

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH
AND MANAGEMENT STUDIES

VOLUME04 ISSUE01

DOI: <https://doi.org/10.55640/eijmrms-04-01-25>

Pages: 139-142

PECULIARITIES OF DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF STUDENTS
IN THE PROCESS OF PROFESSIONAL EDUCATION*Radjapova Dilafruz**Lecturer, Termez state university, Uzbekistan*

ABOUT ARTICLE

Key words: Collocation, word, primary, advance, decision.

Received: 13.01.2024

Accepted: 18.01.2024

Published: 23.01.2024

Abstract: At the present stage of development of methods of teaching foreign languages, the competence-based approach is becoming increasingly important. This is due to a change in the priority approach in the educational process - from a receptive-reproductive method of teaching to a personality-oriented, developmental, cognitive-activity orientation.

INTRODUCTION

Competence is a given social requirement (norm) for the educational training of a specialist, which is necessary for his highquality productive activity in the relevant field. "The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results" It is viewed as a modern correlate of many more traditional approaches: cultural, scientific and educational, didactocentric, functional and communicative, etc. Competence approach does not form its own concept and logic, but presupposes the support or borrowing of the conceptual and methodological apparatus from the already established scientific disciplines (including linguistics, jurisprudence, sociology, etc.). The competence-based approach is an attempt to bring the mass school and the needs of the labor market into conformity , an approach that focuses on the outcome of education. There are five basic competencies that are required today by certified specialists, which, in the context of training a foreign language teacher, acquire a special meaning, namely: - political and social competences associated with the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions; - competencies related to life in a multicultural society,

designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both the understanding of differences and the willingness to live with people of other cultures, languages and religions; - competencies that determine the mastery of oral and written communication, which is important in work and social life. This group also includes proficiency in several languages, which is of particular importance at this stage in the development of society; - competencies related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have a critical attitude to information and advertising disseminated through the media and the Internet; - competencies that realize the ability and desire to learn throughout life, not only professionally, but also in personal and social life. The professional competence of a foreign language teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity. A professionally competent teacher can be called a teacher who, at a sufficiently high level, carries out pedagogical activities, pedagogical communication, achieves consistently high results in teaching and educating students. The development of professional competence presupposes not a static, but a dynamically developing process of creative improvement of the teacher's personality, which manifests itself in susceptibility to pedagogical innovations, the ability to adapt to a changing educational environment. The socio-economic and spiritual development of society directly depends on the professional level of the teacher. The difference between a competent specialist and a qualified one is that the former not only possesses a certain level of knowledge, skills, and abilities, but is able to implement and implements them in his work. A fundamentally new approach is needed, which requires a revision of the attitude towards the teacher's position in teaching students; - linguistic, assuming knowledge of the language system and the rules of its functioning in foreign language communication; - sociolinguistic, which includes knowledge about how social factors in both cultures (native and foreign culture) influence the choice of linguistic forms; linguistic and cultural, assuming knowledge about the main features of the socio-cultural development of the countries of the target language at the present stage and the ability to carry out their speech behavior in accordance with these features; - communicative, implying the ability to perceive and generate foreign language texts in accordance with the set or arisen communicative task - educational and cognitive, including mastering the technique and strategy of learning foreign languages, the formation of students' methods of autonomous acquisition of knowledge and the development of foreign language skills and abilities; - linguo-methodological, involving language proficiency at an adaptive level, determined by a specific pedagogical situation, and mastering the skills of pedagogical communication (managing the intellectual activity of students, stimulating their speech activity); - social, consisting in the desire and ability to interact with students, parents, colleagues; - strategic, involving the development of

linguodidactic strategies that will help the future specialist to make the choice of learning technologies, taking into account the psychological and age characteristics of students. Teaching the subject "Foreign language for special purposes" in a non-linguistic university is experiencing certain difficulties due to a number of objective factors. These include the lack of educational and methodological support, the different level of training of students in a foreign language, the inadequacy of classroom studies, it is necessary to form students' skills of independent work. However, the independent work of students should be based on their classroom activities and interaction with the teacher. Therefore, active and interactive forms of conducting classes are involved in the educational process. They pursue the following tasks: - awakening interest in the subject under study; - contribute to the effective assimilation of the material; - encourage to an independent search for ways and options for solving the tasks; - training to work in a team, tolerance for any point of view. Interactive can be: - round tables; - brainstorm; - business games; - case-study (analysis of specific situations)

