MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

A MODEL FOR IMPROVING THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF A FUTURE ENGLISH TEACHER BASED ON THE PEDAGOGICAL EXPERIENCE OF ENGLAND

Ulugbek Abdurakhmanovich Jabbarov
Associate Professor, Phd
Tashkent State Pedagogical University
Tashkent, Uzbekistan
E-mail: jabborovulugbek1985@gmail.com

ABOUT ARTICLE

Abstract: The practical part of the study was evaluated according to qualitative and quantitative parameters. In our experimental work 5111400 - Foreign language and literature (English) curriculum and programs, development of lectures and seminars on formation of students' professional communication skills in English, teaching-methodical sets, handouts, group journals, tutor-teachers' portfolio , analysis, observation of individual pedagogical and psychological characteristics of students in the process of professional development, study of activity levels, as well as interviews with faculty deans and heads of departments, students and tutors-teachers were used.

INTRODUCTION

In the content of our research work, professional knowledge and skills are integrated, and foreign language as a language of education plays the role of professional communication tool. As a result, the technologies used in the formation of professional competences of future English language teachers, including tutoring technologies, made it possible to significantly increase the significance level of all criteria, especially the professional-communicative criterion, in the experimental groups compared to the control groups (see tables 3.3-3.4).

The students learned the advanced pedagogical experience of England, terms related to this field significantly better, expanded their vocabulary, and improved their communicative competence. Through different methods of working with texts, solving innovative pedagogical situations, they

began to express their thoughts and opinions, ideas more freely in the professional and pedagogical field, developed the ability to formulate and answer questions, participate in discussions.

Innovative pedagogical tasks are currently one of the priority components of educational activities.

The advantages of this system are evidenced by the fact that tutoring can be used not only by experienced teachers, but also by students at all stages of the continuous education system as an individual learning and pedagogical research. Therefore, it is appropriate to introduce tutoring as an effective type of pedagogical support in the system of higher pedagogical education.

MATERIALS AND METHODS

In the process of experimental work, the special course program on "Tutoring profession and tutoring activities" was approved in pedagogical higher education institutions (see table 2.5).

During the implementation of tutoring technology, the number of tutors increased by 18%, 15% of them expressed a positive reaction to tutoring activities, and 13% of teachers were found to have increased motivation to perform the role of tutors.

Development of professional-pedagogical competences of future English language teachers on the basis of England's pedagogical experience, taking into account the personal characteristics of the future English language teacher, the participants of the pedagogical process and their pedagogical-psychological peculiarities, the stages, content, directions, composition, technologies of the process, form, method and requires the development and modeling of criteria and levels of outcome assessment.

Table 2.5

Special course program "Tutor profession and tutoring activity"

	The name of the topics	Training form	Hour
1.	Tutoring as an effective tactic of educational and professional formation of a student.	Lecture	2
2.	Tutor profession. Peculiarities of tutoring in the English education system.	Lecture	2
3.	Professional competence of the tutor. Goals, tasks and principles of tutoring.	Problem lecture, discussion	2
4.	Structure, content, functions and components of tutoring	Group work, Role plays	2
5.	Types of tutoring activities	Lecture	2
6.	Tutoring stages, directions, methods, technologies	Seminar	2
7.	Tutor's methods and technologies for working with learners (general characteristics)	Conversation, communicative-pedagogical situations	2
8.	Technologies of group training and consultations	Social-pedagogical seminar	2
9.	Technologies of individual interviews, training and consultations	Seminar-presentation	2
10.	Organization of educational events	Practical	2

11.	Design and reflexive activities of the tutor	Practical	2
12.	Using Innovative pedagogical situations	Seminar-debate	2
13.	Tutor and tutoring portfolios	Presentation	2
14.	Administrative management mechanisms of providing a tutoring monitoring system in higher education institutions	Business game	2
15.	Organizational and material and technical conditions of introducing the tutoring system in the educational process	Conversation	2
16.	Training and advanced training courses for tutors	Open seminar with the leaders of training courses for teaching staff	2
17.	Potential opportunities and directions for further development of tutors' activities	Documents and reports of listeners	2
18.	Perspectives on student tutoring	Seminar-training	2
	Total:		**36 hours**

Model comes from the Latin modulus, which means measure, norm, and is a copy of something that is the same or reduced and enlarged, and can be a model for many productions [208].

J. Hasanboev, Kh. Torakulov, M. Haydarov, O. Hasanboeva stated that the development of the created model in its initial and final form and bringing it to the level of practical application is pedagogical design. Design objects in pedagogical activity can be pedagogical process, pedagogical - situation, pedagogical - system [209]. To model - to make a model of something, to create[208].

As part of our research, the model for the development of professional-pedagogical competence of future English language teachers was improved on the basis of increasing quantitative and qualitative indicators in proportion to adequate emotional-valuable motives aimed at the targeted development of personal skills and qualifications of the teacher (see Figure 2.1).

This model includes effective forms, technologies and pedagogical conditions for improving the professional competences of future English language teachers. Thus, experimental work is the basis for concluding that the model of improving the professional competences of future English language teachers based on the pedagogical experience of England provides an opportunity to significantly improve the quality of education in pedagogic higher education institutions.

