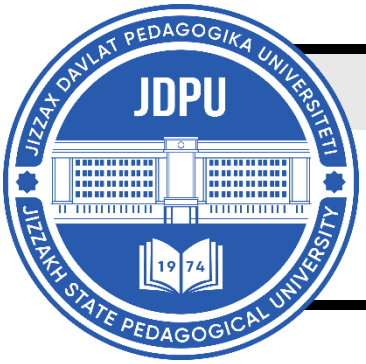
DOI: https://doi.org/10.37547/mesmj-V4-I5-01 Pages: 1-12

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL




MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

http://mentaljournal-jspu.uz/index.php/mesmj/index

# ONE OF THE MAIN FACTORS IN THE MODERNIZATION OF EDUCATION IS IMPROVING FUTURE TEACHERS' COMPETENCIES IN FOREIGN LANGUAGES

***Dilbar Abdullayeva***
*Doctoral student*
*Nukus state pedagogical institute*
*Nukus, Uzbekistan*

## ABOUT ARTICLE

**Key words:** Computer science and foreign languages, Computer Technologies, future teachers, Web-based communication, research, communication, Meta-analysis, methods.

**Received:** 02.10.23
**Accepted:** 04.10.23
**Published:** 06.10.23

**Abstract:** During the article of the last two decades, the educational system in Uzbekistan has undergone tremendous expansion and progress, which has resulted in a number of alterations and new advancements. For instance, the president of the Republic of Uzbekistan issued a decree, which was afterwards reduced to writing and distributed to the general populace (In May 19, 2021). In order to follow this course of action with any degree of success, it is necessary to conduct an exhaustive investigation into a wide range of concerns. Reading non-native works, particularly those written in the English language, has been included in the curriculum of secondary schools all over the country starting with the first grade as a direct result of the enormous significance of the book. This change was made because of the enormous relevance of the book. In the decree, there is a provision that reads as follows: "The examination of the existing structure for the instruction of foreign languages has revealed that educational benchmarks, curricula, and textbooks do not fully meet contemporary benchmarks, in particular with regard to the implementation of cutting-edge information and media technologies." This provision was established when it was discovered via an evaluation of the pre-existing framework for the teaching of foreign languages that educational standards, curricula, and textbooks did not completely satisfy modern benchmarks. As a result, this provision was deemed necessary to be included. Either the strategy of "continuously

organizing learning of foreign languages at all levels of the education system" should be improved further, or the strategy of "teaching special subjects, especially on technical and international specialties, will be conducted in foreign languages at higher educational institutions" should be implemented. The study recommends moving forward with one of these two courses of action. By carrying out each of these separate responsibilities, Uzbekistan is working toward its goal of expanding the degree to which it is already integrated into the global community. This may be thought of as an ultimate goal. This is a step in the direction of accomplishing the goal.

## INTRODUCTION

It is common knowledge that the framework of any given educational system may be integrated with aspects that remain constant. As a result, the conventional educational process is a component of the canonical educational system. This process is comprised of the following seven components: the reason for education, the subject matter of education, the students who will be receiving it, the instructional methods, and the instructional forms. Because of this, it is possible to conduct research and development on this process in the context of a comprehensive educational phenomena.

The purpose of today's educational system is to:

• The involvement of the individual in activities that have a positive impact on society;

• The development of the talents of the person who has the greatest need for assistance and on society as a whole.

The goal of today's educational system is to instill students with a body of information and a set of abilities that have been honed in line with the model of the suitable educational standards as decided by experts.

So, the need for practicing self-control arises as one of the components of the aims of expert training. The aspect of the theme that represents the aims of discipline, etc., is the theme's overall objective. The purpose of this phase of the educational process is to familiarize students with the material at the appropriate depth, and it marks the beginning of the learning phase. Its incorporation is one of the goals of all educational approaches, regardless of the mode of instruction that is used.

The purpose of education is to serve as the central support structure for all educational endeavors. It is the choice of goals that is dependent on the selection of material, techniques, and instructional aides to the greatest degree.

