

IMPROVING THE PROFESSIONAL COMPETENCE OF TEACHERS OF FOREIGN LANGUAGES AS ONE OF THE MAIN FACTORS OF THE MODERNIZATION OF EDUCATION

Eğitim Modernizasyonunun Ana Faktörlerinden Biri Olarak Yabancı Dil
Öğretmenlerinin Mesleki Yeterliliğinin Geliştirilmesi

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Öz: Bu makale öğretmen yetkinlik normatif modelinin içeriğini ve mesleki bilgi ve becerilerin bilimsel bazlı kompozisyon şeklinde ifade tarzını tartışırç

Anahtar kelimeler: mesleki yeterlilik, devinim eğitim, uzaktan öğrenme, modern bilgi ve iletişim teknolojileri, internet.

Abstract: This article discusses the content of the normative model of teacher's competency, displaying scientifically based composition of professional knowledge and skills.

Keywords: professional competence, training of precession, distance learning, modern information and communication technologies, Internet.

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INTRODUCTION

As we know, the structure of any educational system can be interconnected with invariant elements. Thus, the canonical educational system includes traditional educational processes, for example, the seven elements: the purpose of learning, learning content, learners, learning methods, means and forms of education. This allows the research of, and development of this process as a holistic pedagogical phenomenon.

The aim of modern education are:

- Development of the abilities of the person and society;
- The inclusion of socio-valuable activity of the person;

The purpose of modern education is to create a system of knowledge and skills, which are formed in accordance with the model of the expertly determined appropriate educational standards.

So, the purpose of the discipline emerges as one of the elements of specialist training goals. The objective of the theme is the development of goals for discipline, etc. Purpose: this is the beginning of the educational process and can be interpreted as the assimilation of content at the required level. This inclusion is one of the purposes of all pedagogical work, invariant to the form of education.

The aims of education form the backbone of educational activities. The choice of objectives depends to the greatest extent, on the choice of content, methods and teaching aids.

The formulation of educational objectives answers the question: what to teach? What tasks (professional, life, and object, ethical, aesthetic) should the student be able to solve using the acquired knowledge, skills, beliefs and attitudes?

It is impossible to by-pass the description or formulation of goals, by just designing curricula, programs, develops manuals and other teaching tools. In fact, based on the current methodological principles of organizations' complex systems, such a path can lead to nothing but turmoil and confusion, endless discussions and formal theorizing, because the system lacks a backbone element - the target. The purpose of education can be expressed as preparation for a certain life, and has a relatively accurately delineated range of knowledge and skills, level of skill and the objects on which it appears.

Materials and Methods

Understanding the content of education gives an answer to the question - what to teach? In other words, it is - a system of scientific knowledge, practical skills, as well as philosophical and moral and aesthetic ideas that must be mastered in the learning process.

The content of education depends on the following factors:

- needs of society;
- Subjective factors: policy, methodological attitude of scholars;
- scientific and technical progress (especially regarding the development of micro - electronics, the practical way in which computer and tele communications equipment and systems were introduced everywhere);
- the needs of the modern education system itself, lead to the need for the education system to have availability, quality, advanced character, internationalism, mass, mobility, etc.;
- Business interests, investments, etc.

The correct definition of the content of education is part of the social experience, and copies the essential features of the structure. Therefore, it includes:

- Knowledge of the world - theoretical knowledge (nature, society, people, technology);
- Experience of creative and intellectual activity, demonstrating the ability to perform activities (actions, operations) on the basis of knowledge about algorithms;
- Experience of creative activity, involving the formation of skills to carry out an independent search for creative solutions for students subjectively new problems;
- Experience of emotional and valuable relationship to the world.

Thus, the content of education cannot be reduced only to a list of knowledge and skills for academic subjects. It should cover all the basic elements of social experience:

- a system of knowledge about nature, society, thinking, ways of activity;
- System of intellectual and practical skills;
- Experience of creative activity;
- a system of relations to the world, to each other.

The latter is part of the scope of the content specialist training specific profile, and this, in turn, - part of the social experience.

According to implementation of the Law of the Republic of Uzbekistan "about education" and the National Programme for Training established a comprehensive system of teaching foreign languages, aimed at creating a harmoniously developed, highly educated, modern-minded younger generation, further integration into the world community of the republic.