The content of the model "Development of professional-pedagogical competence of future English language teachers" proposed by us as part of our research work means acquiring professional terminology, choosing didactic materials, preparing and conducting lessons, carrying out professional communication in English, and developing the professional-pedagogical competence of future English language teachers. technologies of the development process (selection of linguistic and professional data, problem-project technologies, innovative pedagogical situations, development of speech skills and technologies of business communication), forms (practical-analytical: analysis of pedagogical data in English, creative tasks related to pedagogical texts, English language classes

during practice planning and conducting; practical-creative: imitation of pedagogical communication, modeling of pedagogical situations), includes stages (theoretical: selection of texts, evaluation of pedagogical experience, development of a thematic map; practical: discussion of methodology, analysis, creation of didactic situations).

RESULTS AND DISCUSSIONS

The criteria, content, composition, directions, results and pedagogical conditions of development of professional and pedagogical competence as a system of tutoring monitoring of the educational process were determined. In particular, we set the following criteria in our research model:

- the motivational criterion means meeting the communicative needs of the future English language teacher aimed at gradually improving his professional competence;

- cognitive criterion - analyzing the problems of ensuring the quality of education and training, forming a professional thesaurus, mastering the necessary means of expression in verbal and non-verbal behavior, as well as effective professional tasks (participation in professional communication, methodical councils and seminars, conferences, open lectures and seminars) acquisition of skills necessary to perform, includes making independent decisions in changing situations;

socio-cultural - level of development of qualities such as the ability to choose appropriate ways and methods in the professional communication process, taking into account the purpose of communication and social conditions, management of communication, tolerance and the ability to understand a representative of another culture; awareness of the changes taking place in the world educational processes, exchange of experience in one's own country and with foreign colleagues, qualities that define national and universal aspirations, express the qualities of patriotism and tolerance;

- professional-communicative criterion - the level of formation of professional and communicative qualities related to the need to interact with representatives of other fields, foreign colleagues, various information flows related to the professional field; the skills of finding, analyzing, applying information related to professional activity and providing it to others; to be able to establish professional and social relations in different social groups and communities; ability to effectively use telecommunication information technologies within today's requirements; includes continuous development of professional-communicative competence (lifelong learning).

Reflexive criterion - the ability of students to evaluate their individual educational process as one of the important conditions for achieving the quality of education; It means the future teacher's emotional-valuable values, his self-awareness and self-control, his ability to determine his place and role in the world.

Content represents the support and management of student development, and content includes guidance in self-determination, moral coaching, tutoring, and monitoring of student learning.

Creation of an individual educational program, a model for the development of professional and pedagogical competence of future English language teachers improved by us; development of independence, self-expression; covers areas such as diagnosing academic success and planning next steps along an individual development trajectory.

In our research model, we determined the following as the results of the development of professional and pedagogical competence of future English language teachers: knowledge: English education system and pedagogical culture; skills: acquisition of professional terminology, expansion of vocabulary, improvement of grammatical and speech competence, participation in discussions and conferences, conducting classes in English.

We defined the pedagogical conditions of the process of improving the training of future English language teachers based on the pedagogical experience of England as follows:

- improvement of professional competences in English: systematic approach, integrity of theory and practice, innovative technologies;

- tutoring support: motivation of pedagogues and students, training of teachers on the program "Tutor profession and tutor activities".

Pedagogical conditions that ensure the effectiveness of the interaction between students and tutors include the acceptance of the purpose and program of activities, the existence of stable motives and needs of students for educational activities, the experience of organizing and implementing tutoring activities, the organization of theoretical training, control and objective assessment, the content and it is possible to include the compatibility of the activity characteristics with the subject's individual characteristics, interests and capabilities, as well as taking into account the subject's emotional and psychological state, etc.

Tutoring provides an opportunity to promote students' educational programs based on a more differentiated assessment of their learning activities; plays an important role in the continuous and effective organization of students' independent study work in the auditorium; activates the formation of professional competences in English.

According to the determination, similar to foreign experience, this system is used in higher education institutions, distance and open education, additional education system, support of professionals starting their careers, training system of education system employees, as well as organization of work outside the auditorium and professional self-determination of learners. can be used.

Tutoring work cannot be reflected in simple grades. This can be in the form of new "cultural" forms of behavior such as new choices, changes in viewpoints, problematization of decisions made,

discussion of new possibilities, rejection of stereotypes in communication and evaluation, and decision-making. Tutoring products include portfolios, individual study plans and programs, students' research and projects, tutoring diary, etc. is considered

The effectiveness of the tutor's activity depends on his experience, level of preparation and internal capabilities of the educational institution, content of the field of education, etc. related factors. A creative approach to the tutor's professional training and activities is of great importance.

CONCLUSION

The following conclusions were reached in the second chapter of our research work entitled "Using the English pedagogical experience in improving the professional competence of the future English language teacher":

It is of urgent importance to improve the quality of education in Uzbekistan using the best practices in foreign language teacher training, and to train foreign language teachers at the level of international standards. For this purpose, it was determined that it is necessary to determine the content and didactic trends of the advanced XPT, the approaches to the organization of the educational process, and the analysis of experiences in ensuring the quality of teaching.

