

Effective Formation of Methodological Competence of the Future English Language Teacher in Uzbekistan

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Abstract: The relevance of the research topic is due to the fact that integration processes have posed the problem of improving the professional training of teachers of foreign languages; in particular teachers of English as the most common and functionally significant world language, on the basis of which information processes and the latest information technologies are implemented. High-quality practical knowledge of foreign languages ensures the success of international cooperation in various areas of life, helps to overcome communication barriers that ignorance of foreign languages brings with it. For successful interaction in the field of culture and economy, science and education, it is necessary, first of all, to increase the effectiveness of foreign language education in secondary school as the main and most massive link in the educational system. It is necessary that a secondary school graduate possess communicative skills and skills that are implemented not only in their native, but also in foreign languages.

Keywords: foreign language education, pedagogical specialty, professional knowledge professional skills and abilities, teaching activities, the methodological competence, the future teacher of a foreign language.

In Uzbekistan, special attention is paid to the consistent development of the higher education system, the improvement of the professional level and qualifications of teachers, their retraining in accordance with international requirements, and the expansion of international cooperation in this direction.

Today, learning and teaching foreign languages is regulated by law. For example, Resolution No. 312 of the Cabinet of Ministers of the Republic of Uzbekistan dated 19.05.2021 "ON MEASURES FOR EFFECTIVE ORGANIZATION OF PROMOTION OF LEARNING FOREIGN LANGUAGES" [2], Decree of the President of the Republic of Uzbekistan No. 1875 "ON MEASURES TO FURTHER IMPROVE THE SYSTEM OF LEARNING FOREIGN LANGUAGES" [1].

The introduction of new standards has set serious tasks for all teachers. The State Educational Standard has firmly entered our professional life. But no matter what reforms take place in the education system, as a result, they, one way or another, directly affect the school teacher. Therefore, in the conditions of modernization of modern education, the professional competence of a foreign language teacher is of particular importance. Especially when you consider that foreign language education has its own specifics, as well as the subject of "foreign language", especially in elementary school.

The specialty of a foreign language teacher, like no other pedagogical specialty, requires a significant amount of professional knowledge, as well as professional skills and abilities of teaching activities. Therefore, consideration of the central problem of the study is not limited to the scientific and pedagogical problem of the formation of foreign language professional communicative competence, but also includes the problems of professional education and

upbringing, which we interpret from the position of an anthropocentric approach, taking into account the socio-pedagogical and sociolinguistic conditions prevailing in the Republic of Uzbekistan.

According to the competence-based approach, the professional competence of a specialist in the organic unity of its structural components is considered as the main result of higher education. Taking into account the peculiarities of teaching a foreign language, it can be confidently stated that the methodological component is included in the structure of professional competence of a future foreign language teacher. It is axiomatic that a competent teacher of a foreign language should not only be distinguished by a high level of foreign language communicative competence, but also know how to effectively organize the learning process in various types of educational institutions in the context of global changes, i.e. have methodological competence. Taking into account the importance of the methodological competence of a foreign language teacher, it is necessary to make a rational choice of ways and means of its formation in a university environment. Within the framework of the article, we will dwell on the analytical consideration of the essential structural characteristics of the methodological competence of the future teacher of a foreign language, focusing on the features of the organization of the process of formation of this competence. led to the fact that in modern scientific and pedagogical and methodological studies general and particular issues of the formation of both methodological competence and the competence of a foreign language teacher are considered (O.N. Igna, S.N. Makeeva, E.Yu. Nikitina, M.G. Fedotova, N.V. Yazykova, etc.) [3],[4]. Despite this theoretical differentiation, which is not of fundamental importance for practice, most definitions of methodological competence and competence have similar essential characteristics. In this work, without resorting to scientific controversy, we operate with the concept of "methodological competence", taking into account the features of the direction devoted to the formation of key competencies of university students. Despite the existing pluralism in views, all researchers unanimously agree that this competence / competence acts as the most important indicator and result of the professional training of foreign language teachers. Despite a fairly deep analysis of various aspects of the methodological training of a foreign language teacher, only a small number of studies can be noted that reveal the characteristics of the direct methodological competence of a future foreign language teacher and the ways of its formation. Let us dwell on some definitions of methodological competence / competence of the future teacher of a foreign language. Igna understands the methodological competence of a foreign language teacher as the result of psychological, pedagogical, methodical, subject training, personal research and professional experience. Methodical competence is an integrative personal-professional characteristic of a teacher, which is manifested in his pedagogical activity in the development of foreign language communicative and intercultural competencies of students in scientific and methodological activities [4, 91]. Makeeva believes that methodological competence is "an integrative property of the personality of a foreign language teacher, which determines his readiness and ability to effectively solve the problems of forming intercultural communicative competence, education, upbringing and development of students, based on knowledge, skills and relationships" [5, 203]. E.Yu. Nikitina, O.Yu. Afanasiev, M.G. Fedotova, analyzing the terminological field of the methodological competence of a foreign language teacher, interpret the phenomenon as "the ability to carry out and organize the educational process in a foreign language, aimed at solving the tasks set on the basis of modern knowledge and technologies." The authors also note that methodological competence is dynamic in nature, since modern reality is characterized by a constant change in the acquired knowledge, skills and abilities, the nature of the activity, and the individual style of teaching. Methodological competence is a complex phenomenon, because includes components of a psychological, pedagogical and linguistic nature. The methodological competence of a foreign language teacher is characterized by

