

Development of Future Professional Competence of Students in Foreign Language Teaching

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Annotation: The article is devoted to the problem of developing the professional competence of students - future teachers. The paper considers modern pedagogical technologies for teaching a foreign language, which ensure the success of students in acquiring professional competence.

Keywords: teaching a foreign language, professional competence, pedagogical technologies, and future teachers.

INTRODUCTION

In its modern form, university graduates must constantly develop competencies in order to competently use knowledge and skills in their professional activities, achieve their goals and be in demand in the labor market. In order for a university graduate to succeed as a professional, he must possess not only the volume of special knowledge and skills (hard skills), but also the social and psychological skills (soft skills) necessary for a person in most life situations, such as effective interaction with other people, management of personal development, the ability to convince and others. Not only researchers, but also leaders of large companies note the growing role of soft skills in the professional success of a university graduate. Employers note that employees with a wide range of social behavioral and cognitive skills are important for companies, but not every specialist possesses them. Therefore, there is a need to develop such skills in the process of studying at the university.

DISCUSSIONS

It is also necessary to note the importance of developing critical thinking skills among students, since in the modern information society the ability of students to find, analyze and select information for solving professional issues, to carry out such mental operations as analysis, synthesis, comparison, generalization, are one of the most important skills. necessary for a person to be successful in his chosen profession. It is possible to solve the problem of ensuring the quality of language training necessary for a specialist by forming an integral system of multi-level language education for students of non-linguistic faculties, covering all levels of higher professional education (bachelor, graduate, master). Determining the tasks of the future professional foreign language activity modeled in the educational process, it is necessary to take into account the social order of the state, the specifics of the university and its sometimes very harsh economic realities.

The problem of developing the professional foreign language competence of future specialists in pedagogy has practically not been developed and is currently characterized by multidimensionality, as well as insufficient development of systematic research approaches, which is one of the reasons for the inadequacy of training specialists for future foreign language professional communication in their field of activity.

Foreign language scientific communication is a communicative activity with its own specifics both in form and content. It is part of the scientific activity of researchers aimed at the development of science and the establishment of mutual understanding between scientists from different countries.

The problem of forming a system of multilevel language training is at the intersection of the research fields of pedagogy, psychology, philosophy, and linguistic education. Of decisive importance is pedagogical research on the problems of vocational training (S.I. Arkhangelsky, Yu.K. Babansky, S.Ya. Batyshev, A.P. Belyaeva, V.P. Bepalko and others).

The development of professional foreign language competence is considered as a process, the positive direction of which is ensured by the continuity of language training, the passage of hierarchical levels with an intensive build-up of the system of language knowledge, skills, and creative self-improvement in foreign language professional competence.

An integrative model for the development of professional foreign language competence of a specialist in the conditions of multi-level education at a university is implemented within the framework of a humanistic paradigm that takes into account not only the requirements of society, but also the individual psychological characteristics of the student.

MATERIALS AND ANALYSIS

The problem of forming a competent teacher is one of the most relevant in the context of modern teacher education. The modernization of higher educational institutions, due to the transformations in society, dictates the need for a transition to the “competence-based” paradigm. It is important that already at the university a student - a future teacher not only masters the necessary knowledge, skills and abilities, but also learns to "obtain information" that is significant and necessary for his profession, masters such professional skills as a teacher, such as the ability to analyze, be able to reflect and goals for their professional activities.

In this regard, it is obvious that already in the first year; close attention should be paid to the formation and development of students' professional skills that will be in demand in their future teaching activities. At the same time, it should be borne in mind that the most important indicator of a teacher's professional competence is, as researchers emphasize, analytical skills [1; 5; 8; 11 and others] According to L.M. Mitina [6], it is analytical skills that form the basis of the generalized ability to think pedagogically, which, when solving a specific pedagogical task, consists of the following particular skills: the ability to divide pedagogical phenomena into constituent elements, comprehend each pedagogical - the pedagogical theory of the idea, the conclusions of the regularity, adequate to the logic of the phenomenon under consideration, to correctly diagnose the pedagogical phenomenon, isolate the main pedagogical task (problem) and determine the ways of its optimal solution.

L.M. Mitina notes that sometimes teachers are not able to diagnose the level of development of their own activities and pedagogical communication, and “the inability to analyze their own activities leads to the fact that it is difficult for the teacher to identify the reasons for his failures, since the teacher performs control and evaluation of his actions irregularly, situationally”. Therefore, “it is necessary to specially train the teacher in the methods of analysis and introspection”, the basis of which, according to the researcher, is the teacher’s awareness and understanding of the relationship between the components of pedagogical activity, careful selection of pedagogical tools and their correlation with the tasks that he has outlined [6, p. 31].

Pedagogical activity begins with an analysis of the situation, which allows the teacher to determine the exact goals of his actions, anticipate the final result, comprehend and correct his activities in time.

The development of analytical skills in future teachers to one degree or another can be carried out in the study of all disciplines, including the teaching of a foreign language. According to I.A. Winter, the specificity of a foreign language lies in the fact that it is not only a means of forming and expressing human thought, but also the purpose of learning. A foreign language has great potential for the development of professional skills, since "the study of language material in foreign language lessons improves the ability to compare, generalize, synthesize, analyze, abstract from individual facts" [4, p. 56].

At the present stage of development of education, the emphasis in teaching a foreign language is increasingly shifting from the acquisition of simple lexical and grammatical knowledge to the acquisition of professional competence, which is determined by the presence of professional skills in students. Modern approaches in education are oriented, as is known, to an independent, active search for educational information and the ability to apply it in practice. The traditional method, in which the student was a passive object of learning, is being replaced by a productive (creative) method, where the status of the student changes radically. The student becomes a subject, that is, a direct participant in the educational process, where preference is given to creativity, competitiveness, the ability to express one's point of view and defend it with reason. Therefore, the teacher faces the main task: using the unlimited possibilities of a foreign language, to develop precisely such professional skills that will be in demand in the future professional activities of students, in this particular case, analytical skills.

CONCLUSIONS

In practical classes in a foreign language, the purposeful development of competencies and skills is carried out, which lay the foundation for the professional success of future graduates, their demand in the labor market. The formation of communicative competence takes place on the basis of situations of communication modeled within the framework of the program, a system of exercises, the development of public speaking skills, dialogue in a professional environment, participation in discussions and business negotiations. Critical thinking skills are developed in the study of oral topics, the selection of material for writing an essay and extracurricular reading, participation in a role-playing game, project activities, and the use of case technology. A foreign language as an academic subject has significant potential in terms of developing students' "soft skills" necessary for the professional development of a specialist.

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