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THE ESSENCE OF PROFESSIONAL COMPETENCE FOR FOREIGN LANGUAGE TEACHING

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ABSTRACT

The concept of 'competence' is related to the notion that all professional processes need to be considered and that there is a lot of collaboration in the pedagogical context and that the participants in the learning process need to acquire. Therefore, competence is a way of behaving in different professional situations, communicating, new behaviors in relationships, unclear tasks when working with competitors, use of information full of contradictions, adapting to a plan of work in evolving and complex processes . Professional competence is defined not by the acquisition of skills, but by the knowledge of a specialist, which implies the acquisition of independent independent knowledge and actions in each field, constantly enriching the knowledge of competence specialization, learning new works to understand social problems, seeking new edits, it requires the ability to process them and work in their own activities. The purpose of this article is to clarify the concept of competence and the essence of professional competence, as well as to review the cases of professional competence, to clarify its structure and capabilities, as well as to highlight the professional competencies and skills that foreign

language teachers should possess. In expressing such things and illuminating the components, the ideas are generalized using diagrams and tables as well as work done earlier.

KEYWORDS: *Competence, Competency, Component, Combination, Strategy, Professional Competence, Levels (Practical, Theoretical, Creative), Methodology, Activities.*

I. INTRODUCTION

The key concepts in this research are the terms “competence” and “competency”. According to A.V. Khutorskoy (2002) by competency we mean “a set of interrelated personality traits (motivation, knowledge, skills, ways of working), defined with respect to a particular range of subjects and processes necessary for high-quality and productive activities in relation to them”. Competence is “a possession of a certain competency by a qualified person, including his personal attitude to it and to the subject of activity”. In other words, competence is the levels of formation of competency as a theoretical construct. Competence is a broader concept than accepted in the technique of "competency", which is traditionally understood the combination of knowledge, skills and teacher skills needed to carry out his professional activities (V.V.Safonova).

In all areas of modern society, a serious reappraisal of past values is taking place, the content of social life and consciousness is changing, the need for highly qualified personnel capable of contributing to the progressive development of society is growing. In this regard, the professional competence of a specialist comes to the fore. A fairly large number of studies in the field of professional competency are currently being conducted as a whole (L. I. Berestova, E. N. Gusinsky and Yu. I. Turchaninova, V. A. Naperov, J. Raven, I. N. Trofimova) and professional and pedagogical competence in particular (V. A. Adolf, N.V. Kuzmina, V.A.Sitarov).

O. B. Khovov considers professional competence as a level of creative realization of professionalism, socio-communicative abilities and autonomy, understood as independence, law and responsibility for making independent decisions in his professional activities.

These questions can be discussed in the research:

- a) What is the essence of the concept of competence?
- b) What are the qualities reflected in professional competence?
- c) What skills does the professional competence of foreign language teachers include?

Professional competence is not a process of acquiring skills, but a process determined by the knowledge and skills of a specialist, which involves the acquisition of independent independent knowledge and actions in each field. review, clarify the content and capabilities, and highlight the skills of foreign language teachers. All the components that make up professional competence are the object of this scientific work.

II BACKGROUND KNOWLEDGE

The concept of competency implies combination of physical and intellectual qualities of a person and the abilities necessary for an independent and effective solution of life situations, in order to create the best conditions for oneself in a constructive interaction with others. Thus, studying

professional competence as a phenomenon multidimensional, V. A. Naperov defines it at four levels:

- Theoretical (cognitive) level - a set of professional knowledge and skills acquired during professional training and practical activities.
- Practical (operational) level involves analysis structures of the need-motivational sphere of personality, professionally important personality traits.
- The creative level testifies to the growth of professional skill, its components can be considered a creative non-standard approach to solving professional problems, intellectual lability, ability to navigate in non-standard situations.

