

SPECIFIC FEATURES OF PREPARING FUTURE ENGLISH TEACHERS FOR PROFESSIONAL ACTIVITY

Tuxtayeva Nilufar Achilovna

PhD, Senior Teacher, UzSWLU

nilufartuxtayeva0609@gmail.com

Abstract: In connection with the ongoing changes in the educational system, there is an urgent need to train teachers working in multilingual classes. Despite the development of educational programs, as well as the training of future teachers, there are still no uniform requirements for the selection of teachers that affect the quality of teaching and education in general. The article gives a brief information about different features of establishing of linguistic competence for future teachers.

Key words: competence, education, future teachers, training, foreign language, teacher, knowledge, skills.

The personal appropriation of a certain concept of teaching a foreign language [2] is important, that the tasks of forming linguistic competence in preparing future foreign language are solved in the process of teaching a block of special disciplines, which now includes linguistic didactics - a relatively new science, studies the patterns of the process of mastering a foreign language, the features of the functioning of language units in speech, factors affecting the process of mastering a foreign language in various learning conditions, the role of the native language in this process, reinforcing the theoretical foundation of the methodology in teaching foreign language.

Updating the content of foreign language education in the XXI century, there is a competency-based approach. It contributes to overcoming the traditional cognitive orientations of higher education, modernizing the very content of education, its methods and technologies. As the main units of renewal are the concepts of competence and competence. The main problem is the interpretation of these concepts, the characteristics of their types and composition. They become integrative indicators for assessing the quality of higher language education.

The concept of "competence" was first used in the United States in the 60s. In the context of performance-based education, the purpose of which was to train specialists capable of competing in the labor market. At first, competencies were reduced to simple practical skills that were formed as a result of automation of knowledge in traditions behavioral psychology. This approach was subjected to fair criticism, which consisted in the fact that competencies in the form of practical knowledge were not sufficient for the creativity and individuality of the trainees.

It was proposed to distinguish between two concepts of competence. Competence began to be considered as a personal category, and competencies turned into units of the curriculum and began to be included in competence. Competencies are often used to characterize the potential capabilities of a specialist to get a job in the labor market. Competence can be represented as a set of competencies, that is, observable manifestations of successful productive activity.

The condition for the formation of a multilingual and multicultural personality is the mastery of a certain level of linguistic competence. The level of development of linguistic competence means the degree to which a multicultural personality is ready and able to carry out intercultural communication. Linguistic competence is the ability of a person to understand and generate foreign language statements in a variety of socially determined situations. When considering the concept of linguistic competence, most researchers recognize the multicomponent nature of its structure. It combines a number of competencies: language, speech, compensatory, educational and cognitive and sociocultural, which includes sociolinguistic, subject-thematic, and general cultural and regional studies competencies, which are penetrating for the entire communicative competence of the future teacher of foreign languages.

In addition, as part of communicative competence, linguistic, speech, sociocultural observation, the ability to generalize, speech contact, speech observation and resourcefulness, speech imagery, sociocultural susceptibility, sociocultural impartiality, propensity for multilingual and multicultural education. Today, both in a number of domestic concepts and programs in foreign languages determine international policy in the field of language education, the development of linguistic competence is proclaimed the goal of multilingual and multicultural personality-oriented education. Recently, researchers have not only noted the importance of forming the communicative competence of a multilingual and multicultural personality of a future teacher of foreign languages, but also pointed to the need to use it as a basis for the formation of professional competencies and competencies. The term "linguistic competence" is widely used when considering the problems of modernizing education and determining the requirements for university graduates. Linguistic competence is "generally characterized by a set of integrated knowledge, skills and experience, as well as personal qualities that allow a person to effectively design and implement professional activities in interaction with the outside world.

In conclusion, comprehensive development of a professionally competent multicultural, multilingual linguistic personality of the future English teacher and preparing an active, a dynamic combination of knowledge, skills, abilities, development of critical and creative thinking, becomes the main principle of training future teachers at the university. Linguistic competence becomes a key component, uniting all programs of foreign language education. The developed model for the formation of professional linguistic competence of the future student, teacher of a foreign language allows teacher to provide the maximum possible transition from educational activity

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