RESULTS

During the years of independence, over 51.7 thousand teachers of foreign language had been trained, multimedia tutorials in English, German and French languages for schools had been created as were electronic resources for learning English in primary school, and secondary schools, colleges and professional academic lyceums were equipped with more than 5000 language laboratories.

The teaching in higher education of certain special subjects, especially in engineering and international specialties are conducted in foreign languages. New educational standards were approved, providing specific criteria of knowledge of foreign languages at each stage of learning.

Therefore, the role of the foreign language teacher as ever, and the professional competence of the teachers, play an important role in the learning process of educational institutions (Resolution of the President of the Republic of Uzbekistan 10.12.12 №1875 "About measures to further improve of the learning of foreign languages").

The modernization of education being carried out in Uzbekistan requires the compliance of professional competence of teachers and seniors of educational centers, due to changes in the modern education system.

The present stage of modernization of education requires from all its subjects not only a quick response to the changes, but also the ability correctly determine the characteristics of professional work, which will be the key to success in the near future (Begimkulov, Djuraev, Babakhodjaeva, Soy and Eshmamatov 2011).

The transition from "education for life" to "education throughout life" means, for each person that his success in life and profession today is largely determined by the presence of such qualities and abilities such as mobility, susceptibility to a new independence, the ability and willingness continually learn, improve skills, learn new skills and specialties. This requires solving the problem by improving the system of additional vocational training, which is explained as the objective for accelerating the process of obsolescence of knowledge and the need to respond quickly to the demands

of the labor market to develop new knowledge, skills, competencies, social roles, which means maintaining a consistently high level of compliance educational needs.

The notion of professional competence of the teacher means a unity of their theoretical and practical preparedness for the implementation of educational activities and characterizes his professionalism.

The content of teacher training varies specialties represented in the qualifying characteristic: a normative model of teacher competence, displaying a scientifically based structure of professional knowledge and skills.

Qualification characteristics: it is essentially a set of generic requirements for the teacher and his theoretical and practical experience. In general, the psychological and pedagogical knowledge defined in the curriculum. Psycho-pedagogical readiness encompasses knowledge of methodological foundations and categories of pedagogy; patterns of socialization and personality development; essence, goals and technology education and training; laws, age anatomical, physiological, and psychological development of children, adolescents, and young adults.

Pedagogical skills: a set of sequentially unfolding actions, some of which can be automated (skills), based on theoretical knowledge and directed towards development of a harmonious personality. Such an understanding of the essence of pedagogical skills underscores the leading role of theoretical knowledge in the formation of the practical readiness of future teachers, the unity of theoretical and practical training, multi-level pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating certain actions.

Finally, this understanding of the nature of pedagogical skills allows us to understand its internal structure, the action of communication (component skills) as a relatively independent private skill. This in turn opens up the possibility for combining a plurality of pedagogical skills for different reasons, and for the expansion of their conditional practical purposes. For example, the ability to "hold a conversation" can be decomposed into two parts: the topic of most adequately reflects the interests and needs of students and at the same time taking into account the leading educational challenges facing the class, select the content, select the forms, methods and means of education with regard to age pupils and specific conditions; plan (compendium), etc. Similarly, we can expand any other skill.

The structure of the professional competence of the teacher may be disclosed through pedagogical skills. The model of professional preparedness is better to build the most general to private skills from. So the most common skill is the ability to think and act pedagogically. Bringing skills to the theoretical level of analysis is one of the most important tasks of training future teachers' pedagogical skill. Ideally, full compliance with the requirements of qualifying characteristics of teachers means the

maturity of integrating a whole set of pedagogical skills, with the ability to think and act pedagogically.

Regardless of the level of generality of pedagogical tasks, a complete cycle of its solution is reduced to the triad "think-act-think" and coincides with the components of educational activities and the corresponding skills. As a result, the model of professional competence of the teacher acts as the unity of its theoretical and practical preparedness. Pedagogical skills here arranged in four groups.

1. Ability to "translate" the contents of the objective process of education in specific pedagogical objectives: study at an individual and collective level to determine the readiness of students to actively learn new knowledge and design on this basis, the development of collective and individual students.

2. Ability to build and set in motion a logically complete educational system: with integrated educational planning and educational problems.

3. Ability to select and establish the relationship between the components and factors of education, to bring them into action to create the necessary conditions (material, moral, psychological, organizational, hygiene, etc.).

