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### RESEARCH ARTICLE

#### FORMING PROFESSIONAL COMPETENCE OF THE FUTURE ENGLISH TEACHERS

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#### Abstract

The article discusses the factors that shape the active, personal or professional communicative competence of future English teachers, the specific features of each of the models.

#### Key words:-

Education, Competence Pedagogical Environment, Teacher's Role, Teaching Content, Development, Modern Education, System, Linguistic, Pedagogical-Psychological Factor

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#### Introduction:-

Today's rapidly changing social environment requires graduates of pedagogical higher education institutions to be competent, enterprising, disciplined in education and able to work independently on a regular basis, dynamic and constructive, fluent in one of the leading foreign languages, English, high level computer requires the development of personal qualities related to pedagogical competence, such as literacy, education on the basis of world standards, interest in and aspiration to advanced modern pedagogical innovations.

Prospective teachers in pedagogical higher education institutions, including English teachers, strive for independent learning throughout their lives, are aware of new pedagogical technologies in the digital transformation environment and use them to make independent decisions, fully meet world educational standards, must be able to adapt to social life and the future professional environment, always ready for emotional situations, but able to get out of them quickly and skillfully. All this is a requirement of the present time and profession.

#### The main Findings and Results:-

The professional competence of teachers, along with the orientation and flexibility of a particular profession, also serves as an integral characteristic of the individual. It is not a secret to the scientific community that in most scientific researches the terms "competence", in particular, "professional competence", and in some cases "teacher's competence" are used. Brief information about the conditions or specific observations is not yet available. In this study, we prefer to refer to the term "professional competence" as "pedagogical competence".

L.M. Mitina interprets the term "pedagogical competence" as "subject knowledge, teaching methods and didactics, pedagogical communication skills and competencies, as well as a harmonious combination of methods and tools for self-development, self-improvement, and self-realization" and emphasizes that there are three leading factors (active, communicative and personal) in its structure [1, p. 320]. We also agree with the views of this scientist 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 during the research and tested in the experimental work:

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active or special competence (a set of different individual methods of implementing knowledge, skills, qualifications and pedagogical practice); personal or professional competence (a set of knowledge, skills and competencies related to professional self-improvement, independent continuous research and, ultimately, self-realization); communicative competence (a set of knowledge, skills and competencies related to the implementation of pedagogical activities).

We emphasize that the active and personal structures of pedagogical competence are a priority in the development of linguistic competence of a future English teacher. Below we will briefly dwell on the author's approach to each of the highlighted factors in the development of pedagogical competence in future English teachers.

**Active competence of an English teacher:**

It focuses on acquiring knowledge, skills, competencies and individual approaches to learning English independently and with feeling. Active competence includes, first of all, all linguistic knowledge related to the field. Learning English independently and with a sense of responsibility is not a reliable way to master the content and subject of education in language teaching.

The content of English language teaching in pedagogical higher education institutions should be constantly updated so that, firstly, it does not lag behind the achievements of English language science, and secondly, it meets the needs of society. Nowadays, it is important to choose the content that requires a fundamental approach. That is, the development of the learner, including the content of education, to satisfy his requests, to receive and know everything necessary for self-determination. In addition, it is necessary to know the criteria and criteria for choosing the content of teaching English, in particular, the laws of learning and teaching the language. Organizing English language teaching with a sense of responsibility requires differentiating, individualizing and optimizing the content. It should include the basics for awakening and developing personality traits. The content of teaching English is a solid, but constantly evolving foundation of education, which is confirmed by the fact that the majority of the world's population has adopted this language as the state language, which is actively used in the education system.

*Active competence* is, in our view, broader than subject competence. Understanding is an important condition for the formation and development of competence. Simple knowledge is still not considered the basis of human activity because it does not yet know how this knowledge fits into the real situation. Knowledge must be combined with understanding, in order to acquire knowledge it is necessary to understand its essence. The task of the teacher is to ensure the understanding of the knowledge, and for this, he must first and foremost have an English teaching methodology. The content of teaching should be understood not in isolation from the means of illustration, teaching methods, but in its essence.

We have a good reason to emphasize these comments: in order to complete our research for the degree of Doctor of Philosophy (PhD) in pedagogical sciences, we conducted a series of experiments at the Tashkent State Pedagogical University, Jizzakh and Kokand State Pedagogical Institutes. At the same time, we have organized a special course on specialized subjects for the training of future English teachers in order to assess the knowledge of students in English and draw appropriate conclusions. In order to achieve the goal set in this special course, special attention was paid, first of all, to the approach of methodological and linguistic analysis. We have been actively involved in the organization of the learning process in English teaching, mastering the methodology and linguistic competencies, mastering the relevant knowledge, never denying the system of knowledge, skills and qualifications. Finally, we firmly believe that one of the first factors in developing pedagogical competence in future English teachers is *active or specialized competence*.

**Personal or professional competence of an English teacher:-**

This competency refers to the ability of a field teacher to develop professional self-improvement and self-realization. The need for self-improvement and self-realization of the person is the highest need of the person according to the idea put forward by A. Maslov, that is, the concept of self-activation of the person. Self-activation of a person is understood as a person's desire to realize himself, to try to realize his potential. A. Maslov proposed the following interpretation of the nature of the person: man is by nature good and capable of self-improvement, human-conscious and intelligent creator, the essence of man himself constantly directs him to personal growth and creativity. In his view, the tendency to independent activism is the essence and core of the individual[2].

