

DIDACTICAL CERTIFICATE OF THE PROCEDUCTIONS OF PROCEDURE TEACHERS CONDITIONS

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Abstract:

This article analyzes the process of developing the professional competence of future foreign language teachers and the didactic conditions necessary to ensure it. The importance of linguistic, methodological, communicative, and innovative competencies for foreign language teachers is emphasized, and educational approaches aimed at developing these competencies are presented. Additionally, the role of scientific and methodological support, the use of innovative technologies, practical training, creating a foreign language environment, and continuous education is discussed. The article highlights both theoretical and practical aspects that contribute to improving modern language teaching methods and enhancing the professional training of foreign language teachers.

Keywords: Foreign language teachers, professional competence, didactic conditions, linguistic competence, methodological competence, communicative competence, innovative technologies, teaching methods, pedagogical practice, continuous education.

Introduction

The process of training the future foreign teachers in Uzbekistan is organized on the basis of international qualification requirements. In this process, attention is paid to the training of specialists who can freely communicate in foreign languages through the use of advanced foreign experience. At the same time, the achievements of world civilization and the material and technical base has been strengthened.

The strategy for the development of the Republic of Uzbekistan is to improve the quality of higher education and the introduction of international educational

standards. As a result, universities have been expanded in higher education, integrating foreign languages with other subjects. Also, in the Resolution of the President of the Republic of Uzbekistan per year, the President of the Republic of Uzbekistan No. 19

According to a pedagogical tradition, in this article, didactic conditions will be considered as a system of measures that serves to effectively form the professional competence of future teachers. These conditions allow to understand the essence of the integration in the institutional training process.

Didactic conditions are divided into two main groups:

1. Constantly mastery vocational methods - it includes the formation of pedagogical psychological supply based on motivation, purpose, meaning and reflexively components.
2. Development of the communicative competence of future teachers - this includes organizational and technological supply that helps gradually acquire professional experience, understand the level of independence and independence. The first didactic conditions help master the professional activities with all the components. The integrity is one of the main feature and important systemic symptoms of any pedagogical system. This process does not preclude development. K.e. According to Nazukladnikov, there are many types of fundamental integrity, but none of them is not absolute integrity. All of them are among other relative integrity. The integrity is a way of understanding the world, not this feature or attribute, allowing to understand the connection and non-divorce. Man holds integrity in the preparation, but through his career.

As a person moves from one relative integrity, he does his ideal to some point. Ensuring integrity in the process of formation of the professional competence of future teachers is based on the integrity of the cultural experience of a person, its objective and subjective aspects. This competence includes the development of foreign languages and the development of socio-cultural methodological in the field of English language teaching. At the same time, the student also supports the development of the student as the subjects operating in professional linguist education.

The article describes the process and result of forming a student as a future teacher. In addition, it covers measures to improve the quality of this process. This concept reflects the integrity direction related to the formation of students' motivation, knowledge, skills, skills and professional communication norms.

The formation of professional competence in future teachers is determined by their participation, communication and participation in professional activities. In this process, two main types of activity complement each other: communicative activity and knowledge-based professional activities. The two activities together constitute the main components of vocational activity aimed at teaching foreign language together. As noted earlier, the activity is the central link of cultural experience. Man is formed through the creative skills, social experience, the process and mental development of the human experience.

The organizational and technological support of the development process aimed at addressing two main tasks:

1. Gradual development of communicative competency
2. Reaching students' methodical competent levels to higher levels

The interdependence and technological harmony of communicative competence (KC) and the stages of the formation of methodical competence (MC) serves as an important basis for integrated organization of vocational training. At the same time, it is planned to conduct undergraduate education on a differential approach in the organization of the development preparation. The general content of this education is determined by state educational standards, qualification requirements, stages of communicating communications and methodical competence.

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