4. Skills of accounting and evaluation of pedagogical activity: self-examination and analysis of the educational process and the results of the teacher.

In relation to language teachers we can add these following competencies:

Linguistic competence. Understand enough to follow the course of a long speech on abstract and complex topics that do not belong to the sphere of activity, even if the need arises to clarify certain details, especially if the speaker's accent is unfamiliar. Recognize a large variety of idiomatic expressions and colloquialisms, taking into account the deviations from the normal case (Bakiyeva1993).

Follow the progress of a long report, even if it has a fuzzy texture, and the relationship of parts to each other is not expressed explicitly, but only implied. To easily monitor the conversations that are conducted by the three parties in the process of discussion, debate on abstract, complex unfamiliar topics.

Understand the diverse material, heard on the radio, in recording non-standard use of language and subtle details, expressing latent attitude speaking to each other and their relationship. Also to understand the content of the film, which is often used slang and idiomatic expressions. Be able to extract specific information from advertisements in public places (at the station, stadium, etc.), despite the poor audibility and noise.

Speech competence: Able to express their thoughts freely, without preparation and with almost no effort. Good command of language tools, extensive vocabulary, ability to explain a forgotten word. Understand in detail the foreign-language speech on

abstract and complex topics beyond the scope of activity, even if the need arises to clarify certain details, especially if the speaker's accent is unfamiliar.

Further it is necessary to be able to fully participate in an interview in the role of interviewer and interviewee as fluently and without any previous knowledge of the topic being discussed. They must find it easy to understand and participate in the discussions, even on abstract, complex unfamiliar topics. To be able to bring strong arguments for the position, held by answering fluently, correctly and without preparation questions and comments, as well as complex counterarguments. Be able to talk, give clear and detailed descriptions and comments, developing individual provisions and finishing suitable conclusion.

In reading it is necessary for language teachers to: understand all the details of complex large texts, whatever their field of interest, given the opportunity to reread difficult sections. Understood any correspondence, sometimes using a dictionary. Understand in detail complex and lengthy texts on a wide range of issues arising in the course of communication with friends, professional and educational activities (professional articles, book chapters, review) and thus capture the nuances overt and covert attitudes and opinions. Allocate the necessary information from Web sites, magazines, specialty.

In a letter to be able to write clear well-structured texts on complex subjects, underlining the important and topical issues, expanding and reinforcing the point of view with a fairly common additional arguments, arguments and appropriate examples, completing the narrative conclusions.

They should able to explain meaning freely, logically constructed, or write a detailed description of a fictional text, while adhering to their own style, natural for the intended reader.

Write clear, well-organized description of complex objects, highlighting the necessary and important details (such as qualifying work). They should be able to develop and support their point of view with additional arguments and examples necessary. Write different types of texts of a personal nature (diaries, describing personal experiences) with the correct style. To be able to generalize from the lectures, articles and discussions. Conductwritten reviews on academic and professional topics (Resolution of the Cabinet of Ministers of May 8, 2013 № 124 "On approval of the state educational standard to foreign language of continuing education system").

The theoretical readiness of the teacher's content is often perceived as a certain set of psycho-pedagogical and expertise. But the formation of knowledge, as already noted, is not an end in itself. Knowledge without the structure of teacher training is a dead weight, not being able convey the same information in the system, and remain useless.

Analytical skills. Maturity of analytical skills is one of the criteria of having pedagogical skill, because with them the knowledge extracted from the practice. It is

through analytical skills, that the generalized skill of educational thought is manifested. This ability is composed of a number of private skills: to be able to dismember pedagogical phenomenon into the constituent elements (conditions, causes, motives, incentives, facilities, manifestations, etc.); to comprehend each part in connection with the whole and in conjunction with the leading parties; to find in learning, theory and education ideas, findings, patterns, adequate (equal, if it is appropriate to the identity) of the logic of the phenomenon; correctly diagnose pedagogical phenomenon; find basic pedagogical problems (the problem) and the ways towards an optimal solution.

Theoretical analysis of the facts and phenomena encompasses the ability to isolate fact or phenomenon,, establishing the composition of the elements of this fact or phenomenon, and determination of the place of this phenomenon in the educational process.

