



THE CONCEPT AND CONTENT OF COMMUNICATIVE AND METHODOLOGICAL COMPETENCE OF FUTURE TEACHERS IN FOREIGN LANGUAGES

Dilnoza I. Abduvalieva

Researcher, Tashkent State Pedagogical University

Tashkent, Uzbekistan

ABSTRACT: - This article focuses on the development of foreign language competence in students and their inclusion in communicative-methodological concept, content and professional roles, with the aim of teaching them to be socially, professionally and communicatively successful.

KEYWORDS: Future teacher, foreign language, communicative-methodological, concept, content.

INTRODUCTION

Modernization of higher education requires the teacher to think carefully, understand and apply theoretical knowledge, to find their way in complex pedagogical situations, to consciously use and improve methodological tools. These requirements are met by the activity of a teacher with advanced methodological thinking, which implies the

formation of the specialist in the stage of professional training (education) in a goal-oriented manner and the development and improvement as in future independent work.

N.G. Pelevina's research work is devoted to improving the communicative-methodical competence of a foreign language teacher specializing in the system of professional development [1; p.168]. A.V. Malev's research

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[2; p.152] is devoted to the formation of communicative-methodical competence of undergraduate students in the context of integration of speech methodology and practice courses (language faculty, pedagogical university). S.N. Tatarintseva [3; p.89] studied the methodological competence of the teacher and its formation in the process of independent work of students. Yu.Yu. Kovaleva's dissertation research is devoted to the formation of the methodological competence of a future English teacher, whose English is a second language in higher education (in the case of German as the first foreign language). Scholar A, V. Khodikina [4; p.165] studied the formation of the methodological competence of the bachelor in the field of foreign languages in the field of pedagogy on the basis of an integrative approach. The problem of formation of methodical competence of students of faculties of foreign languages of pedagogical universities is solved by the scientist O.V. Goncharuk studied French language material on methods of teaching foreign languages using a video-situational model in seminars. The formation of students' linguistic and didactic competence in the study of the subject "Theory of foreign language teaching" was the subject of the dissertation research of A.M., Tevelevich.

THE MAIN RESULTS AND FINDINGS

The famous Methodist scholar E.N. Solovyova's doctoral dissertation [5; p.18] is devoted to the problem of integrative-reflexive approach to the formation of methodological competence of a foreign language teacher in the system of continuing professional education.

The study identified the development of methodological competencies in the educational process, which are characterized

by a set of professional skills (motivational, cognitive, diagnostic, design, organizational, linguistic, creative and reflexive skills). Cognitive skills of the curriculum based on knowledge of special and general disciplines are noteworthy.

So, after listening to a course of lectures on foreign language teaching methods, active participation in seminars, the future foreign language teacher:

- Must have an understanding of:

- The laws of the methodology of teaching foreign languages as a science and its relationship with related disciplines:

- must know:

- modern approaches to the process of teaching foreign languages;
- basic concepts and categories of foreign language teaching methods;
- Objectives, content and principles of foreign language teaching;
- Methods of teaching foreign languages in Uzbekistan and abroad;
- be able to use the main components of the HLC on foreign languages and take into account the specific educational conditions;
- modern technologies of foreign language teaching;
- The main ways to get acquainted with the language material and ways to strengthen it at different stages of teaching;
- Features of oral and written communication and the conditions and laws of its formation at different stages of teaching;

- must be able to:

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- select and use different teaching aids in accordance with the goals and objectives of the educational process; analysis of educational-methodical complex;
- development of pronunciation, lexical, grammatical skills;
- use different exercises to develop communicative competence at different stages of learning;
- use of techniques for activating communication in a foreign language in the learning process;
- organization of independent work of students in the classroom and outside the school;
- take notes on all types of speech activities;

- must have:

- technology of teaching speech skills (listening comprehension, speaking, reading, writing).

In summary, the studies listed above explore various aspects of the communicative-methodological competence of a language HEI student (or foreign language teacher).

According to Scholar N.V. Yazikova[6; p.56], methodical competence is considered as a certain level of readiness of the teacher to carry out the whole pedagogical process and includes the following professional-methodical skills:

Practical skills

- Analysis of the educational situation in terms of methodological, linguistic, psychological and pedagogical factors;
- creation of methodical task;
- selection of teaching materials, techniques, teaching aids, operating modes;

- dosing of educational material (determination of the amount to be given);
- structure the learning activities of students in order to master the selected material and solve the methodological task;
- control over the knowledge, skills and abilities of students;
- reform their teaching activities and student learning outcomes;
- substantiate their methodological actions.

Technological skills

- Conduct a comparative analysis of language (language material) in order to identify difficulties in mastering the language material;
- modeling speech situations and creating communicative-cognitive tasks;
- develop exercises to develop meaningful and semantic bases to stimulate students' speaking activities;
- Record, classify, and correct errors in student speech.

Research skills

- Analysis of the activities of students in order to determine the age and individual characteristics of students, their level of study;
- Analysis of textbooks, manuals, teaching materials in order to use them wisely;
- to analyze their professional knowledge and activities in order to further improve the learning process, to assess their adequacy to the methodological theory, lesson objectives and specific conditions of the learning situation;

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- work with scientific literature (extracting methodologically important information and understanding it by thinking and analyzing);
- observation and study of the pedagogical process in terms of a specific methodological problem;
- Presentation of research results in writing in the form of reports, presentations in the science-methodical section.

The author distinguishes these methodological skills taking into account (relying on) the professional readiness of students for future educational activities. It is proposed to make the formation of methodological competence a problem, to use more widely the reflexive approach in teaching, to strengthen the level of autonomy of students, and for this they are taught to work independently and self-control.

As the content of methodical education, the scientist E.I. Passov highlights a unique model of the social experience system in the field of teaching FL. This model includes a subsystem of knowledge about “teaching reality”, a subsystem of mastery of teaching techniques, a subsystem of advanced abilities for creative activity, and a subsystem of experience of positive emotional-value attitude to activity. Methodist scholar believes that this model should serve as a basis for the professional training (teaching) of an FL teacher. The author pays great attention to cultivating the teacher's methodological culture, which includes four components:

1. Knowledge of all components of the learning process: goals, means, object, outcomes, teaching techniques, and about oneself as a teacher.
2. Experience in implementing professional activities (culture reproduction).

3. Creativity - as a change and transmission of learning techniques (production of new things in teaching).
4. Experience focused on the scheme of personal values, emotional attitude to professional activity [7; p.26].

Many well-known Russian Methodist scholars agree that the methodology of teaching FL in language universities plays a leading role in the system of FL teacher training, which is a dominant element of teacher professional formation.

According to E.I. Passov, the modern methodology of teaching foreign languages has moved to another dimension, which means “it is not a terminological change, but a revolutionary shift” [7; p.26]. In addition, the paradigm has changed. The paradigm centered around knowledge has been replaced by a culture-specific / specific paradigm that is essentially a different philosophy of education, leading to radical changes in content, structure, organization, and technology.

CONCLUSION

The modern characteristics of the teacher's practical pedagogical activity emphasize the practical orientation of his thinking. Practical orientation involves the implementation of creative actions to design the learning process and model communicative connections. It also conducts logical analysis of educational material, its information structure, integration of interdisciplinary links, identification of verbal structure of educational information, development of activity and independence of students' learning activities, optimal reproduction and creative types of educational activities. finding combinations is also included.

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