



## GOALS AND OBJECTIVES OF THE GNOSTIC-LINGUISTIC TRAINING OF THE FUTURE ENGLISH TEACHER.

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Annotation: The article provides information on competence, which is one of the most actual issues in pedagogics today. Opinions on the professional and gnostic competence of a future English teacher were analyzed and recommendations were developed.

Keywords: linguodidactics, professional and gnostic competence, professional and gnostic function, methodology of teaching, goal-setting functions and operational-structural functions.

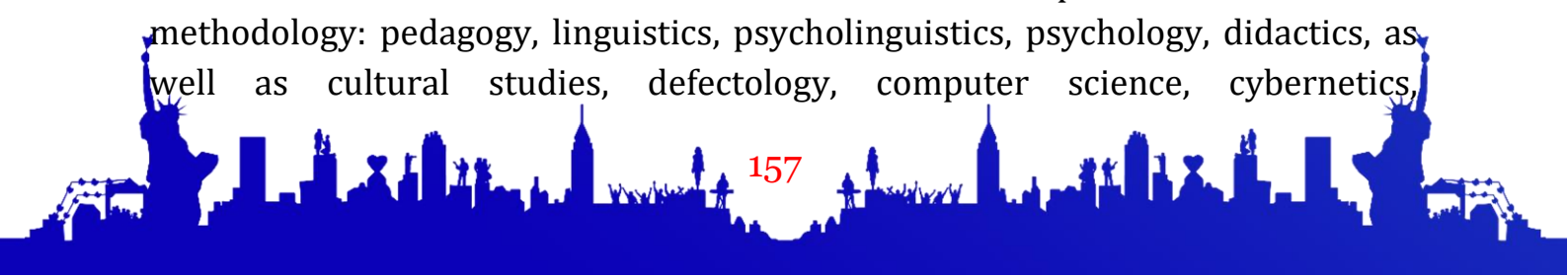
One of the priority directions of the country's development at the present stage is to ensure high quality and prestige of Uzbek education. The achievement of this goal is directly related to the modernization of Uzbek higher education as a result of the implementation of the basic principles of the Bologna process.

At present, a gradual replacement of the term "methods of teaching foreign languages" with the term "linguodidactics" is being recorded, as well as an increase in their use as synonyms. For example, in some higher educational institutions, the department of methodology is renamed the department of linguodidactics. However, this is not entirely correct. The methodology as a science is based on the educational process, which is represented by such components as:

- teaching activities of the teacher;
- organization of the educational process (goals, content, methods, techniques and means);
- educational and scientific activities of students.

In fact, the subject of the methodology of teaching English is the entire problematics associated with this training: the language itself, the process of its teaching and assimilation, the theoretical and methodological foundations of this process, scientific goal-setting, the content and material support of teaching, the sequence of the teaching process, the educational component of teaching and etc.

Besides, the scientific basis of the methodology is formed by theoretical data and results of scientific research of basic scientific disciplines related to the methodology: pedagogy, linguistics, psycholinguistics, psychology, didactics, as well as cultural studies, defectology, computer science, cybernetics,





mathematics, etc. Based on the above, it is necessary to the position of the professional-gnostic function to note that all processes must be carried out from the standpoint of analysis, synthesis and generalization.

The results of linguodidactic research are important for the methodology of teaching English. For example, such linguodidactic models as “communicative competence” and “linguistic personality” were of great importance for the methodology.

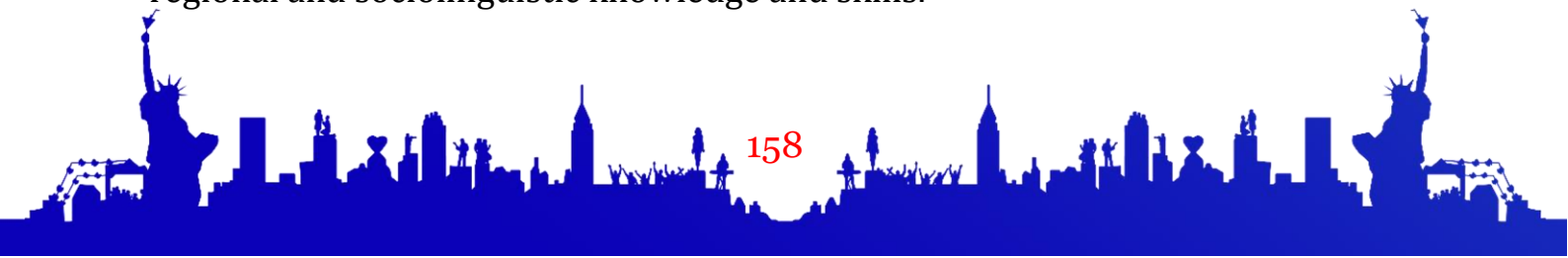
"Communicative competence" became widespread among methodologists, since it was focused mainly on the communicative and pragmatic nature, contributing to the formation of a person's communicative ability.

Now through this thesis, we are going to state the conclusions we have drawn from our research.

In modern society, the key role in organizing the educational process belongs to the teacher, therefore, professional development and self-improvement is becoming the main priority for every teacher today. The prospective development of education is connected not only with the introduction of innovative approaches to the content of education and educational technologies, but with an increase in the level of the teacher's professional competence.

1. General educational and upbringing tasks are subordinate to practical ones and are solved in the course of the implementation of an act of professional-gnostic activity at one level or another, namely, the ability to enter into intercultural communication. The main task of the whole learning process is the formation of language competence. Professional and pedagogical competence is formed by the interconnection of general cultural, general pedagogical, intercultural competences, each of which has a gnostic component. The professional-gnostic competence of an English teacher is the basis for the implementation of all competencies that are part of the professional-pedagogical competence. It determines the structure of didactic activities to prepare students for real intercultural communication. This competence is understood as the ability to implement the fundamental professional functions of an English teacher.

2. A necessary condition for the development of the personality of an English teacher is the purposeful formation of professional-gnostic competence, as a multifactorial integrative whole, implying the mastery of linguistic, speech, discursive, socio-cultural and compensatory competences, a certain set of regional and sociolinguistic knowledge and skills.





3. The professional-gnostic competence of an English teacher finds its realization in the functions of professional-pedagogical activity, which are divided into two groups: goal-setting functions and operational-structural functions. The successful implementation of these pedagogical functions presupposes possession of the corresponding system of general pedagogical and methodological skills and the necessary volume of knowledge, which should be the subject of formation in the process of professionally oriented teaching of students at language faculties.

4. In the training programs for teachers of the English language, language training should be professionally oriented on the basis of the general concept - professional-gnostic competence. Professional-gnostic competence acts as a dominant in the process of teaching English, since it is the main component for the implementation of the components of all other competencies inherent in an English teacher.

5. The system of organizing professional and gnostic teaching of English at the language faculty is based on the implementation of the following basic principles: 1) functionality in the professional pedagogical sphere; 2) professional and gnostic situational awareness; 3) creative application of the English language in situations of professional-pedagogical communication; 4) the multifunctionality of professionally oriented exercises; 5) professionally-oriented role-based organization of the process of teaching English; 6) a combination of educational and extracurricular activities of students to master professional and gnostic competence; 7) interdisciplinary communication of linguistic and methodological training.

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