The presence of the above conditions contributes to the formation of the competence of the individual. However, one does not have to talk about stability, sustainability of competence, because it depends entirely on the flows that it is supported by the “drains” through which it is lost.¹

According to I. N. Trofimova, the flows in this case are:

- 1) The energy characteristics of the body; they change with age, as well as under the influence of biological (e.g. illness), psychological (e.g. stress or achievement of success) and social (for example, war) factors;
- 2) Informational characteristics of the environment, on the basis of which the subject forms his motivation, the range of goals and objectives everything that acts as a stimulation of his activity;
- 3) With the development of activity to achieve their goals the subject forms what his experience is - functional systems in the form of skills, assessments, attitudes and behavioral strategies.

III METHODOLOGY

A. Research Design

As teachers teach their students the language they need, they also need to introduce culture in societal societies where learners are taught. Therefore, future English teachers should first of all create socio-cultural components. It is clear that the key role in the disclosure of the peculiarities of the formation of social and cultural comprehension through this subject is obvious. One of the main objectives of the research is to rise awareness of language learners about target language as well as its culture and social and cultural life of language studied country and social characteristics. This study aims to investigate Uzbek teachers' opinions and beliefs on the place of target cultural-social information in English language teaching, as well as their related practices and applications in English as Foreign Language classroom in all kind of education in Uzbekistan. Also, this research's aim is to open and clarify the main features and peculiarities of the development cultural-social components of future English teachers and to create new methodical guide and educational supplies.

B. Instruments

Based on professional competence the following qualities are reflected (Fayzullaeva N, 2006). Below are the qualities reflected on the basis of professional competence the essence is briefly dissolved.

1. Social competence - activity in social relations demonstrate skills, mastery of skills, subjects in professional activities be able to communicate with.
2. Special competence - the organization of professional and pedagogical activity preparation for training, rational solution of professional and pedagogical tasks, Consistently develop a realistic assessment of performance On the basis of this competence, psychological, methodological, informational, creative, innovative and communicative competence is evident.

C. Data Collection and Analysis

Qualities reflected on the basis of professional competence

- 1) psychological competence - a healthy psychological in the pedagogical process to create an environment for students and others in the learning process establishing positive communication with participants, various negative to be able to understand and resolve psychological conflicts in a timely manner;
- 2) methodical competence - methodologically of pedagogical process rational organization, correctness of forms of education or educational activity designation, selection of methods and tools in accordance with the purpose, effective use of techniques, successful use of tools;
- 3) Information competence - necessary, important in the information environment, search, collection, sorting, processing of necessary, useful information and their targeted, appropriate, effective use;
- 4) Creative competence - critical, creative to pedagogical activity to be able to demonstrate his / her creative skills;
- 5) Innovative competence - improvement of pedagogical process, improving the quality of education, the effectiveness of the educational process to put forward new ideas for improvement, to put them into practice implementation;
- 6) Communicative competence - the whole of the educational process in sincere communication with students, including participants to be, to be able to listen to them, to be able to make a positive impact on them.

In the methodology of professional training in foreign languages, professional competence is understood as an ability based on professional knowledge and skills, educational and life experience, values and individual inclinations, allowing to effectively solve communicatively-teaching tasks arising in real situations of professional pedagogical activity.

Foreign language teacher profession's frame (see Fig. 1), developed by S. F. Shatilov, K. I. Salomatov and E. S. Rabunsky, interprets the professional competence of a teacher foreign language as follows. Since the main purpose of teaching a foreign language in education is the mastery of students of a foreign language as a new way of communicating communicatively level, then, according to the compilers of the profession's frame, the communicative and educational function of pedagogical activity a foreign language teacher is the leading, fundamental, it largely determines the content of all other functions. The above functions in the professional activities of a foreign language teacher can be divided into two groups: to the group of goal-setting functions (communicative-educational, developing, educating) and the group of operational-structural functions (Gnostic, constructive-planning, organizational).

