On the Improvement and Self-Development of the Future Teacher-Philologist in Higher Education

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Annotation: Future teachers of the Karakalpak language should be able to manifest in their creative activity the accepted goals of improving future professional activities, developing language competence, and feel like full-fledged subjects of this process. Self-development of linguistic competencies is only an opportunity for cultural self-transformation, self-development of the future teacher of the Karakalpak language, which allows to show the abilities of the individual.

Keywords: educational goals, principles, diagnostics of the level of improvement of language competencies, teachers of the Karakalpak language, linguistic competence, methodology, teaching, philologist-student, modeling, exemplary model, behavior, social conditions, level of education, social activity.

The training of the future teacher of the Karakalpak language, the improvement of his language competencies, includes the professional activities of the future specialist in the Karakalpak language, based on self-organization and development. Its importance lies in the fact that future teachers of the Karakalpak language can manifest in their creative activity the accepted goals of improving their future professional activities, developing language competence, and feel themselves as full-fledged subjects of this process. Self-organization determines the operational aspect of the above process and employability.

The future teacher of the Karakalpak language needs to master pedagogical technologies and increase the level of language competence and self-control. Self-development of linguistic competencies is only an opportunity for cultural self-transformation, self-development of the future teacher of the Karakalpak language, which allows to show the abilities of the individual.

Having turned personal life activity into a subject of practical changes, the future teacher of the Karakalpak language will increase the highest form of language activity - creativity, the ability to develop.

The need of a student-future teacher of the Karakalpak language for self-improvement as a person improved by the language determines effective professional development in the future. Self-development is an integral part of professional development, which means that the initiative is a factor in the professional development of the future teacher of the Karakalpak language.

It is expressed through integrative content, organizational forms and teaching methods. Educational blocks and modules are built on the basis of functional blocks designed to achieve specific linguistic goals aimed at improving the language competence of the future teacher of the Karakalpak language. The content of blocks and modules ensures its assimilation in offline modes, including in distance learning. With a certain systematic organization of blocks and modules, it is possible to change the sequence of their study and offer of information, taking into account the individual psychological characteristics of the students' linguistic personality, the need for their implementation and self-development.

The sequence of changes introduced into all components of the educational process, at all its stages and for all students, is realized through expediency.

It is based on an unchanging methodological model for improving the linguistic competencies of a future teacher of the Karakalpak language, which covers the following structural sections:

➤ educational goals;

➤ principles;

➤ methodology for improving language competencies (educational content; educational technologies);

➤ organization of education and didactic conditions;

➤ diagnostics of the level of improvement of language competencies;

➤ the result is focused on the quality of training of a specialist - a teacher of the Karakalpak language.

It covers the system diagnostics of the level of improvement of the linguistic competencies of the future teacher of the Karakalpak language with the help of tests. This, in turn, contributes to the determination of the language competence of applicants, their long-term preparation for professional activities in their future specialty, and the ability to work as a teacher of the Karakalpak language.

Improving the language competence of the future teacher of the Karakalpak language according to the criteria for the effectiveness of the university educational process is the main goal of our scientific activity today.

The main task of assessment is to interpret the process, give feedback, determine the state and features of the educational process and make appropriate adjustments. The emphasis is on criteria-based control and self-assessment of students.

The achievements of students (future teachers of the Karakalpak language) are assessed as levels aimed at improving the language competence of specific educational blocks, modules, subjects or a set of subjects based on general criteria for assessing educational achievements.

Based on the established principles, we have developed a methodology for improving the linguistic competencies of the future teacher of the Karakalpak language.

According to our plan, the content of education specified in the state educational standard is supplemented by the following criteria in order to be mastered at a creative and variable level and contribute to the improvement of the language competencies of the future teacher of the Karakalpak language:

➤ on a competency-based approach;

➤ on the main directions of state policy in the field of language education;

➤ on psychology and pedagogy of self-development of the future teacher;

➤ evaluate the results of educational activities according to the criteria;

➤ on the creation of a network electronic professional portfolio as a technology for developing the professional skills of a future teacher of the Karakalpak language.

➤ Formation of the following competencies - that is, readiness and ability:

➤ independent research activity;

➢ work with the network electronic professional portfolio of the future teacher of the Karakalpak language;

➢ constant professional self-development and self-education;

➢ improvement of self-assessment according to the criterion of the results of educational, cognitive, research and future professional activities based on language competencies;

➢ reflect their educational, cognitive, scientific and future professional activities;

➢ professional mobility and re-profiling of one's professional activity.

V. A. Belikov shows that the main directions of reforming higher education are the focus on the person, his abilities and characteristics, the humanization of education, the enlargement of individual subjects, the transition from academic subjects to educational areas, the technologization of education [1]. One of the necessary conditions for the implementation of these areas is the introduction of new educational (pedagogical) technologies, pedagogical technologies as a tool, that is, the production of teaching aids, equipment, teaching aids for the educational process and their proper use.