Based on our experience in pedagogical activities, we would like to emphasize that the following factors play a decisive role in building a model of development of pedagogical competence of a future English teacher:

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

the professional and pedagogical competence of a future English teacher, as noted above, consists of the following three structures: *active* (knowledge, skills, qualifications and initiative and responsibility in teaching English to students of secondary schools, academic lyceums and vocational colleges) individual methods of increase); *personal* (need for self-development, knowledge, skills and competencies for self-improvement); *communicative* (knowledge, skills, abilities and methods of creative implementation of pedagogical communication);

the formation of professional competence in pedagogical higher education institutions is carried out in a number of stages, from the internal “I am *real*” and “I am *ideal*” in the profession of English teacher to the elimination of imbalances;

the formation of professional and pedagogical competence in a future English teacher is carried out through two interrelated stages, gnostic and practical, which must be taken into account in the organization of teaching;

The professional self-development of the future English teacher has a creative nature, so as a subject of pedagogical work it is necessary to organize the educational process that allows the student to freely choose their own possibilities.

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

The final results of the work carried out in the experimental areas show that many areas of professional activity in which graduates of pedagogical universities have to work in certain positions are associated with interpersonal pedagogical communication that actively affects the person. There is no doubt about the connection between a student’s speech culture, general culture and opportunities for a full education, as well as prospects for spiritual, social and professional growth. As the linguist A.A. Potebnya rightly points out, “the word finds a new world that is not external and alien to the human heart, but it has already been processed and assimilated by the spirit of another ...” one sleeps morally in various external stimuli without exchanging words [3, p. 17].

I would like to emphasize here that the humanism and anthropocentrism of the modern educational process implies a special emphasis on language and speech, because it is in them and only through them that the student can be formed as a specialist. Speech is not only a mirror of the student, but also an integral part of his activity, defining his personal, mental essence.

According to Methodist scholars in the scientific and methodological 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 part of their professional and personal development. We believe that this principle also applies to graduates of the English language direction.

Methodist M.P. Manaenkova emphasizes that the need for the formation of speech competence in all spheres of the world education system is growing. In many ways, such relevance is based on the fact that the educational process and the resulting speech-thinking activity ensure the successful socialization of the individual, when it seeks to be manifested by its own characteristics and differences, which need to be accepted by society [4, pp. 273-275]. It should be noted that the relationship between a student’s speech culture, his or her general culture, opportunities for full-time education, and prospects for spiritual, social, and professional growth undoubtedly leads the way.

It is impossible to form an educated person, especially a future English teacher, as a specialist without getting acquainted with the speech culture of the society, so the main task of all disciplines and classes that make up the humanities education environment today is to form speech competence in students. In the course of the research, we took into account that this problem has not been scientifically studied in pedagogical science, so in the third chapter of our study we have devoted a separate chapter to the problems of speech competence of future English teachers and found it necessary to make relevant observations.

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

#### **Communicative competence of your English teacher:-**

According to E.G.Azimov and A.N.Shchukin, communicative competence is the ability to solve problems of communication in a foreign language through every day, educational, industrial and cultural life; is to achieve communication goals using language and speech tools [5, p. 210]. In addition to this, based on the author's approach, we would like to emphasize that communicative competence is the ability to communicate with people in society, to speak their mother tongue, the official language of the country where they live and foreign languages, to express themselves clearly and intelligibly orally and in writing; and be able to answer questions correctly, adapt to the communication situation, adhere to the culture of communication in the communication process, defend one's point of view while respecting the opinion of the interlocutor, persuade the interlocutor, self-control in conflict situations, resolve problems and disagreements covers many aspects such as decision making.

In the scientific-theoretical and methodological literature, we have observed that the opinions of foreign scholars on this subject are diverse. To show the basic, important importance of communicative competence, Y. Zhukov calls it meta-competence or "core competence" [6, p. 160]. According to other scholars, this type of competence falls into social, professional, interpersonal competencies and connects them to each other. However, professional, social, and interpersonal competences are interpreted as components of communicative competence [7, 48]. We support the view that communicative competence is one of the key factors that demonstrates an individual's effectiveness in communicating with the surrounding world in all its aspects.

#### **Conclusion:-**

In the course of our research, we took into account, first of all, that communicative competence is a leading factor in shaping the linguistic competence of a future English teacher. Based on the requirements of his competence, we tried to identify the linguistic and pedagogical-psychological factors. In our view, these factors include: knowledge of the field vocabulary; development of oral speech (clear and correct speech); development of written speech; adherence to ethics and communication ethics; mastery of communication tactics and strategies; knowledge of the specific features and problems of communication participants; be able to analyze external signals (body and facial movements, speech tone); conflict prevention; self-confidence; being able to listen to others; mastery of public speaking skills; acquire the skills to organize and conduct discussions; empathy (sympathy); understanding the interests of others, and so on.

These components of communicative competence, which we identified during the study and repeatedly tested in experiments, can be characterized mainly by pedagogical-psychological aspects; however, confirms that these components are not the same in all areas of this competence. We have clearly observed and acknowledged this in the process of shaping the linguistic competence of an English teacher.

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