

Formation of Professional Competencies of Teachers of the Second Foreign Language in Philological Higher Educational Institutions

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ABSTRACT: The article is devoted to the actual problem of defining the concept of “professional competence of a foreign language teacher”. The author examines various existing interpretations of this concept in relation to the specialty of a foreign language teacher. Defining the structure of this concept and the author points to the strategy of preparing students for pedagogical activity.

KEYWORD: competence, competence, competence approach in education, the structure of professional pedagogical competence of a foreign language teacher.

Trends in the development of modern society require modernization of education. The educational process at a pedagogical university is undergoing significant changes and the “competence approach, which involves significant systemic transformations affecting the teaching of an academic subject, its content, evaluation, and the use of educational technologies” is becoming increasingly relevant [2. p. 87]. Competencies are not once and for all these entities. They are characterized by constant development and renewal. The development of competencies depends on changing conditions and requirements of society, as well as on values [1. p. 67].

In the context of the modernization of education, “professional competence” is considered as an indicator of the quality of university graduates' training and is defined as a graduate's readiness to solve typical professional tasks, depending on the level of education. In relation to the professional training of a teacher, this concept is concretized, and the formation of a professional pedagogical system is put forward as the main goal of training competencies. This term most fully and accurately reflects the specifics of the teacher's activity, which is carried out in two directions: teaching the subject and developing students, educating their personal qualities. The first is the specialty of a particular teacher; the second is the essence of his profession, an invariant component of the actual pedagogical activity. In other words, the formation of professional and pedagogical competence of a teacher is the ultimate goal of teaching students at a university.

Interest in the problem of defining the concept of “professional competence” does not subside due to the fact that the authors cannot come to a unified interpretation of this concept. Such well-known scientists as N.V. Kuzmina, A.K. Markova, V.A. Slastenin, M.A. Choshanov, etc. have been engaged in the issues of professional competencies and professional competence. Professional competence is considered as professional literacy, the degree of qualification of a specialist, as the level of development of his personality

and human culture, as a complex single system of internal mental states and personality traits of a specialist, professional self-education (A.K. Markova), the ability to perform actual activities (M.A. Choshanov), the unity of theoretical and practical readiness of a teacher to carry out activities (V.A. Slastenin).

Next, we will consider several interpretations of the concept of “professional competence” of a teacher. A.P. Akimova interprets the professional competence of a teacher as the sum of knowledge, skills and abilities acquired by the subject during training – in the narrow sense of the word and as the level of success of interaction with the environment – in a broad sense.

As the main elements of pedagogical competence, N.V. Kuzmina identifies:

- special competence in the field of the discipline taught;
- methodological competence in the field of ways of forming knowledge, skills and abilities of students;
- psychological and pedagogical competence in the field of motives, abilities, orientation of students;
- reflection of pedagogical activity or autopsychological competence.

I.L. Perestronina, referring to V.V. Safonova, E.N. Solovova, K.S. Makhmuryan, indicates that the professional competence of a teacher is a set of professional pedagogical competencies, which includes:

- 1) socio-psychological competence related to readiness to solve professional tasks;
- 2) communicative and professional-communicative competencies;
- 3) general pedagogical professional competence (psychological, pedagogical and methodological);
- 4) subject competence in the field of teaching specialty;
- 5) professional self-realization [5].

A. K. Markova identifies four types of professional competence: special, social, personal and individual.

1. Special or activity-based professional competence characterizes the possession of activities at a high professional level and includes not only the availability of special knowledge, but also the ability to apply them in practice.

2. Social professional competence characterizes the possession of methods of joint professional activity and cooperation, methods of professional communication adopted in the professional community.

3. Personal professional competence characterizes the possession of ways of self-expression and self-development, means of resisting professional deformation. This also includes the ability of a specialist to plan his professional activities, make decisions independently, and see the problem.

4. Individual professional competence characterizes the possession of self-regulation techniques, readiness for professional growth, non-commitment to professional aging, the presence of stable professional motivation.

As one of the most important components of professional competence, A.K. Markova calls the ability to independently acquire new knowledge and skills, as well as use them in practice [7].

The structure of professional pedagogical competence of a foreign language (German language) teacher can be represented as follows:

- general pedagogical (psychological, pedagogical and methodological);
- general cultural and philological;
- communicative.