The second place was won by V. P. Bespalko, S. Gibson, I. A. Zyazyun, A. M. Kushnir, V. M. Monakhov, V. A. Slastenin, B. Skinner, T. Sakamoto, M. A. Choshanov and others. They consider pedagogical technology as a communicative process (method, model, method of solving educational problems) based on the participants in the pedagogical process, a certain algorithm, program, and a system of their interaction. Close to this position is the understanding of pedagogical technology and the ability to teach and educate as an art.

Representatives of the third position (P.I. Pidkastisti, V.V. Guzeev, M. Eraut, R. Kaufman, S. Wedemeyer) consider pedagogical technology as a wide field of knowledge based on data from social, managerial and natural sciences. This position requires absolute precision from technology, guaranteed conclusions (even in the field of probabilistic properties).

The fourth position refers to a multidimensional approach and suggests considering educational (pedagogical) technologies as a multidimensional process (M.V. Klarin, V.V. Davydov, G.K. Selevko, D. Finn, K.M. Zilber, P. Mitchell, R. Thomas).

Commenting on the concept of "educational (pedagogical) technology" based on the foregoing, we understand that pedagogy is a category with a high level of generality and a stereoscopic level. In this regard, G.K. Selevko showed that the development of pedagogical technology based on the concept in pedagogy is a new qualitative stage of development [2].

Thus, pedagogical technology is also studied as a science (a field of pedagogical theory) that studies and develops the most effective methods of education. As a real learning process, it can be represented by a whole set of aspects or a scientific development (project, concept), or a description of the mode of action or process carried out in practice.

As for the technological part of the simulated educational process, which contributes to the improvement of the language competence of the future teacher of the Karakalpak language, it must be expressed with the help of personality-oriented technologies. Through this, specialization in development and activity, renewal of professional and individual performance, formation of a cultural linguistic personality, creation of a comfortable psychological environment, attention to ensuring a free democratic environment, ensuring a subjective position for all participants in the educational process, and most importantly, the development of professional skills of the future teacher of the Karakalpak language is in the use of a supportive and encouraging pedagogical method of interaction.

The main principle of the undergraduate program is the comprehensive development of the individual and the preparation of a citizen who is ready to take responsibility, through the dynamic adaptation of knowledge, skills, abilities, qualifications and the development of creative thinking. To do this, we need to create a student profile. "Profile" serves as the main tool for creating a learning space in an educational institution. His service determines the types of educational technologies and control, serves the development of the student's personality. The document allows teachers and students to interpret curricula, directions, including the results of service in educational institutions.

Questionnaire of a student of the Karakalpak language and literature

Description of student image	Characteristics
Curiosity	They develop their natural curiosity and independently acquire the knowledge, skills and practical skills needed to conduct research. Forms life skills in the process of learning and learning.
Acquisition of knowledge	They study concepts and ideas of regional and global importance. Including, comprehensively assimilates knowledge and develops interdisciplinary integration.
Genius	Takes the lead in identifying complex problems, making informed and ethical decisions, and developing critical and creative skills.
Culture of speech	Speech with a logical accent, pauses and gestures, the use of artistic speech: metaphors, comparisons, etc. be able to use it correctly, speak, strictly observe the culture of communication, politeness, observe the culture of listening when talking.
Liquid radiation	Pleasant appearance, good manners, clear and distinct speech, knowledge.
Communicator	Keeps thoughts and information in secret, is creative, maintains pedagogical tact in communication, communicates with respect for a person, knows how to show interest and respect, does not use critical answers, recognizes the feelings of others, knows how to listen with interest to the interlocutor, be attentive and understanding, attracting attention, using clear and convenient words.
Principle	Mental stability, adherence to principles and seriousness, confident speech, determination (not stubbornness).
Pedagogical motivation	The ability of students to generate interest in their subject.
Creativity	Means creator, creator, preparation for the production of new ideas and independent creative ability. The creativity of a person is his ability to manifest itself in his thinking, communication, feelings, and activities. Creativity characterizes certain characteristics of a person, sharpness of mind.
Respect for values	Values and understands one's own culture, history and respects the future, values and traditions of other people and communities. I am used to finding and evaluating different points of view, striving for development, gaining new experience.
The guardian	Works to fulfill the desires and feelings of others, to support and welcome people with an open face, to improve the quality of life of others and the environment.
Risk-takers	Show courage, courage, foresight, readiness to accept new ideas and strategies, courage to defend their beliefs in strange, incomprehensible situations.

Innovator	Having a new approach to solving a problem, a way of applying a new technological process, a complex of technologies.
Profoundly	Defines the results of reflective learning and experience. Knows the strengths and weaknesses that help and hinder learning and independent experience.

Features of classes in educational institutions working on undergraduate programs are determined by its concept, based on the values and goals of humanity and are based on the following rules.

Knowledge is considered not as an end in itself, but as a means of self-determination of the individual, as a way for the student to enter the culture and realize himself in a cultural place. Therefore, constant attention is paid to the method of obtaining knowledge, the activity of students in the learning process. It creates favorable conditions for the direction of natural interest, aspiration and independent work of students in solving problems in the lesson.

If the lesson pays different attention to the formation of practical and independent work of students, then their acquisition of competence will be high. Self-study in the classroom creates the conditions for organizing creativity, educating the subjects of the educational process to life by solving problems, expressing one's point of view, solving it through debates.

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