The issue "what should be taught" is answered through the formulation of educational goals. What problems (professional, personal, object, ethical, and aesthetic) should the student be able to

handle using the information, abilities, beliefs, and attitudes that they have gained during their education?

It is difficult to pass the description or formulation of objectives by only building curriculum, programs, developing manuals, and other educational resources. In point of fact, according to the present methodological principles of organizations' complex systems, such a voyage may yield nothing but upheaval and confusion, unending disputes, and formal theorizing due to the fact that the system does not have a formalized structure to support it.ingredient essential to the whole - the objective. The goal of education may be summed up as the preparation for a certain life; this goal, together with the breadth of knowledge and abilities it encompasses, the degree of expertise it requires, and the objects on which it is manifested, has been reasonably well defined.

**THE COMPONENTS AND PROCEDURES**

The issue "what to educate" may be answered if one has an understanding of the subject matter that is covered in education. In other terms, it is a system of scientific information, practical skills, as well as philosophical, moral, and aesthetic principles that must be learned throughout the process of learning. This system is referred to as a curriculum.

The following variables all have an impact on the curriculum that is taught:

• the modern needs of the education system itself, lead to the need for the education system availability, quality, advanced character, internationalism, mass, mobility, etc.; • bus transportation;[2]

The right way to define the subject matter of education is as a component of the whole social experience that replicates the fundamental characteristics of the structure. Thus, the following are included:

• knowledge of the world in the form of theoretical knowledge (nature, society, people, and technology); • experience of creative and intellectual activity, suggesting 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; and • experience of emotional and value relationship with others.

As a result, the scope of what students learn in school cannot simply be reduced to a laundry list of facts and abilities related to academic disciplines. It should go through all of the fundamental aspects of the social experience, including the following:

• a set of intellectual and practical abilities • an experience of creative activity • a set of connections to the world and to one another

The latter is included as a component of the scope of the content specialized training particular profile, and this, in turn, is included as a component of the social experience.

In accordance with the implementation of the Law of the Republic of Uzbekistan "about education" and the National Programme for Training in the country, a comprehensive system of teaching foreign languages was established. This was done with the intention of producing a younger generation that is harmoniously developed, highly educated, and forward-thinking, as well as to facilitate the republic's continued incorporation into the global community.

**RESULTS**

During the years of independence, more than 51.7 thousand teachers of foreign languages were educated, multimedia tutorials in the English, German, and French languages were developed for schools, electronic resources for learning English in primary school, and more than 5000 language laboratories were installed in secondary schools, colleges, and professional academic lyceums.

Consequently, the responsibility of the foreign language professor is just as important as it has always been, and the professional competence of the teachers plays an important role in the learning process that takes place in educational institutions (Resolution of the President of the Republic of Uzbekistan dated 10.12.12 No1875 entitled "About measures to further improve of the learning of foreign languages"). [1]

Due to the many shifts that have taken place in the contemporary educational system, the modernization of education that is now taking place in Uzbekistan necessitates a high degree of compliance in terms of the professional competence of educators at educational centers and schools.

According to Begimkulov, Djuraev, Babakhodjaeva, Choi, and Eshmamatov (2011), the current stage of education's modernization requires all of its subjects to not only have a quick response to the changes, but also the ability to correctly determine the characteristics of professional work, which will be the key to success in the not-too-distant future.

The shift from "education for life" to "education throughout life" signifies that a person's level of success in his life and career today is largely determined by the presence of certain qualities and abilities. These include mobility, susceptibility to a new level of independence, the ability and willingness to continually learn, improve skills, learn new skills and specialty, and the ability to learn new skills and specialization. This requires finding a solution to the problem by enhancing the system of additional vocational training, which is explained as the objective of 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, and social roles, which means maintain a consistently high level of compliance educational needs. In other words, this means maintain a consistently high level of compliance educational needs. * The notion of a teacher's professional competence represents the unity of a teacher's theoretical and practical readiness for the execution of educational activities, and it is one of the characteristics that define the teacher's professionalism. [3]

The qualifying characteristic is a normative model of teacher competence, presenting a scientifically based structure of professional knowledge and abilities. The content of teacher training varies in specializations, which are reflected in the qualifying characteristic.

