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Formation of English Teacher Competence

Ganiyeva Xayriniso
JSPI., Jizzakh, Uzbekistan

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Summary: This article is about the development of education in our country involves the formation through the education system of social relations that are most favorable for the development of each person and the country as a whole, the development of civil society, which involves the formation of demanded competencies of innovative behavior, the creation of flexible individual programs.

The challenges facing domestic education present fundamentally new requirements for the training of teachers. A modern teacher, able to provide flexible, individually-oriented training and education, the formation of competencies necessary for the innovative development of the country, capable of developing students' creative abilities and teaching the main skill - "the ability to learn independently", should himself have fundamentally different educational methods compared to traditional educational process.

Key words: competence, professional experience, new quality, self-development, combination of skills.

The development of professional competence of a foreign language teacher is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, the accumulation of professional experience, involving continuous development and self-improvement.

We can distinguish the stages of the formation of professional competence:

- introspection and awareness of the need;
- self-development planning (goals, objectives, solutions);
- self-manifestation, analysis, self-correction.

The formation of professional competence is a cyclical process, as in the process of teaching, a constant increase in professionalism is necessary, and each time the stages listed are repeated, but in a new quality. In general, the process of self-development is biologically determined and is associated with the socialization and individualization of a person who consciously organizes his own life, and hence his own development. The process of formation of professional competence is also highly dependent on the environment, therefore it is the environment that should stimulate professional self-development.

Speaking about the professional competence of a teacher, one cannot fail to say about creating a teacher's portfolio. Portfolio is a reflection of professional activity, in the process of formation of which self-assessment takes place and the need for self-development is recognized. With the help of the portfolio, the problem of teacher certification is solved, because Here the results of professional activity are collected and summarized. Creating a portfolio is a good motivational basis for the

activities of a teacher and the development of his professional competence¹.

The widespread use of the terms competence, competence is associated with the need to modernize the content of education. The Strategy for the modernization of the content of general education notes: "... the main results of the educational institution should not be a system of knowledge, skills, and skills per se. This is a set of key competencies of students in the intellectual, legal, information and other fields. "

1. Borytko N.M. Diagnostic activity of a teacher [Text] / N.M. Borytko. M.: Academy, 2006.288p.

Professional competence of a teacher is a combination of skills to structure scientific and practical knowledge for the best solution of pedagogical and educational tasks.

The main indicators of the professional competence of a foreign language teacher include the need for the ability to develop students' communicative and interpersonal communication, the components of which are linguistic, thematic, sociocultural, educational and cognitive competences.

Communicative competence involves not only the formation of such personal qualities as sociability, openness in interaction with other people, but also the development of students' practical skills, the ability to manage their educational activities. In my pedagogical activity I try to create conditions for the manifestation of students' independence and creativity in solving communicative problems, thereby allowing students to see their growth, their achievements.

Reflective competence - a characteristic of the student's real learning abilities; the ability to determine the type of lesson by the teacher in accordance with the tasks and content of the educational material, justify the selection of its content and the optimality of the chosen teaching methods and techniques; that is, skillfully correlate learning theory with practice, the ability to project

the data obtained on the individual capabilities of a particular student's personality and specific learning conditions.

One of the tools of competence for self-improvement of a foreign language teacher is self-analysis of the lesson. It is he who makes it possible to form and develop creative consciousness, which is manifested in the ability to formulate and set goals for his activities and the activities of students.

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The requirements for the content of the lesson include the following:

- Scientific.
- The educational and developing character of each lesson.
- Realization of connection with life, theory with practice.
- The content of collective forms of work of students with group and individual.
- Organization of active cognitive activity of students.
- The combination of the presentation of the material by the teacher with the independent work of students to acquire new knowledge and skills to apply them in practice.

- Operational monitoring by the teacher of the activities of the class as a whole and individual students.

Requirements for the methodology of the lesson can be:

- The teaching methods and techniques used in the lesson should help the lesson to be emotional, arouse interest in learning, and raise the need for knowledge
- The pace and rhythm of the lesson should be optimal, the actions of the teacher and students complete.
- Full contact is required on the interaction of the teacher and students in the lesson, pedagogical tact.
- It is necessary to create an atmosphere of goodwill and active creative work.
- Alternate, where possible, the types of activities of students, combine a variety of teaching methods and techniques.
- For most of the lesson, students should actively work on mastering knowledge and skills.
- The entire educational process in the lesson is controlled by the teacher.

The success of a student in a foreign language lesson will depend on how much the motivational basis for learning and self-education has been laid down by the teacher. The information technology competence of a foreign language teacher has a big role to play in this. The indicators of this competence are mastery of computer literacy for the purpose of searching and operative processing of necessary information, mastery of modern teaching technologies.

Currently, there are many classifications for assessing the professional competence of a foreign language teacher.

Teacher's competence is a synthesis of professionalism (special, methodological, psychological and pedagogical training), creativity (creativity of relationships, the learning process itself, the optimal use of tools, techniques, teaching methods) and art (acting and oratory). And today it is

becoming obvious that it is impossible to "compose" a competent professional from a simple amount of knowledge, a teacher must have a huge sense of responsibility in teaching the current generation

The strategic goal of state policy in the field of education is to increase the availability of quality education that meets the requirements of innovative development of the economy, the modern needs of society and every citizen. It is important to note that the formation of a new model of specialist training takes into account not only the qualification model of a specialist, but also the competency model.

