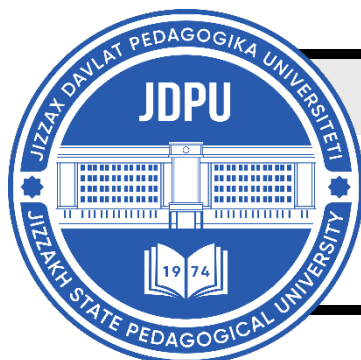


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE MODEL OF DEVELOPMENT OF METHODOLOGICAL
COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS*****Dilafruz Sandibayeva****Lecturer**Profi university**Tashkent, Uzbekistan**E-mail: d.sandibayeva@gmail.com***ABOUT ARTICLE**

Key words: modeling, methodical training, future foreign language teachers, educational process, communicative and methodological competence.

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Abstract: This article analyzes the importance of modeling in the development of methodological competencies of future foreign language teachers. Modeling of methodical training of future foreign language teachers is related to theoretical research of pedagogical phenomena, development of models that enable local learning with the transfer of the object to a wider educational space.

INTRODUCTION

As is known, improving the quality and effectiveness of training in the targeted training of future teachers in general, and in the field of foreign languages in particular, cannot be imagined without the preliminary development of a model aimed, in accordance with the design of this study, at developing the communicative and methodological competence of a specialist. In this regard, it is necessary to identify the most key points on which we relied when constructing a model for the formation of communicative and methodological competence.

In recent years, in our republic, the tasks of developing the readiness of future foreign language teachers to understand the social importance of selected education, professional and self-organization, the ability of independent professional education, and the development of a motivational attitude to pedagogical activity, personal and professional growth of future foreign language teachers, normative frameworks are being created for the development of pedagogical possibilities of teaching foreign languages. "Adapting the educational system to the

requirements of the times to ensure spiritual development and bring the industry to a new level, to improve the quality of education"[1] is defined as a priority task.

Modeling the methodological readiness of future foreign language teachers is related to the theoretical research of pedagogical phenomena, the development of models that allow for local learning, with the transfer of the object to the wider educational space. In this section of our research, the methodological modeling is the basis for the development of a unified conceptual model of the process of methodological training of future foreign language teachers in a higher educational institution.

MATERIALS AND METHODS

The pedagogical meaning of the model is to identify current and promising tasks of the educational process, scientific substantiation of the conditions for possible convergence between probable and desired changes in the development of foreign language competence of future teachers [2; p 57]. We adhere to the point of view of B.A. Shtoff, according to which, a model is "a means of displaying, reproducing one or another part of reality for the purpose of its deeper knowledge" [3; p 115.]. A model is a means of research and improvement of a particular object or phenomenon.

The formation of the methodological competence of future foreign language teachers began in the research of (O.L. Zakharova, A.B. Sorokina, E.E. Sysoeva B.S. Ilyina, N.M.Ahmeova, F.Rashidova and others), dedicated to the disclosure of general patterns of professional training and problems in the formation of a teacher's personality.

The main components of the model, as we see it, are the goal, objectives, principles, content, forms, methods, means and results. According to the principle of system analysis, which states that the construction of a model begins with the identification and formulation of its goal, we formulated the goal as the formation of communicative and methodological competence (CMC) of students - future English language teachers. In accordance with this goal, the following tasks were identified: development of the structural components of students' communicative and methodological competence (linguistic, speech, linguistic, sociocultural, discursive, professional), diagnostics of the level of development of students' foreign language competence and its correction.

The basis for the development of a model for the formation of communicative and methodological competence was the system-integrative, personal-activity and competence-based approaches.

The integrative approach is based on the presentation of professional and methodological competence as an integral system and allows us to identify the integrative properties and

qualitative characteristics of an object, its main and secondary components (L. Berestova, A.A. Verbitsky, N.N. Lobanova, N.V. Ostapchuk, G.N. Serikov, M.Gulyamova, N,M,Ahmedova etc.) The systematic approach allows us to consider PC as an integrative and structural integrity of the components of the subject of professional activity, which are interconnected and cover all areas of the teacher's personality. It also makes it possible to study a personality from the perspective of the prospects for its professional development.