Functions in the professional activities of a foreign language teacher

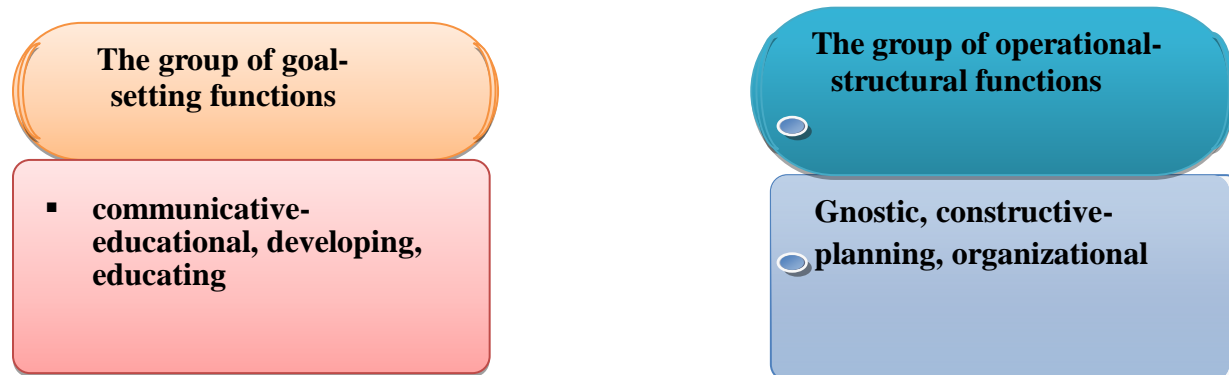


Figure 1 Functions in the professional activities

IV. RESULTS

N.V. Bagramova, M.K. Kolkova, I.P. Shishkin offer own scheme (see Fig. 2) of the professional competence of a foreign language teacher. According to the scheme, the basis of professional competence teachers of a foreign language compose linguistic and speech competencies.

Language competence is knowledge and erudition in a foreign language, possession of the rules of analysis and synthesis of units that allow you to build sentences; This is the possession of a system of information about the language being studied by its levels: phonetics, vocabulary, composition of words and word formation, morphology, simple syntax and complex sentences, the basics of the style of the text. On quality language competence in the studied language is affected not only by the degree of proficiency in it, but also by the level of competence of students in their native language. According to Chomsky, linguistic competence means the ability to understand and produce an unlimited number of linguistically correct sentences with the help of learned linguistic signs and rules for their connection (Azimov E. G., Schukin A. N. 1999).

Speech competence is the ability to use a foreign language for the purposes of personal and professional foreign language communication, adapt the language in order to teach schoolchildren the basics of foreign language communication; it is the possession of the ways of forming and formulating thoughts through language and skill use such methods in the process of perception and generation of speech.

