

Enhancing Literature Knowledge of Future English Teacher

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Annotation: The article reveals increasing literature awareness of future English teachers. Also, this research paper investigates the role and function of English language, the main reasons for the promotion of the English language through the system of higher education. Professional training of future teachers should be based on the formation of their literature knowledge as a key factor for developing their professional carriers. Analysis for preparation of future teachers for professional activities leads to understanding special relevance and significance of the problem of development of literature awareness of future teachers in the process of teaching English.

Keywords: literature knowledge, awareness, professional education, future teacher, English language, standard program, communication, communicative competence.

In modern conditions of development and expansion of international contacts - English is becoming the most important means of professional communication for specialists in various fields, including in the field of education. Therefore, in recent years, both abroad and in our country, teaching English is based on the needs of students [3]. Leadership for negotiating in English without the involvement of an interpreter is the basis of communicative and professional competence. English proficiency language is an indispensable condition for professional activity. In connection with the active development of direct ties, joint scientific research, cooperation in the field of education and an acute shortage of specialists capable of negotiating in English or participate in any type of activity, the problem of training teachers who speak English as a means of communications [7]. Observations of the learning process in higher education institutions, conversations with teachers, as well as the results of the analysis of tests (and control works) indicate that the achieved level of formation of communicative competence does not fully meet modern requirements for professional communication of pedagogical specialists.

The integration of education into the global educational space actualizes the development of professional contacts with representatives of foreign countries and puts forward new requirements for university graduates. Today it is not possible to build a successful career without knowledge of English. This actualizes the formation of acme-creative qualities of the future English teacher [5]. It is quite obvious that in this situation a foreign language becomes one of the most important means of forming acme-creative qualities of future English language teachers, providing the success of his teaching career. Entry into modern conditions of life requires dynamic mastering of the languages of the world for their subsequent use in practical activities. The social significance of mastering English or several foreign languages by future teachers is determined by the value of the language as a means of intercultural communication and the conditions for implementation of personal plans; professional significance of the application of foreign languages for self-improvement and advanced training.

The language policy for the promotion of the English language is also reflected in the international Program for the Development and Functioning of Languages. One of the main objectives of the

program is to study English and other foreign languages [1]. Knowledge of the English language is becoming essential in today's society, this language is the part of a person's personal and professional life. The language is seen as a tool that allows a person to better navigate the world around him. In the process of learning English, future specialists need to to one degree or another to form literature knowledge, communicative competence, the presence which allows a person to interact with other people in a household, educational, industrial and other spheres of life, using various sign systems, including the language that occupies the dominant position [4].

Insufficient theoretical development of issues of teaching methodology in English for professional activities is reflected in teaching. In particular, the existing textbooks and teaching aids in English for future teachers are compiled without taking into account the specifics of professionally oriented activities, professional terms, literature knowledge, materials that do not correspond to the topic and purpose of the lesson, but are offered by the authors, the exercises and tasks do not represent an integral system aimed at the formation of the communicative competence, literature knowledge necessary for future teachers.

The development of the ability for literature knowledge and communication occurs when the ability to use language means in various situations of communication in order to establish interaction, as well as the ability to assess, analyze the situation of communication, subjectively assess communicative potential and take the necessary solution. The ability to communicate is associated with such a concept as social competence, understood as the ability to act independently in social situations [2]. Vocational training will proceed more effectively if the educational and methodological aspects.

In order to participate in a particular area of human activity, it is necessary to master the language of this sphere, which is based on a certain system of concepts. Actual needs of the modern development of society set a number of fundamental tasks related to the transformation of the content of professional training of specialists in higher education. The modernization of higher professional education as a priority of objectives determine the preparation of a qualified worker, competent, responsible, capable of effective work in the specialty at the level world standards, ready for continuous professional growth, social and professional mobility, at least fluent in three languages: the state language - as the language of interethnic communication, English as the language of integration into world economy [5].

At present, both in foreign and national literature, there has been a convergence of these two ways of teaching the language. The unity of language rules and actions was proved experimentally. Language rules fix what is natural in the use of language phenomena in speech, perform a subordinate, auxiliary function. Main action by which a foreign language is mastered is the process of communication, speech communication. In the process of communication, there is only the exchange of opinions, feelings, but also the development of linguistic means, giving them of a generalized nature [8]. Thus, a foreign language can be considered as a means of developing communicative competence. It means first of all, the ability to adequately clothe communicative goals and strategies for their achievements in linguistic forms, as well as the ability to use the norms of speech etiquette and social behavior in situations of intercultural communication, in which knowledge of the situational and socio cultural contexts of a foreign community is actualized.