Predictive ability: the management of social processes and how education is, always presupposes clearly presented orientation in the consciousness of the subject to control the result (anticipation of the target). The basis for goal setting and finding possible solutions to the problem creates a pedagogical analysis of pedagogical situation. Relationship-analysis of pedagogical situations and purpose in teaching activities is limited. Nevertheless, the success of goal-setting depends not only on the results of analytical work. In many ways it is predetermined by the capacity for anticipation (the ability to view an object, phenomenon, the result of action, and the like in the mind before they are actually received or realized). Having this ability to professionally important always characterized teachers masters.

Pedagogical forecasting, carried out on a scientific basis, based on the knowledge of both the nature and logic of the pedagogical process, patterns of age and personal development of students. Composition forecasting skills can be represented as follows: the extension of pedagogical goals and objectives, the selection of ways to achieve educational goals, foresight results, possible deviations and adverse events, defining the steps (stages) of the pedagogical process, time allocation, planning, together with the student's life(Miskavich, 1980).

Depending on the object prediction predictive abilities may be grouped into three categories:

- Forecasting the development team: the dynamics of its structure, development of relationships, changing the position of the asset and the individual students in the system of relations, etc;
- Prediction of personality development: its personal and business qualities, feelings, will and behavior, possible deviations in personality development, difficulties in establishing relationships with peers and the like;
- Prediction of the pedagogical process: education, educational and

developmental possibilities of educational material, the difficulties of students in teaching and other activities, the results of the application of the various methods, techniques and tools of training and education, etc.

CONCLUSION

Pedagogical forecasting requires that teachers master such predictive methods such as modeling, hypotheses, thought experiment, extrapolation (distribute any concepts (phenomena), relating to a particular area to another area), Etc.

The next step is to determine the content and types of activities which ensure the development of student's projected qualities and states. It is important to provide a combination of different types of activities and special events in accordance with the tasks.

Educational plans and educational work may be promising and operational. The latter include lesson plans and educational activities. Projective skills include:

- Translating the objectives and content of education and training in specific teaching objectives;
- Consideration in determining the educational tasks and activities of students selecting the content to their needs, interests and capabilities on the material basis of their experience and personal and professional qualities;
- The planning of individual work with students in order to overcome existing shortcomings in the development of their abilities, creativity and talents;
- System planning techniques to stimulate activity and school deterrence negative manifestations in their behavior;
- Planning of the educational environment and relationships with parents and the community, etc.

Reflexive skills. They take place via the implementation of teacher control and evaluation activities, aimed at them. It is usually associated only with the final stage of the pedagogical problem solving, understanding as a kind of procedure of summarizing education and educational activities. Meanwhile, being aware of the various types of control:

- Control on the basis of correlation of the results with the given samples, control based on the expected results of actions carried out only in the mental plane;
- Control based on the analysis of finished results actually performed actions.

All of them, equally take place in educational activities, although through dispersed stages of solving educational problems. It deserves special attention as control is based on an analysis of the results obtained in the first place with respect to activities subject teachers. For the effective implementation of this type of control, the teacher should be able to reflect (back treatment, reflection, and analysis of their own actions and states), and be able to reasonably and objectively analyze their judgments, actions, and ultimately work in terms of their compliance with the plan and conditions.

Recognition of reflection as a specific form of theoretical work aimed at understanding their own actions; let us talk about the special group of pedagogical reflexive skills. Their selection is due to several reasons. First of all, the fact that the analysis of teaching activities without careful analysis of the conditions for their preparation cannot be considered the norm. It is well known that good results in teaching activities can be obtained by substantially increasing the time to address the educational and educational problems, and due to an overload of students and teachers. This so-called extensive (as opposed to intensive, which does not mean quality, but only a quantitative increase, extension, distribution) Ways to enhance the effectiveness of the teacher. However, the negative results may also have different causes. For the teacher is always very important to establish the extent to which both positive and negative results are a consequence of their activities.

Hence the need to analyze their own activities require special skills:

- Correct setting of goals, their "translation" into concrete tasks and to solve complex standard, dominant and subordinate tasks baseline;
- The contents of the activity for the pupils for whom the task is intended and the effectiveness of the methods used, methods and means of educational activities;
- Compliance with applicable organizational forms for students' age, content material, and the like;
- Reasons for the successes and failures, mistakes and difficulties in the implementation of the tasks of training and education, experience its activities in its integrity and compliance with the criteria elaborated science and recommendations.

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