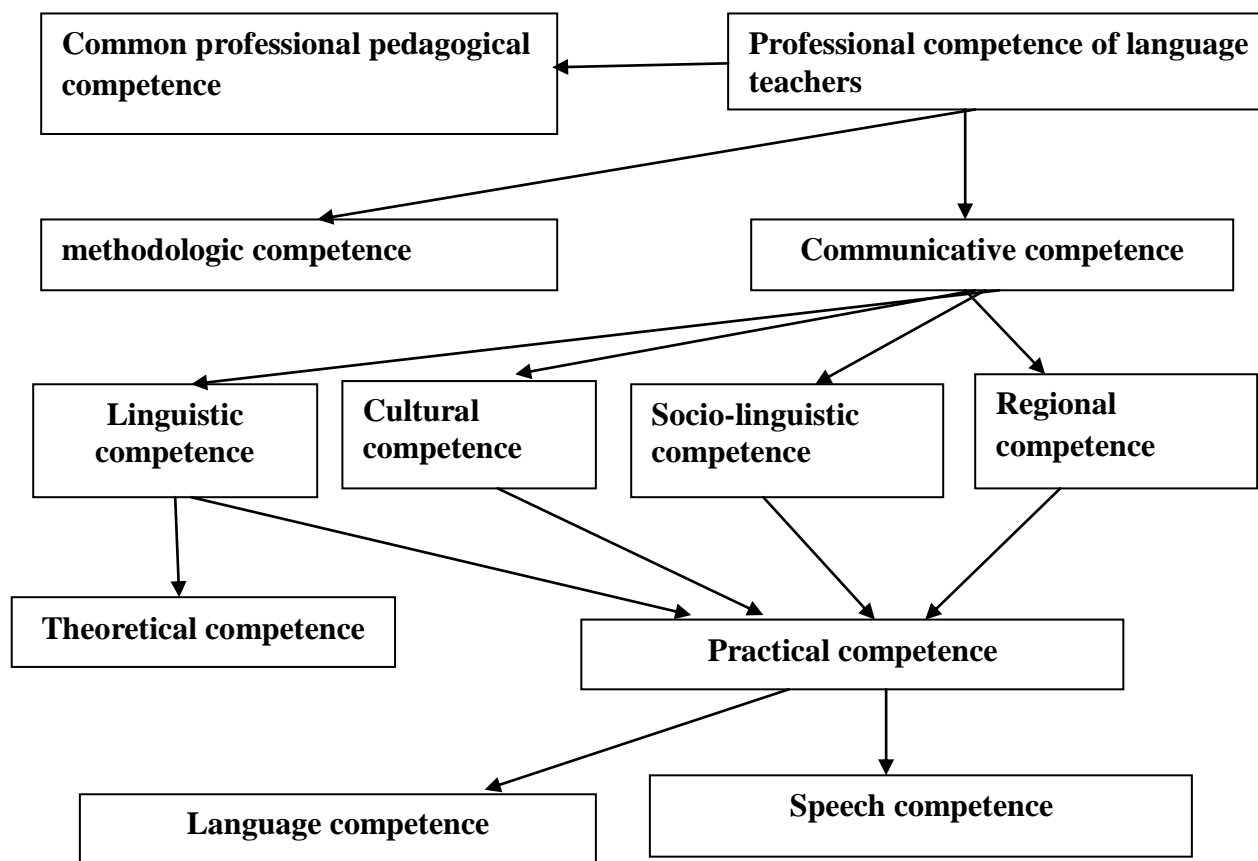


Figure 2. Professional competences of teaching foreign language

Based on the professional competency scheme of a foreign language teacher proposed by A.F. Kononova, we in turn, we single out a number of skills within the framework of basic and special competencies. So, to general professional skills (basic competencies) foreign language teachers include: taking into account the level of formation of key competencies (level of training and culture) of students; taking into account the psychological characteristics of the personality of the student; organizational skills; planning of lessons and independent work of students; mastery of a teacher's didactic speech; taking into account socio-cultural interference and positive transfer; the ability to notice and correct errors; control of student knowledge; work with technical training tools; the use of special literature in their professional pedagogical activities. To special professional skills (special competencies) include methodical skills (in which we also include acting (playing) skills) and communicative skills, which are based on theoretical and practical (linguistic, speech) knowledge and skills, and also competence in the socio-cultural sphere, interactive competence, educational and cognitive and compensatory skills (Kononova A, 2004). All these skills are closely interconnected and complement each other, and together indicate the professional competence of a foreign language teacher.

Within the framework (Figure 3) of basic competencies are distinguished (Kononova A.2005): - psychological and pedagogical competence of the teacher allows to shape the personality of students, conduct moral, aesthetic, patriotic and socio-cultural education in educational process

and extracurricular activities using foreign language means taking into account regional geographic and socio-cultural information, form the motivational sphere of students, interest in learning a foreign language;

- intercultural competence, ensuring the implementation of the dialogue of cultures in the process of teaching a foreign language as a means of intercultural communication, familiarization with culture countries of the language studied;

- Reflective competence, including the ability to analyze one's own activity and correct it, to critically approach oneself.

