lives, are aware of new pedagogical technologies in the context of the digital transformation of education, are able to use them freely, and make their own independent decisions. It should fully meet world education standards, adapt to social life and the future professional environment, be always ready for emotional situations, but be able to quickly and skillfully get out of them. All these are the requirements of the current era and profession.

Teachers' professional competence, along with their orientation and inclination to a certain profession, also serves as an integral characteristic of their personality. It is no secret to the scientific community that in many scientific studies, the term "competence" is generally used, in particular, "professional competence", and in some cases, "teacher competence".

However, their precise definitions, in particular, brief information or specific observations about the factors and conditions for the formation of "pedagogical competence" are still lacking.

L.M. Mitina explains the term "pedagogical competence" as "a harmonious combination of knowledge about the subject, teaching methods and didactics, pedagogical communication skills and qualifications, as well as methods and means of self-development, self-improvement, and self-realization," and emphasizes that there are three leading factors in its structure (active, communicative, and personal).

We also agree with this scholar's reasoning and accept 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 tested in experimental work:

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

b) personal or professional competence (a set of knowledge, skills and qualifications for professional self-improvement, independent and continuous self-study, and ultimately self-realization);

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

We emphasize that active and personal structures of pedagogical competence are the priority in the development of linguistic competence of the future English language teacher.

1. Below, we will briefly touch on each of the highlighted factors of the development of pedagogical competence in future English language teachers based on the author's approach.

2. The functional competence of an English teacher. It is aimed at acquiring knowledge, skills, abilities and individual methods for independent and sensitive learning of the English language. Functional competence, first of all, includes all linguistic knowledge relevant to the field.

3. Learning English independently and responsibly is not possible without a solid grasp of the content and subject matter of the language.

The content of English language teaching in pedagogic higher education institutions should be constantly updated so that, firstly, it does not fall behind the achievements of the English language science, and secondly, it corresponds to the needs of the society. Currently, it is important to choose the content that requires a fundamental approach. That is, the content of education should include everything necessary for the development of the learner, satisfying his or her needs, and enabling him or her to independently determine himself or herself.

In addition, it is necessary to know the criteria and signs of choosing the content of English language teaching, more precisely, the laws of learning and teaching this language. Responsible organization of English language teaching requires content differentiation, individualization and optimization.

It should include the foundations for awakening and developing personal qualities. The content of teaching English is not a fixed, but a constantly improving educational foundation, which is once again confirmed by the fact that the majority of the population of countries around the world has adopted this language as the state language and is actively used in the education system.

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Knowledge must be combined with understanding, and in order to acquire knowledge, it is necessary to understand it in its essence. The teacher's task is to ensure understanding of knowledge, and for this, he must first of all have a mastery of the methodology of teaching English.

The content of the lesson should be understood in its essence, not in isolation from the means of description, that is, the teaching methodology. Thus, the level of mastery of functional competencies is determined by the level of mastery of the content and teaching methodology.

There are certain reasons for emphasizing these considerations: in order to complete our scientific research for the degree of Doctor of Philosophy (PhD) in pedagogical sciences, we conducted a number of experimental studies at TashDPU, Jizzakh, and Kokand State Pedagogical Institutes.

In order to assess the knowledge of students in the subject of English and draw appropriate conclusions, a special course was organized for the training of future English teachers in specialized subjects. To achieve the goal set in this special course, special attention was paid, first of all, to the methodological and linguistic analysis approach.

We took part as an active participant in the organization of the educational process without ever denying the system of knowledge, skills and qualifications, carefully mastering the methodology of activities and linguistic competences in English language teaching.

Ultimately, we have firmly established that one of the primary factors in developing pedagogical competence in future English teachers is functional or specific competence.

4. Personal or professional competence of an English teacher. This competence refers to the ability of a teacher in the field to achieve professional self-improvement and self-realization. A person's need for self-improvement and self-realization is considered a person's highest need, in accordance with the idea put forward by A. Maslow, namely the concept of self-actualization of the individual.

Self-actualization of a person means a person's work on self-realization, an attempt to realize his potential. A. Maslov offered the following interpretation of personality:

Man is inherently good and capable of self-improvement, man is a conscious and intelligent creator, and the very essence of man constantly directs him towards personal growth and creativity. In his opinion, the tendency to independent activity constitutes the essence and core of the personality.

Based on our experiences in pedagogical activities, we would like to emphasize: the following factors, which were successful in the experimental work of our research, play a decisive role in building a model for the development of pedagogical competence of a future English teacher:

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

b) The professional and pedagogical competence of a future English teacher, as noted above, consists of the following three components: functional (knowledge, skills, qualifications, and individual methods of implementing pedagogical activities with initiative and responsibility in teaching English to students of general secondary schools, academic lyceums, and vocational colleges);

personal (need for self-development, knowledge, skills and abilities related to self-improvement); communicative (methods of creative implementation of knowledge, skills, competence and pedagogical communication);

v) formation of professional competence in pedagogical institutions of higher education is carried out in a series of stages, from internal "I-real" and "myideal" in the profession of an English teacher to elimination of imbalances;

g) the formation of professional and pedagogical competence in a future English teacher is carried out through two interconnected stages, namely gnostic and practical, which must be taken into account when organizing teaching;

d) the professional self-development of the future English teacher has a creative nature, therefore, as a subject of pedagogical work, it is necessary to organize an educational process that provides the student with a free choice of his existing opportunities.