General cultural competence is understood as the broad general humanitarian training of a teacher, his outlook, the general level of culture and education. Philological competence in a broad sense implies a high level of proficiency in the native language as a means of communication, it testifies to the general cultural level of the teacher. Philological competence in a narrow sense correlates with the possession of a foreign language (German language), is associated with the linguistic and linguistic-cultural training of a teacher, therefore it is advisable to attribute it to communicative competence. Communicative competence is understood as the ability and willingness to carry out foreign language (German language) interpersonal and intercultural communication with native speakers. Communicative competence reflects the level of language proficiency, represents “the ability to communicate through language, i.e. to convey your thoughts and exchange them in various situations in the process of interaction with other participants of communication, to use the language communication system correctly speech norms and choosing communicative behavior adequate to an authentic communication situation. Communicative competence is not a personal characteristic of a person; its formation is manifested in the process of communication”. In the new standard, the components of communicative competence are fixed as follows: speech, language (linguistic), socio-cultural, compensatory, educational and cognitive. Communicative competence in a foreign language (German language) has an independent character; it can be possessed by a person of any profession. Consequently, a high level of development of communicative skills is not an indicator of the professional level of a German language teacher without possession of psychological, pedagogical and methodological competencies.

Psychological and pedagogical competence is associated with the teacher's possession of a wide range of knowledge in the field of psychological and pedagogical sciences and the ability to apply this knowledge in pedagogical practice in the process of planning and conducting a lesson and various extracurricular activities, when communicating with students, their parents, in the teaching staff. Methodological competence, being part of the general pedagogical one, allows the teacher to effectively teach a specific non-native language for them and is defined as the ability to teach a foreign language, taking into account the goals and conditions, as well as the age, level of training and individual characteristics of students [6. pp. 78-79].

K.S. Makhmuryan holds the opinion that the structure of the professional competence of a foreign language teacher is a synthesis, an inseparable unity of content and structural components, a set of knowledge, skills, skills and abilities realized through psychological, pedagogical, methodological, communicative, philological, general cultural, informational, social, and managerial competencies [3. p. 75]

G.A. Kitaygorodskaya offers a different set of components of the professional competence of a foreign language teacher:

- methodological competence;
- psychological and pedagogical competence;
- socio-psychological competence;
- linguosociocultural competence;
- pedagogical skills;
- professional reflection [3. p. 75].

Various authors consider the modern teacher as the main resource for ensuring the sustainable development of education.

Today, the teacher must master a new, practice-transforming competence, which introduces new aspects to the understanding of the essence of the teacher's professionalism. This is due to the fact that the education

system, and language education in particular, solves such complex tasks, such as the choice of a new pedagogical paradigm, the restructuring of the personal value-semantic sphere, the system of individual professional activity of a teacher.

N.F. Koryakovtseva notes the change in the role and status of a teacher in the XXI century and puts forward new requirements for the level of professional competence of a foreign language teacher, his professional and personal qualities. These requirements include:

the ability to think independently and critically; openness to pedagogical innovations; the ability to adapt their knowledge and skills to the conditions of variability of education (i.e., to the constantly changing conditions of the social and professional environment); the ability to solve new problems and take on professional responsibility; the ability to autonomy and social activity; the ability to professional reflection, research and creative activity; the ability to professional self-education and self-development [3. p. 75].

According to the authors of the “Content and methodology of certification of the professional activity of a foreign language teacher” V.I. Blinova, K.S. Makhmuryan, E.N. Solovova, the professional competence of a foreign language teacher is a synthesis, an inseparable unity of content and structural components implemented through:

- communicative competence in the field of native and foreign languages, based on linguistic (phonetic, grammatical, lexical and spelling skills), socio-cultural (knowledge of the country of the language being studied, norms of behavior and culture), discursive (ability to logically build communication), strategic (ability to predict communication difficulties) competencies;
- philological competence, including linguistic, literary, rhetorical, cultural competence;
- psychological and pedagogical competence (knowledge of basic psychological and pedagogical concepts, age characteristics of students, formation of speech, communication, educational process, pedagogical technologies, research skills, pedagogical qualities such as openness, love for children, ability to creative activity);
- social competence (willingness to engage in communication, listen and hear the interlocutor, the ability to choose the appropriate set of language tools in accordance with the status and social role of the addressee);
- methodological competence, including methodological knowledge, professional and methodological skills and abilities (the ability to formulate final and intermediate goals, plan, conduct and analyze a lesson, establish and implement interdisciplinary connections with the subjects of linguistic, psychological, pedagogical and general cultural cycles, to provide the necessary level of professional and methodological reflection on one's own experience of teaching / learning foreign languages in particular German language, to choose the optimal forms of work, means of teaching and control, depending on the nature of the course, the characteristics of the audience, the ability to adapt educational materials);
- compensatory competence (ability to predict and overcome communicative, philological, psychological, pedagogical, social, methodological difficulties in the absence of the required knowledge, skills and abilities);
- general cultural competence;
- pedagogical and linguistic thinking, including methodological, tactical and operational thinking;
- personal qualities, including moral, moral, business [4].

An important place in the structure of the professional competence of a foreign language teacher is occupied by his worldview, the ability to reflect, self-development, self-improvement, his spiritual values, the culture of speech and behavior, the culture of appearance.

The process of forming professional competence has a permanent, continuous character and at each stage it has certain features of performing professional activity, which makes it possible to identify the levels of its formation, describe them so that it is possible to measure and evaluate the effectiveness of the teacher's work.

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