The structure of literature knowledge and communicative competence reflects the nature of educational competencies and is a complex personal formation, including knowledge about native and other cultures, skills and abilities of practical application of their knowledge, as well as a set of

personality traits that contribute to implementation of this knowledge, skills, and practical experience of their use in the course of interaction with representatives of a different culture. The composition of communicative competence according to the standard program is determined a set of the following competencies [7]:

- Linguoculturological, which forms the student's primary "conceptual picture of the world" on the basis of his culture, as a linguocultural reflection of the national linguistic consciousness and mentality;
- Socio cultural, which forms in the trainee "secondary cognitive consciousness" as a concept and image of the world of another linguo-society and the formation in his cognitive system of "secondary constructions - knowledge", correlating with knowledge about the world and the language of the "foreign language". This type of sub competence is formed as "new" on the basis of "given" - culture and "linguistic consciousness" on the basis of their culture and language;
- cognitive, ensuring the formation of language as an integral parts of the process of cognition and formation of thinking [9].

The formation of cognitive sub competence is manifested in cognitive structures as mental formations through which a person perceives the world around him and interacts with it as a generalized carrier in natural language, reflecting the collective consciousness conditioned by social mentality of the social categories of society:

- communicative, interpreted as the ability and willingness of the student to realize communicative intentions;
- professionally orienting, interpreted as professional knowledge of a foreign language in all aspects of speech and communicative activity, which is directly related to the technology of future professional activity;
- context-professional, involving the mastery of new cognitive linguocultural complexes that reflect the subject, content of the source text for the target language (problem, general background information on the subject, the situation that caused the discussion, proposed solutions);
- professionally specializing, considered as the ability and ability to carry out free professional communication on a wide range of professionally significant problems [5].

The goal is achieved by solving the problems of each level of mastering a foreign language, reflected in the descriptors of the achieved level, implemented in simulated forms of speech and types of communications. Proficiency in English makes it possible to implement such aspects of professional activity as timely familiarization with the latest technologies, discoveries and trends in the development of science and technology, establishing professional contacts with foreign partners [6]. It provides an increase in the level of not only communicative, but also professional competencies. It leads to the formation of a communication barrier, when students are embarrassed to speak English in their specialty. Specialists are now expected to be proficient in English as a means of communication in order to solve professional and social problems. In order to effectively interact in science and practice, in the field interpersonal relationships, a person needs to have communicative qualities, which represent an integrative connection of value orientations, knowledge, skills and knowledge of professional ethics. We believe that the effectiveness of the above process directly depends on the main principles underlying its implementation.

1. Speaking about the texts of foreign fiction, it is impossible not to rely on the principle of problematization, which to a large extent contributes to stimulate the activity of future teachers in the course of mastering a multicultural information, and also contributes to the formation a certain psychological attitude to overcome possible difficulties that may take place during the process of formation multicultural competence.

There is no doubt that the virtuosity of theoretical knowledge in the absence of developed skills and abilities, as well as the presence of a lack of experience in a particular field of activity cannot contribute to the achievement of professional pedagogical goals facing future teachers. Multicultural Information character, contained in the texts of foreign fiction, gives a full opportunity to find contradictions, offer solutions, conduct a detailed analysis of the elements of a multicultural nature, which, in turn, involves the activation of the analytical and constructive activity of future teachers. Based on the principle of problematic process for the formation of multicultural competence, we thus activate the application of research techniques, techniques analysis and systematization of existing knowledge of a multicultural nature, we contribute to the stimulation of thinking, including critical thinking, pushing for manifestations of creativity and, to some extent, heuristic search [8].

2. The next principle on which we would like to dwell in more detail, is the principle of sufficiency of information. In this principle, the meaning is quite simple: speaking of texts of foreign fiction and assignments to them, it is necessary to remember that not all multicultural information contained in them, should be involved in the implementation of special courses. It should only be remembered that multicultural information should be selected in such a way that it does not adversely affect the course and outcome of the process formation of multicultural competence

It must also be borne in mind that when ranking texts of foreign fiction literature, the following points should be taken into account:

- there should be a direct relationship and interdependence between the studied multicultural objects and subjects and elements of multicultural content found in the texts of foreign fiction literature;
- must be observed as causal relationships in the structure of multicultural competence, and logical course of presenting elements of multicultural content to future teachers;
- there should be a clear correlation of multicultural information contained in texts with the nature of future professional activity, also selected texts of foreign fiction should not contradict patterns of cognitive activity (perception, memory, thinking) involved in process of future teachers.

In conclusion, foreign fiction really helps to increase the interest in the phenomenon of multicultural competence in general and its components in particular, accumulation and enrichment of already existing knowledge of a multicultural nature, building them into a certain logical system, as well as in no small degree contributes to the step-by-step process of formation of the above-mentioned constituent elements in the structure. We have come to these conclusions based on the results obtained at the end in the real conditions of the educational process on the basis of experimental work, working with texts of foreign fiction really contributed to consolidation and enrichment of multicultural knowledge, improvement of skills and abilities to produce the acquired knowledge in the framework of a real communication with representatives of both their own and

other cultures, and, accordingly, a significant the level of formation of multicultural competence in the complex of all its constituent elements.

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