Qualifying features are, in essence, a set of general standards that the teacher must meet based on both his or her theoretical knowledge and practical experience. In most cases, psychological and pedagogical understanding were the factors that determined the curriculum. Knowledge of methodological foundations and categories of pedagogy are included in psycho-pedagogical readiness, along with patterns of socialization and personality development; the essence, goals, and technology involved in education and training; laws regarding the age-appropriate anatomical, physiological, and psychological development of children, adolescents, and young adults.

Pedagogical skills are a series of actions that unfold sequentially, some of which may be automated (skills), are founded on theoretical knowledge, and are geared toward the formation of a harmonious personality. Pedagogical skills are also known as teaching skills. An understanding on this level of the fundamental nature of pedagogical abilities highlights the leading role that theoretical knowledge plays in the formation of future teachers' practical readiness, the unity of theoretical and practical training, multi-level pedagogical abilities (from reproductive to creative), and the possibility of their improvement through the automation of certain actions.

In conclusion, having this knowledge of the nature of pedagogical skills enables us to comprehend its internal structure, communication action (component skills), as a relatively autonomous private skill set. This, in turn, paves the way for the possibility of integrating a variety of educational abilities for a variety of purposes, as well as for the extension of their conditionally applicable practical objectives. Take, for instance:The skill to "have a dialogue" can be broken down into two parts: choosing a topic that most accurately reflects the interests and needs of students while also taking into account the most pressing educational challenges that the class is currently facing; choosing the content; choosing the forms, methods, and means of education that are appropriate for the age of the pupils and the specific conditions; planning; etc. In a similar manner, we are able to improve any other ability.

Pedagogical abilities have the potential to reveal the framework of a teacher's professional competence in their field. It is preferable to construct a model of professional readiness from the most general talents to the most specific ones. Hence, the capacity to think and behave in a pedagogical manner is the most prevalent talent.

Raising abilities to the theoretical level of analysis is one of the most essential tasks involved in the training of pedagogical ability for future instructors. In an ideal world, full compliance with the standards of qualifying features of teachers implies having the maturity to integrate a complete set of pedagogical abilities, as well as the capacity to think and behave in a pedagogically sound manner.

Regardless of the degree of generality of the pedagogical tasks, the whole cycle of their completion can be reduced to the triad "think-act-think," which also correlates with the components of educational activities and the abilities that correspond to those activities. As a consequence of this, the model of the teacher's professional competence functions as the unification of the teacher's theoretical and practical readiness. The pedagogical abilities are organized here into four separate categories.

1. Capability to "translate" the contents of the objective process of education into specific pedagogical objectives: study of individual and collective level to determine their readiness to actively learn new knowledge and design, on this basis, the development of collective and individual students. 2. Ability to "translate" the contents of the objective process of education into specific pedagogical objectives. *

2. Capability to construct and put into action an educational system that is logically comprehensive; integrated educational planning and the ability to solve educational difficulties

3. Capability to pick and establish the link between the components and aspects of education, as well as the ability to put them into action in order to generate the required circumstances (material, moral, psychological, organizational, hygienic, etc.).

4. Accounting of skills and assessment of pedagogical activity: self-examination and analysis of the educational process and the outcomes of the instructor. 4.

The following qualifications may be added to the list of capabilities required of language teachers:

a command of the language(s) Understand enough to be able to follow the course of a lengthy discourse on abstract and difficult issues that do not correspond to the field of action, even if the need arises to explain some facts, which is particularly important if the speaker has a foreign accent. Get familiarity with a wide range of idiomatic phrases and colloquialisms, paying attention to any and all departures from the standard case (Bakiyeva 1993). [4]

Follow the development of a lengthy report, even if it has a hazy texture, and even if the link between the components of the report to each other is not articulated directly, but is only suggested. Easy monitoring of the dialogues that are taking place amongst the three participants throughout the process of discussing or debating new, abstract, and difficult issues.