Development of a model based on the competency-based approach as a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational results involves the implementation of the following principles (figure 1):

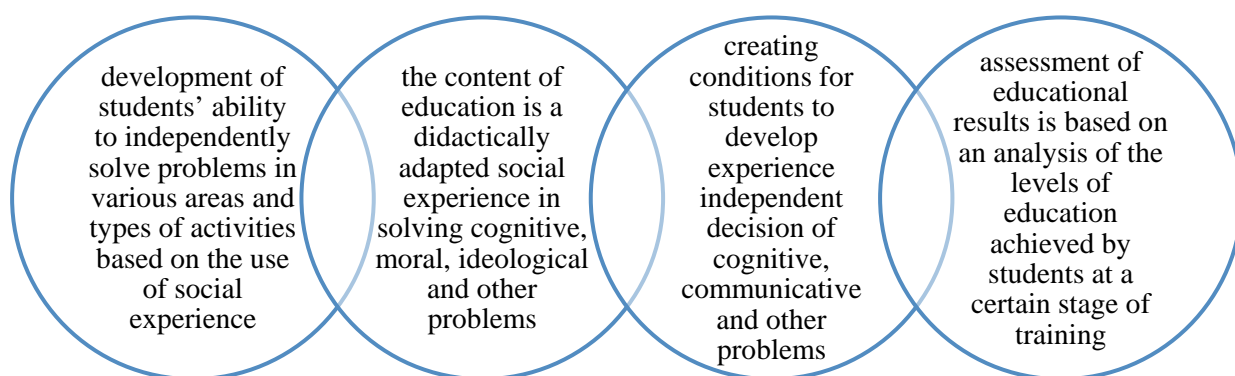


Figure 1. Model principles based on the competency-based approach

A professionally oriented approach requires that teaching a foreign language and the theories and methods of teaching foreign languages be of an activity-based nature. Teaching the practice of oral and written speech should occur similar to the process of communication, when interlocutors try to solve real and imaginary problems of joint activity using a foreign language. For this purpose, in educational conditions "real communication practice" is provided and speech orientation involves the use of communicative and professionally valuable material in foreign language classes.

As is known, didactic teaching aids include educational and laboratory equipment, verbal means (text media), visual aids (volume and printed), technical means (tape recorder, CD and DVD player, video recorder), automated teaching systems (computers, language laboratories), organizational and pedagogical tools (educational standards, curricula, training programs, teaching aids, examination and test cards, task cards, etc.) All teaching aids were included in our study into the educational and methodological complex of the discipline, namely the educational complex in general professional (methodological) and special (PUPR) disciplines.

As an example, let's take the teaching materials for the course "Theory and Methods of Teaching Foreign Languages."

The study of this complex discipline pursues goals of both theoretical and practical nature.

Purpose of the discipline:

✓ to form a system of students' knowledge about the essence, content, place, structure of the modern system of teaching foreign languages within the framework of basic and complete secondary schools;

✓ promote the acquisition of theoretical knowledge and practical skills on the problems of developing foreign language competence of students within the framework of the "Foreign Language" course, as well as the implementation of extracurricular and extracurricular work in a foreign language;

✓ to form a holistic structure of students' future professional activities, development of professional autonomy among future teachers.

Objectives of the discipline:

- to develop knowledge about the theoretical and methodological foundations of the modern system of teaching disciplines in the educational field "foreign language", their features depending on their place in the general education system;

- reveal the main components of the theory of modern OFL in school and, on this basis, show the components and means of modern methodology as a science;

- teach students to use theoretical knowledge when solving issues related to teaching practice;

- to acquaint students with modern leading trends in OFL in our country and abroad;

- to develop the skills of selecting educational material according to different content lines of the subject "foreign language";

- reveal methodological techniques, means and forms of studying various aspects of the subject "foreign language";

- promote the development of psychological and pedagogical thinking of students;

The form of organization of training, as is known, is the design of a separate link in the learning process, a certain type of activity [4; p 91]. Experienced learning through modular learning involves the use of the following forms of learning: frontal (interaction of the teacher with all students of an academic group or subgroup), group (students work in mini-groups created on various bases), pair (interaction occurs between two students), individual (interaction of the teacher with one student).

Pedagogical practice has accumulated both well-established, recognized forms of organizing the educational process (lecture, practical classes, seminars, independent work, consultations, etc.), as well as active forms of work using new technology and non-traditional forms of educational activities (business game , role-playing game, problem lectures, interdisciplinary classes), etc.

The model for the development of foreign language competence of students involves the use of active learning methods, “in which the student’s activity is productive, creative and exploratory in nature” [5; p 102].

Let us note that the choice of methods is determined by a combination of factors, the most important of which are the specifics of the educational institution, the goals, objectives and content of foreign language teaching, regional conditions, characteristics of the student population and teaching staff, the chosen pedagogical technology, etc.

Teaching methods are used in unity with certain teaching aids, which are integral components of the considered model of the process of developing students' foreign language competence. In a broad sense, teaching aids mean everything that “contributes to the achievement of educational goals, i.e. the whole set of methods, forms, content, as well as special teaching aids” [5; p 113].

RESULT AND DISCUSSION

It should be noted that such features of modular learning as the transfer of the center of gravity to the independent work of students, the individualization of the process of mastering the educational modular program by the student at a pace, the ability to select module tasks and the implementation of the fourth pedagogical condition - differentiation of the content of language material - determine the need increasing the share of individual consultations in the educational process.