We would like to emphasize that in the context of the formation of the personal and professional competence of the future English language teacher, the role of speech competence, which serves to implement pedagogical communication, is special.

The final conclusions of the work carried out at the experimental sites show that it was found that many areas of professional activity in which graduates of pedagogical universities have to work in certain tasks are associated with interpersonal pedagogical communication, which actively affects a person.

The connection between the student's speech culture, general culture and the opportunities for full-fledged education and the prospects for spiritual, social and professional growth is beyond doubt. As the linguist A.A. Potebnya rightly noted, "in speech a person finds a new world that is not external and alien to the soul, but has already been processed and assimilated by someone else's soul. without exchanging words, a person morally falls asleep in all kinds of external excitement."

At this point, I would like to emphasize that the humanism and anthropocentrism of the modern educational process implies paying special attention to 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 a component of his activity, which determines his personal, mental essence.

According to the opinions of Methodist scientists in the scientific and methodical literature, modern graduates of pedagogical universities should not only be educated, able to analyze and solve complex problem situations, but also pay attention to their speech culture, which is an important component of their professional and personal development.

We believe that this rule also applies to graduates of the English language department.

As methodologist M.P. Manaenkova emphasizes, the need to form speech competence in all aspects of the world education system is becoming increasingly urgent. In many ways, this relevance is justified by the fact that the educational process and the development of speech and thinking activity as a result of it ensure the successful socialization of the individual,

It shows the need for acceptance by society when it seeks to manifest itself with its own characteristics and differences. It should be emphasized that here the connection between the student's speech culture, his general culture, opportunities for full-fledged education and prospects for spiritual, social and professional growth undoubtedly takes the lead. It is impossible to form a knowledgeable person, especially a future English teacher, as a specialist without familiarizing yourself with the speech culture of society, therefore, today the main task of all academic disciplines and classes that make up the humanitarian educational environment is aimed at forming speech competence in students of the field.

During the research, we took into account that the problem under discussion has not been scientifically studied in pedagogical science, therefore, we have devoted a separate section in the third chapter of our research to the problems of speech competence of future English language teachers, and we considered it necessary to present our relevant observations in it.

Thus, speech competence is one of the main personal and professional competences of a future English language teacher, so the issues of its formation and development require special attention in the modern education system, especially in the pedagogical directions of higher education.

3. Communicative competence of an English teacher. According to E.G. Azimov and A.N. Shchukin, communicative competence is the ability to solve communication problems relevant to everyday, educational, industrial and cultural life through a foreign language; to achieve communication goals using language and speech tools. Agreeing with this opinion, we would like to emphasize the following based on the author's approach: communicative competence is the ability to communicate with people in society in one's native language, the official language of the country in which one lives, and foreign languages, to express one's thoughts clearly and intelligibly both orally and in writing, being able to ask questions logically and give reasonable and correct answers to the questions asked, being able to adapt to the communication situation, being able to follow the culture of communication during the communication process, being able

to defend one's point of view while respecting the opinion of the interlocutor, being able to convince the interlocutor, being able to control oneself in conflict situations, It encompasses many aspects, such as making appropriate decisions when resolving problems and conflicts. In the scientific-theoretical and methodological literature, we have observed that the opinions of foreign scholars on this issue are diverse. Yu. Zhukov, in order to show the basic, important nature of communicative competence, calls it metacompetence or "core competence". According to other scholars, this type of competence is included in social, professional, interpersonal competence and connects them with each other. At the same time, professional social and interpersonal competence are interpreted as components of communicative competence. In this regard, we support the view that communicative competence is one of the main factors that determine the effectiveness of a person's interaction with the world around him in all its aspects.

In conducting our research, we first of all took into account that communicative competence is the leading factor in the formation of the linguistic competence of a future English teacher. Based on the requirements for its competence, we tried to identify linguistic and pedagogical-psychological factors.

In our opinion, these factors are: knowledge of the lexicon of the field; the development of oral speech (clear and correct speaking); development of written speech; compliance with ethics and communication ethics; mastery of communication tactics and strategies; to know the specific characteristics and problems of the dialogue participants;

being able to analyze external signals (body and facial expressions, tone of voice); preventing conflicts; self-confidence; being able to listen to others; mastering public speaking skills; mastering the skills of organizing and conducting discussions; being able to empathize with others (sympathy); understanding the interests of others, and others.

These components of communicative competence, which we have identified during our research and repeatedly tested in experimental work, can be characterized mainly by pedagogical and psychological aspects, while at the same time confirming that these components are not the same in all areas of this competence.

We have clearly observed and acknowledged this in the process of developing the linguistic competence of English teachers.

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