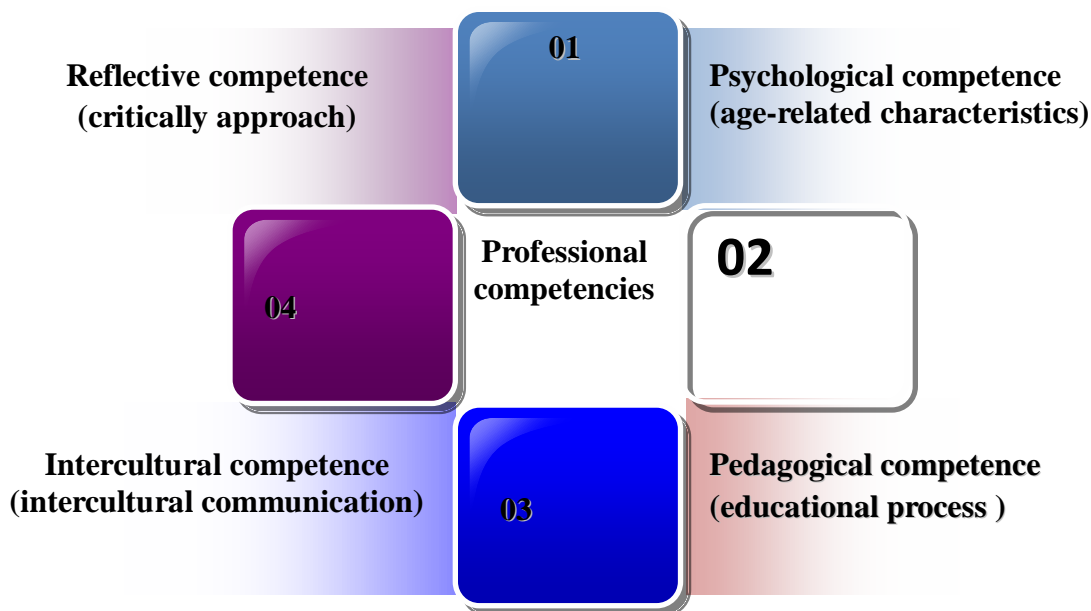


Figure 3. According to Kononova, components of professional competence of language teacher

To sum up, activities to improve, deepen teacher competency is carried out in various directions. This is the mastery of the culture of society, world culture, awareness of the learning process, the improvement of their pedagogical abilities, the orientation of the individual towards self-development, the development of research interests. The above approaches to the characterization of professional competence allow us to conclude that professional competence is the presence of appropriate knowledge, skills, formation of the inner world personality - needs, attitudes, professional orientations and motives of activity, ideas about oneself, one's own professional qualities, results of one's own activity.

V. DISCUSSION AND CONCLUSION

So, professional competence is the ability to combine different types of activities, skills knowledge which includes methodological competence, the socio-psychological competence, differential psychological competence as well as the auto-psychological competence. When summarized from the above considerations, professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structure pedagogical activity. We can judge not only the level of professional and pedagogical training of a teacher in the number and content of pedagogical

knowledge, but also in the presence of professional and pedagogical skills acquired on the basis of knowledge and through exercise, i.e. practical meaningful application of knowledge in the specific conditions of professional activity.

From the point of view of the present period, the professional pedagogical competence of a teacher is a generalized personal education, which includes a high the level of his theoretical and methodological, psychological and pedagogical, methodological and practical training. The professional competency of the teacher is a means providing a conscious solution to professional problems and the criterion for the formation of a professional teacher. Professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structure pedagogical activity.

To sum up, the professional competency of the teacher is a means providing a conscious solution to professional problems and the criterion for the formation of a professional teacher. So, teachers who possess the ability to think creatively qualify as an asset in their education process. These teachers are able to differentiate instruction to better meet the needs of individual students and are able to handle the ever-changing tide of educational regulations with ease. These teachers are often assets to their team members and sources of innovative information and ideas.

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