Get an understanding of the various content, as it is heard on the radio, in the process of recording non-standard uses of language and subtle subtleties, conveying a covert attitude in regards to one another and their connection. Get a grasp on the material presented in the movie, which has frequent use of slang and colloquial terms. Despite the lack of audibility and the noise, you should be able to glean precise information from advertising that are shown in public locations (at the station, at the stadium, etc.).

Speaking competency may be defined as the ability to freely convey one's views without the need for prior preparation and with little apparent effort. Strong command of linguistic resources, including a vast vocabulary and the ability to explain previously unknown words. Even if it becomes necessary to explain specific facts, you should be able to understand the foreign-language speech in full, particularly if it is on abstract and sophisticated issues that go outside the boundaries of the activity, and this is especially important if the speaker has an unusual accent.

To be able to completely engage in an interview, both as the interviewer and the interviewee, and to uncover and develop the subject that is being discussed fluently and without any help from outside sources. Even the most abstract and strange subjects are simple to comprehend, and it is not difficult to take part in the conversations. to be able to provide compelling arguments in support of one's perspective by responding to questions, remarks, and difficult counterarguments in a fluent, accurate, and unprepared manner without prior preparation. Have the ability to discuss, provide explanations and remarks that are clear and thorough, build particular provisions, and provide a good end to the conversation.

While reading, to comprehend all of the information included in lengthy and complicated books, regardless of the subject matter that interests them, provided that they are given the chance to reread difficult passages. Considered to be any communication, which may or may not include the use of a dictionary. Understand in depth the difficult and lengthy texts on a wide variety of topics that come up in the course of communication with friends, professional and educational activities (professional articles, book chapters, review), and as a result, capture the nuances of both overt and covert attitudes and opinions. Distribute the required information obtained from websites, publications, and specialized sources.

In the letter, to be able to write clear and well-structured texts on complicated themes, highlighting the significant and relevant problems, extending and supporting the point of view with a reasonably common additional arguments, arguments, and suitable illustrations, and finishing the narrative conclusions.

They should be able to produce a full description of a fictitious text while keeping to their own style, which is natural for the reader that they are writing for. Moreover, they should be able to express meaning in a free and rationally built manner.

1. Provide a concise and well-organized description of the complicated things, making sure to emphasize the essential and significant particulars (such as qualifying work). Construct and defend their point of view using the extra arguments and illustrations that are required. Compose a variety of personal writings, such as diaries and essays expressing your own experiences, while adhering to the accepted conventions for such writing. in order to draw broad conclusions from the specific examples presented in the lectures, papers, and debates. Make written reviews on academic and professional

themes (Resolution of the Cabinet of Ministers of May 8, 2013 No 124 "On approval of the state educational standard to foreign language of continuing education system") (Resolution of the Cabinet of Ministers of May 8, 2013 No 124).

It is common for the contents theoretical preparation of the instructor to be seen as requiring a certain skill set and psyches pedagogical background. Yet, as was said before, the acquisition of new information is not an aim in and of itself. The knowledge that underpins the structure of the teacher's experience might seem like a dead weight if it is not connected to the same information in the system and continues to be an unnecessary domain.

Competence in analysis. Maturity of analytical skills is one of the conditions for pedagogical competence, since with them, the information can be extracted from experience. This is because of the relationship between theory and practice. The ability to have a more widespread talent of educational thinking may be demonstrated via analytical abilities. This ability is made up of a number of different private skills, including the following: the ability to dismember pedagogical phenomena into their constituent elements (conditions, causes, motives, incentives, facilities, manifestations, etc.); the ability to comprehend each part in connection with the whole and in conjunction with the leading parties; the ability to locate in learning theory and education ideas, findings, patterns, adequate (equal, it is appropriate, the identity) of the logic of the phenomenon; the ability to correctly diagnose pedagogical. [5]

The process of isolating a fact or phenomenon, isolating it from other facts and phenomena, establishing the composition of the elements of this fact or phenomenon, and determining the place of this phenomenon in the educational process are all included in the theoretical analysis of the facts and phenomena. The process of isolating a fact or phenomenon from other facts and phenomena also includes isolating it from other facts and phenomena. Isolating a fact or phenomenon from other facts and phenomena involves, among other things, isolating the fact or phenomenon in question from other facts and phenomena.