The transition of the domestic educational system to a competent basis is due to a number of objectively existing reasons. The main one is the pan-European and world trend towards the integration of science and economics. As a result, the main final result of the new educational strategy should be not only a system of knowledge, skills, but also a set of competencies declared by the state in intellectual, socio-political, communication, information and other fields.

As practice shows, the existing forms of training specialists can no longer cover the whole range of tasks that could provide the educational environment with the conditions for the formation of social and professional mobility of future teachers. A undergraduate or graduate student can become competent if, applying various behavioral models in the subject area relevant to him, selecting those that are most relevant to his claims, moral attitudes and social ambitions, he will choose his own way of life, the form of manifestation of the individual style of professional activities.

The need for training future teachers to collect, analyze, and evaluate information that allows them to diagnose the quality of student training, the quality of their own pedagogical activity, and make decisions to improve these processes is confirmed by a number of studies conducted in the field of pedagogical diagnostics. More recently, the concepts of "diagnosis" and "diagnosis" were related only to

the medical and psychological sciences, but now they have become the property of pedagogy as well. We consider it necessary to clarify the relationship between the terms “pedagogical diagnostics” and “psychological and pedagogical diagnostics”. It is known that from the second half of the XIX century the development of pedagogical diagnostics was carried out in parallel with the creation of methods of psychodiagnostics, and these processes influenced each other. Pedagogical diagnosis was perceived as a secondary direction, taking shape in the mainstream of psychodiagnostics and having a subordinate character.

There are different approaches to the definition of “diagnostic competence”. It is closely intertwined with the psychological, sociological and pedagogical categories that determine the potential of a person in the system of relations “person-person”. G.S. Savolainen by the diagnostic competence of a student - a future teacher means understanding the knowledge system in the field of psychological and pedagogical diagnostics; awareness of their significance for the educational process; possession of diagnostic methods and techniques and the presence of positive experience of their own diagnostic activities and teaching students the elements of diagnosis in the educational process².

2. Savolainen G.S. The formation of the sociocultural competence of students - future teachers in the educational process of the university [Text] / G.S.Savolainen // Bulletin of the Krasnoyarsk State University. Humanitarian sciences. 2006. - No. 3. p. 94.

L. A. Baykova notes that in the structure of pedagogical activity the diagnostic component acts as a backbone element, as it provides informational connections within the system of pedagogical activity³.

In our opinion, the diagnostic competence of the future teacher can be considered as the unity of psychological and pedagogical knowledge, practical readiness for the implementation of diagnostic

activities and the desire for creative transformation of the pedagogical process.

The development of diagnostic examination technologies enables the teacher to study the individual characteristics of pupils in mastering knowledge, students and the team as a whole, their achievements and difficulties, conduct experimental research, observe and evaluate facts, events, process empirical data obtained using various research methods.

The development of practical diagnostic abilities and skills takes students to the level of concretization of the tasks of diagnosis, teaches the conscious, practice-oriented selection of appropriate tools, the development of diagnostic information and, on this basis, the determination of trends and prospects for the further development of students and the personal development of the teacher. Self-diagnosis of teacher actions allows you to adjust the content of education and the technology of its teaching.

The process of forming the diagnostic competence of future teachers is ambiguous and complicated, but it is quite feasible in the framework of the curriculum of the university subject to a number of pedagogical conditions.

In our opinion, this preparation should cover the entire period of university education, proceeding in three interrelated stages: informational and cognitive, aimed at the formation of intellectual (theoretical) knowledge and skills of students to solve diagnostic problems in the educational process of the university, namely lecture, seminar, laboratory and practical exercises on the course “Pedagogy”. The content component of this stage, in our opinion, can be built on the material of the courses “Introduction to Pedagogical Activity” and “Fundamentals of Teaching

geeks ”and involves the acquisition by students of knowledge in the following areas: knowledge of the place of the diagnostic component in the teacher’s pedagogical work system, knowledge of the goals, means, functions of pedagogical diagnostics as a

science, knowledge of the composition of diagnostic skills.

We associate the practical training stage with the formation of the students' ability to apply diagnostic knowledge and skills in situations of quasi-professional activity, game interaction, as well as the ability to independently design methods for solving diagnostic problems, which is implemented in the following educational courses. According to the course "Theory and Methods of Education", this includes diagnostics of the upbringing of schoolchildren, methods for

3. Baykova L.A. Teaching future teachers of primary school diagnostic activities: theory, methodology, technology. On the material of pedagogical disciplines [Text]: dis ... Dr. ped. Sciences: 13.00.01: Tula, 2004, 398s. RSL OD, 71: 05-13 / 157.

diagnosing the educational process at school, modeling and designing the diagnostic activities of a future teacher, and the ethics of conducting diagnostic procedures. According to the course "Theory of Learning", these are diagnostic goals for learning, diagnostics of learning outcomes, and diagnostics of individual differences.

The generalizing and corrective stage is aimed at the direct application of the formed diagnostic knowledge and skills in the conditions of real practical professional activity in the conditions of students' research work and final undergraduate practice. The course "Pedagogical technologies" allows students to practically master the technology of diagnostic activity and the algorithm for making a pedagogical diagnosis.

Thus, the formation of diagnostic competence of students in the course of professional university training is a long process. This is due to the wide range of issues studied in the field of pedagogical diagnostics. However, having overcome the traditional views on training, a diagnostically competent student is more adapted to the upcoming professional activity due to the accumulated baggage of diagnostic tools. Developed diagnostic

competence allows him not only to integrate into the educational space of a school or class entrusted to him, but also to expand the range of activities due to the ability to think through and evaluate the effectiveness of his own pedagogical actions.

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