communicativeness and relativity. The communicative nature of methodological competence is due to the study of patterns of communicative behavior that is adequate to situations of authentic communication. The relative nature of competence is determined by the fact that it is always open for improvement during a teaching career [6, 60].

Based on the points of view presented above, taking into account our own experience of working on this problem, under the methodological competence of the future teacher of a foreign language we understand the totality of knowledge about the essential characteristics of the process of teaching foreign languages and practical skills, which are in its effective organization. These knowledge and skills determine the readiness of the graduate to implement the methodological aspect of teaching a foreign language. The methodological competence of a foreign language teacher is a complex phenomenon, in the structure of which it is advisable to single out the following components: gnostic, analytical, design, professional communicative, information and communication, innovative, research, reflective. Each of the components is represented by the corresponding competence. Gnostic competence reflects the theoretical basis of methodological competence and represents the knowledge of various components of the modern methodology of teaching a foreign language: the genesis of the methodology of teaching a foreign language, general and particular patterns of the process of teaching a foreign language, approaches, methods, organizational forms, means, modern technologies, etc. Analytical competence implies a readiness to understand and analyze the components of the process of teaching foreign languages, in general and separately, the logical operation of the conceptual and categorical apparatus of the methodology of teaching a foreign language. The future teacher of a foreign language should be able to analyze the theoretical and practical components of the process of teaching a foreign language in various types of educational institutions. Through analysis, the teacher avoids many *linguae* didactic mistakes, corrects the weaknesses of his own pedagogical activity. Design competence means readiness for effective design of a foreign language lesson, development of extracurricular activities, taking into account the characteristic features of a particular stage of teaching a foreign language and using modern technologies and teaching aids. Professional communicative competence implies a readiness to form a foreign language communicative competence of students by interacting with them in various educational situations. Information and communication competence implies readiness for methodically rational and reasonable use of information and communication tools for teaching foreign languages, independent creation of original information and communication linguodidactic products. Innovative competence is especially relevant in the conditions of fashion modernization of education and means readiness for the optimal implementation of didactic innovations in the learning process, the ability to see their potential effectiveness and efficiency in learning, the ability to create an innovative didactic environment. Research competence means the readiness of a foreign language teacher to conduct pedagogical research and introduce their results into the educational process. Reflective competence indicates readiness for professional introspection and, on its basis, further correction of activity. The indicated structural components of the methodological competence of a foreign language teacher are highlighted in general terms. Their number can be somewhat increased depending on the type of educational institution, the age stage of teaching a foreign language, etc. conclusion about the need to justify new components of this competence in the future. Methodological competence also depends on other sub competences that make up the structure of the professional competence of a foreign language teacher. One of the conditions for the effective formation of the methodological competence of a foreign language teacher is the design and implementation of a system of professional methodological training that is complex. This system is based on the principles of purposefulness, integrity, dynamism, the relationship between theory and practice, the principle of complementarity. The discipline "Methods of teaching a foreign

language" is positioned as the core of the system. An important link in the methodological training system is extracurricular work on the methodology, including the holding of competitive and Olympiad events, special seminars and master classes on specific issues of foreign language teaching methodology, ensuring communication with the most successful representatives of the profession, conducting trainings and training exercises, participating in webinars, etc.

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