The capacity to create forecasts and predictions. In order to exercise some level of control over the outcome, the management of social processes as well as the operation of education always requires an orientation that is conspicuously displayed in the subject's awareness (anticipation of the aim). An educational study of the problem is carried out in order to give a basis for the formulation of objectives and the determination of strategies for dealing with the issue. An inquiry into the relationship that exists between the present state of education and the objectives that should be attained via educational activities could be difficult to carry out due to the fact that the current state of education is in a state of flux. On the other hand, the success of goal planning is not only determined by the findings of analytical work; this is just one of the many factors that play a role. It is, in many ways, a predetermined capacity for anticipation, which is the ability to see an object, a phenomenon, the

consequence of an action, and other similar things in one's mind before they are actually received or experienced. Anticipation is the ability to see an object, a phenomenon, the consequence of an action, and other similar things. The intrinsic capacity to play a significant role professionally in their respective disciplines was one of the characteristics that most distinguished master instructors from other types of educators.

Educational forecasting that is carried out on a scientific foundation and is based on the study of the structure and logic of the pedagogical process, as well as patterns of age and personal development of students is referred to as educational modeling. The term "educational modeling" refers to this particular kind of forecasting.

The following is a representation of the abilities that are required for composition forecasting: expansion of instructional goals and objectives, the selection of methods to achieve educational goals, forecasting results, possible deviations and adverse events, defining the steps (stages) of the pedagogical process, time allocation, and planning, together with the students' day-to-day lives (Miskavich, 1980). [6]

The capacity to accurately anticipate anything may be broken down into three distinct categories, each of which is controlled by the object that is being predicted:

- The individual's personal and professional qualities, feelings, will, and behavior, as well as any potential abnormalities in the individual's personality development, challenges in forming relationships with peers, and other issues of a similar nature; a prognosis of how the individual's personality will develop in the future; - The process of making forecasts about the development team, including the dynamics of its structure, the formation of connections, and the changing locations of assets and individual students within the system of relations, etc.; 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 various methods, techniques, and tools of training and educate 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 various methods, techniques, io A prediction about the development team, including the dynamics of its structure, the development of relationships, and the shifting positions of the asset and the individual students within the system of interactions, etc.; - A prognosis about the development team, including the dynamics of its structure, the growth of relationships, the shifting of the asset's position, and the - 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 various methods, techniques, and tools of training and education, etc. Prediction of the pedagogical process: education; education; educational and developmental possibilities of educational material; the

difficulties of students in teaching and other activities Prediction of the pedagogical process: education; education; educational and developmental possibilities of educational material.

## CONCLUSION

Because pedagogical forecasting is a practice that requires educators to become proficient in a variety of predictive methods, such as modeling, hypotheses, thought experiments, extrapolation (distribute any concepts (phenomena), relating to a particular area to another area), and other related techniques, it is essential that educators become familiar with all of these methods.

The next thing that has to be done is to determine the sorts of activities that students will engage in, in addition to the substance of those activities, in order for the students to acquire the characteristics and states that have been projected for them. In light of the obligations that are now at hand, it is of the utmost importance that a wide range of one-of-a-kind events and activities be made accessible to the participants.

There is a chance that the educational programs and educational efforts being made will be effective and will operate properly. This category includes instructional activities such as lesson preparations and other educational pursuits. The following are examples of projective skills: - The ability to translate the goals and content of education and training into specific teaching objectives; - Consideration in determining the educational tasks and activities of students selecting the content to their needs and interests, capabilities material basis of his experience, and personal and professional qualities; and - The ability to create a plan for achieving specific teaching objectives. Projective skills include the following: - The ability to translate the goals and content of education and training into specific teaching objectives.

- System planning techniques to stimulate activity and school deterrence negative manifestations in their behavior - Planning of individual work with students in order to overcome existing shortcomings in the development of their abilities, creativity, and talents' etc. - Planning of the educational environment and relationships with parents and the community etc.