The main goal of studying foreign pedagogical experience based on the analysis of scientific and theoretical research is to ensure the quality of education and training in the national education system based on advanced foreign pedagogical experiences. One of the means of achieving this goal is the dialectical approach from an objective point of view, integration, objectivity, and scientific basis of the process of comparing local and foreign experience in accordance with the priority goals of national education development.

Pedagogical conditions that allow to ensure the effectiveness of the tutoring monitoring system were determined within the scope of our research work: acceptance of the individual program and goals of education; that the content and characteristics of the activity correspond to the individual characteristics of the educational subject; positive motivation for cooperative activities; the level of readiness of the tutor to effectively implement his program (theory, experience, communication, planning, supervision and evaluation).

It was determined that the model "Development of professional and pedagogical competence of future English language teachers" proposed by us as part of our research should include the technologies, stages of forms and directions of the tutoring system of the process of developing the professional and pedagogical competence of future English language teachers.

Criteria and indicators for the development of professional competences of future English language teachers in a foreign language were determined as follows: motivational criterion, cognitive criterion, socio-cultural criterion, professional-communicative criterion, reflexive criterion.

Based on the study of scientific and theoretical literature, the content and stages of the tutor's activity were defined as follows: identification of interests; identifying cognitive needs; identify potential opportunities and capabilities; determining educational objects in tutoring activities; determining the specific aspects of the effective learning activity of learners; self-determination of the student regarding further educational activities; expand the field of possibilities.

The following were defined as the efficiency criteria of English language teachers: level of technological culture of the teacher; informativeness of educational material; the variety of methods used and the variety of teaching methods implemented; overall reflection of the tasks of education, training and professional development in the content; compliance of the content with the age and psychological characteristics of learners; universality, variety and convenience of using educational tools; possibilities of technologies used in self-development of students and teachers.

From the scientific-theoretical analysis, we can conclude that, based on the study of the advanced pedagogical experience of England, taking into account the current problems of improving the professional competence of future English language teachers in our country, modern tutoring represents the development of professional-communicative competence to encourage learning a foreign language in the process of training future teachers. it was found that introducing experience, strengthening practical skills of learning a foreign language and providing positive support for the continuity and efficiency of the teaching process.

REFERENCES:

1. Andreeva G.A. Development of higher pedagogical education in England: axiological aspect (70-90s of the twentieth century). dis. ... Dr. ped. Sci. – Kolomna, 2003. – 343 p.

2. Bazurina V.M. Professional training of future foreign language teachers in the UK: Dis. ...cand. ped. Sci. – Zhitomir, 2006. – 235 p.

3. Belitskaya E.V. Tutor education system in modern education in England: Dis. ...cand. ped. Sci. – Volgograd, 2012. – 201 p.

4. Bespalova O.I. Pedagogical traditions in modern schools in England. dis. ...cand. ped. Sci. – Volgograd, 2009. – 178 p.

5. The British Council conducted training for English language teachers http://www.uzdaily.uz/articles-id-25990.htm

6. Gargai V.B. Development of the system of advanced training for teachers in Great Britain (late 19th – late 20th centuries): Dis. ... Dr. ped. Sci. – Novosibirsk, 2006. – 446 p.

7. Gipaeva Kh.A. Pedagogical principles of adaptation of foreign experience in teaching English as a foreign language in a non-linguistic university: Dis. ...cand. ped. Sci. – Vladikavkaz, 2000. – 214 p.

8. Ziskin K.E. Professional and pedagogical training of secondary school teachers at pedagogical departments of universities in Great Britain in the second half of the 20th century: Dis. ...cand. ped. Sci. – M., 2002. – 214 p.

9. Ignatenko N.A. Factors in the formation of foreign language sociocultural competence of a future teacher: Abstract of thesis. dis. ...cand. ped. Sci. – Voronezh, 2000. – 27 p.

10. Ikonnikova N.K. Modern Western concepts of intercultural communication: Dis. ...cand. social Sci. – M., 1994. – 241 p.

11. Kravtsova A.Yu. Improving the system of training future teachers in the field of information and communication technologies in the context of modernization of education (based on foreign research): Dis. ... Dr. ped. Sci. – M., 2004. – 267 p.

12. Makhov A.P. Scientific and practical basis for the formation of a teacher's tutor position. dis. ...cand. ped. Sci. – Nizhny Novgorod, 2012. – 185 p.

13. Setting up educational structures in Europe. – D., 2020. – 130 p.

14. Nurmanov, A. T. On modern trends in the training of English teachers in Uzbekistan (based on the experience of Great Britain) / A. T. Nurmanov, U. A. Jabbarov // Theoretical & Applied Science. – 2017. – No. 11(55). – pp. 21-25. – DOI 10.15863/TAS.2017.11.55.4.

15. Nurmanov A.T. Pedagogical opportunities for preparing students for technology and techniques of effective communication (using the example of extracurricular activities): Abstract of thesis. dis... dr. ped. Sci. – T., 2017. – 86 p.