REFERENCES

1. <https://scholar.google.com/scholar?cluster=12053374581693072207&hl=en&oi=scholarr>
2. Qizi R. S. A., Rakhmatullayeva U. S., Temirov D. X. Creation of methods of making national costume decorative elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 5. – С. 1324-1331.
3. Mukumova F., Baymurova N. TEACHING STUDENTS THE ART OF EMBROIDERY AND ARTISTIC WEAVING IN EXTRACURRICULAR ACTIVITIES //Евразийский журнал социальных наук, философии и культуры. – 2023. – Т. 3. – №. 12. – С. 64-67.
4. Kizi A. D. R. LEXICAL ERRORS AND SHORTCOMINGS IN THE TRANSLATION PROCESS //European International Journal of Multidisciplinary Research and Management Studies. – 2023. – Т. 3. – №. 10. – С. 275-280.
5. CHEONG C. EUROPEAN INTERNATIONAL JOURNAL.
6. Алаудинова Д. FRAZEOLOGIK (TURG'UN) BIRIKMALAR VA ULARNI TARJIMA QILISH USULLARI //Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. – 2023. – Т. 3. – №. 5/9.
7. Алаудинова Д. FRAZEOLOGIK (TURG'UN) BIRIKMALAR VA ULARNI TARJIMA QILISH USULLARI //Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. – 2023. – Т. 3. – №. 5/9.

- 8.** Mukumova F., Baymurova N. TEACHING STUDENTS THE ART OF EMBROIDERY AND ARTISTIC WEAVING IN EXTRACURRICULAR ACTIVITIES //Евразийский журнал социальных наук, философии и культуры. – 2023. – Т. 3. – №. 12. – С. 64-67.
- 9.** Rahimovna B. N. DUAL TA'LIMI ASOSIDA TALABALAR KASBIY KOMPETENSIYALARINI RIVOJLANTIRISH //PEDAGOG. – 2023. – Т. 6. – №. 12. – С. 11-14.
- 10.** Rakhimovna B. N. et al. CREATION OF METHODS OF MAKING NATIONAL JEWELRY IN SURKHANDARYA COSTUME //Journal of Pharmaceutical Negative Results. – 2022. – Т. 13.
- 11.** Dilafruz R. BO'LAJAK MUHANDISLARNI TAYYORLASHDA INNOVATSION YONDASHUVNING AHAMIYATI //E Conference Zone. – 2023. – С. 11-14.
- 12.** Dilafruz R. BO'LAJAK MUHANDISLARNI TAYYORLASHDA INNOVATSION YONDASHUVNING AHAMIYATI //E Conference Zone. – 2023. – С. 11-14.
- 13.** Amanturdiyevna R. D. et al. METHODOLOGY OF FORMING ENGINEERING COMPETENCIES IN STUDENTS BASED ON INNOVATIVE APPROACH (IN THE EXAMPLE OF THE EDUCATIONAL DIRECTION OF CONSTRUCTION AND TECHNOLOGY OF LIGHT INDUSTRIAL PRODUCTS (SEWING PRODUCTS) //Journal of Pharmaceutical Negative Results. – 2022. – С. 3898-3901.
- 14.** Amanturdiyevna R. D. et al. METHODOLOGY OF FORMING ENGINEERING COMPETENCIES IN STUDENTS BASED ON INNOVATIVE APPROACH (IN THE EXAMPLE OF THE EDUCATIONAL DIRECTION OF CONSTRUCTION AND TECHNOLOGY OF LIGHT INDUSTRIAL PRODUCTS (SEWING PRODUCTS) //Journal of Pharmaceutical Negative Results. – 2022. – С. 3898-3901.