Reflexive skills. They occur throughout the process of the execution of activities directed at himself for the purpose of evaluating and controlling the instructor. It is often exclusively linked with the very last step of the pedagogical problem-solving process, and it is seen as a form of technique on summarizing educational and educational activities. In the meanwhile, being conscious of the many different kinds of control:

- Control based on the analysis of finished results actually performed actions; - Control based on the expected results of actions carried out only in the mental plane. - Control based on the correlation of the results with the given samples; - Control based on the expected results of actions carried out only in the mental plane. [7]

While they are at different phases in the process of finding solutions to educational issues, all of them play an equal part in educational activities. Control is based on an analysis of the results acquired in the first place with regard to activities subject instructors. Deserves particular attention Control is based on an analysis of the results obtained in the first place. Allowing reasonable and objective analysis of their judgments, actions, and ultimately work in terms of their compliance with the plan and conditions is essential for the successful implementation of this type of control. For this type of control to be effectively implemented, teachers need to be able to reflect (back treatment, reflection, and analysis of their own actions and states).

Recognition of reflection as a distinct kind of theoretical work aimed at better understanding one's own activities; let's have a conversation about the unique subset of educational abilities known as reflective skills. Their selection may be attributed to a number of different factors. First and foremost, the fact that the examination of teaching activities without rigorous analysis of the settings for their preparation cannot be deemed to be the standard. This is because the conditions for their preparation shape the teaching activities. It is common knowledge that positive outcomes in educational endeavors may be achieved by several means, such as greatly increasing the amount of time spent on addressing educational and educational issues, and owing to an excessive number of students and instructors. This so-called comprehensive (as opposed to intense, which does not signify quality, but rather only a numeric increase, expansion, or distribution) Ways to Enhance the Effectiveness of the Teacher On the other hand, the reasons for the unfavorable findings might be rather varied. It is always extremely vital for the teacher to determine the degree to which both good and bad outcomes are a consequence of its efforts. This is one of the most important things a teacher can do.

As a result, they are required to conduct an analysis of their own operations, which calls for the use of specialized analytical abilities.

- The correct setting of goals, their "translation" into concrete tasks and solving of complex adequacy dominant and subordinate tasks baseline; - The contents of the activity of the pupils to the task and the effectiveness of the methods used, methods and means of educational activities; - Compliance with applicable organizational forms students' age, content material, and the like.

**REFERENCES**

1. Resolution of the President of the Republic of Uzbekistan 19.05.21. № 5117 about “measures to develop the learning of foreign languages”.

2. Bax, (2003, p. 23) and Chase (2004, p 14).

3. Egbert and Petrie, 2005.

4. Negroponte (1995, p. 32) and Rheingold (1993, p. 53).

5. Hasanova, D. (2010). English as a trademark of modernity and elitism. English Today, 26(01), 3–8.

6. Bezdukhov V.P., Mishina S.E., Pravdina O.V. Theoretical problems of the formation of the teacher's pedagogical competence. Samara: Sam-GPU Publishing House, 2001.- 132 p.

7. Shamsitdinova, M. G. (2020). INTERCULTURAL COMMUNICATION AND PROBLEMS OF TEACHING ENGLISH TO THE STUDENTS-NONLINGUISTS. Theoretical & Applied Science, (4), 1024-1026.

8. Mattar, J. Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. RIED Revista Iberoamericana de Educación a Distancia 2018, 21, 201–217. [Google Scholar] [CrossRef]

9. Salakhova, E. Z., & Shamsitdinova, M. G. (2020). ADVANCED PEDOGOGICAL TECHNOLOGIES IN EDUCATION IN THE 21-ST CENTURY. Theoretical & Applied Science, (5), 743-746.

10. Axmedovna, J. N., Gapporovna, S. M., Rozmatovna, A. O., & Tashkent, U. Z. B. E. K. I. S. T. A. N. (2019). The importance of needs analysis in teaching ESP. European Journal of Research and Reflection in Educational Sciences Vol, 7(11).

11. Shamsitdinova, M. (2021). Difficulties In Teaching Law Students Listening Comprehension In English Language Teaching. The American Journal of Political Science Law and Criminology, 3(01), 1-8.