Independent work is work organized by the student himself due to his internal cognitive motives, at the most convenient, rational time from his point of view, controlled by him in the process and in the result of the activity on the basis of indirect systemic management of it by the teacher (training program , display tech-

nicknames) [6; p 252]. The purpose of independent work is to promote turning a student into an active subject of educational and cognitive activity, psychologically and functionally “prepared, depending on his abilities, interests, inclinations and life plans, to build an individual educational trajectory, conduct research, extract information from various sources and turn it into knowledge” [7; p 82].

Independent work of students acts as the most important form of organizing the educational process at a university, an activity for the acquisition of knowledge and skills, which takes place without the direct guidance of a teacher and contributes to the formation of students' need for constant self-education. It is the independent work of students that "creates the basis for lifelong education (lifelong education), the opportunity to improve their qualifications, and if necessary, retrain, to be a conscious and active citizen and creator [8, p 154], because in the process of independent work, personal qualities such as activity, initiative, responsibility for the progress and results of activities are manifested, and self-organization and self-control skills are also formed.

Independent work is built taking into account the requirements of educational programs, interests and needs of students. The effectiveness of independent work is determined by the formation of such components in students as self-organization, self-control and self-esteem. In connection with the above, independent work of students involves (figure 2):

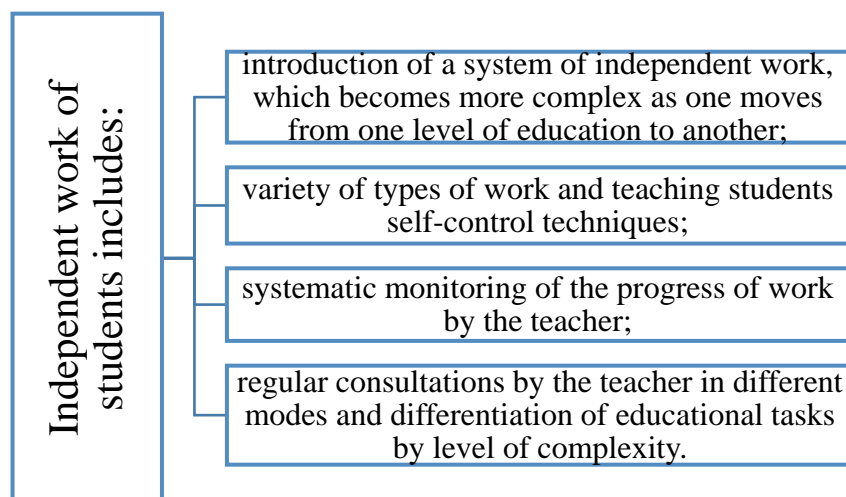


Figure 2. Independent work efficiency

We believe that activating students' independent work by organizing its various forms (presentations, reports, abstracting primary sources, working with newspapers and linguistic journals, etc.), corresponding to the content of the module being studied, will effectively influence the development of foreign language competence of future teachers.

If the goals of training perform its system-forming function, then the principles as conceptual methodological provisions determine the selection of its content, methods, forms, and means of training. In the selection of methodological principles for the formation of foreign language communicative competence in students, we rely on the works of O.E. Lebedev, [11], E.N. Solovova [10], N.D. Galskova [9], Safonova, V.V. [12] and define among them the following:

- communicative orientation;
- personally oriented pedagogical communication;

- interconnected training in types of speech activity and aspects of language;
- activity basis;
- stimulation of speech and thinking activity;
- dominance of problematic tasks over non-problematic ones.

In addition, to achieve this goal, the following pedagogical conditions must be met:

- taking into account the specifics of the educational environment of a pedagogical university;
- activating the speech and thinking activity of students by modeling diverse problem tasks developed on the basis of the results of diagnosing the level of formation of foreign language communicative competence;
- compliance with the sequence of presentation of problem tasks;
- updating the interaction between students and teachers.

CONCLUSION

In modern studies, the terms "methodological competence" and "methodological competence" are often used as equivalents. A review of the concepts of "competence" and "competence" is necessary to justify the use of the term "methodological competence".

Competence is an integral resource that ensures successful activity due to the acquired theoretical and practical knowledge that contributes to the overall achievement of the final goals of activity in a certain socially important field.

Competencies are narrow and specific components of theoretical and practical knowledge, as well as specific learned strategies collected for solving specific tasks and achieving intermediate goals of activity, which are related to competence in general.

It can be seen that the components of methodological competence are the competencies that are considered in detail in the analysis of the structure of methodological competence.

Thus, the potential of modular training in the development of foreign language competence of future teachers lies in its following characteristics: the presence of educational modules and modular programs that ensure students' independent mastery of educational information; concentration of language material in the module, facilitating its comprehensive assimilation; inclusion in educational modules of algorithms for completing educational tasks, optimizing the management of the educational process; the presence in the modules of differentiated tasks that provide students with a choice of ways to master educational information; the use of current, intermediate and final control tasks, which provides diagnostics of the level of development of foreign language competence of students.

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