MOTIVES OF IMPROVING PEDAGOGICAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

Xudoyqulova Sevara Yorqul kizi

Tutor of the Faculty of Roman-German Languages of

Samarkand State Institute of Foreign Languages

Abstract: The article emphasizes the importance of the pedagogical submission of philologists, the formation of pedagogical competence at the university. In this regard, the motives for increasing the pedagogical competence of teachers and teachers of a foreign language are considered. Possession of a high level of linguistic competence does not mean that the same level of pedagogical competence is inherent in the teacher or teacher of the university. The authors conducted an analysis of differences in the motivation for increasing the pedagogical competence of teachers and teachers of foreign languages. The article also pays attention to the motives for choosing a performance and orientation of teachers and teachers.

Keywords: Teachers and teachers of a foreign language, dagogical competence, motives.

Modern conditions have significantly changed and complicated the activities of the teacher. The requirements for the organization of the modern educational process, for the development of students are no less significant than the requirements for owning the subject. Accordingly, the requirements for the professional training of future teachers are also released. It should take into account and uses the results of studies of existing teachers and teachers.

In the vocational training of philologists-future teachers of foreign languages, there is a need to pay greater attention to the formation of pedagogical competence. As you know, pedagogical competence is the professionalism of the teacher, and professionalism, according to N.V. Kuzmina, is a qualitative characteristic of a teacher, determined by a measure of ownership of modern content and means of solving professional problems, productive methods of implementation [1,8]. The survey of novice teachers of foreign languages about difficulties in pedagogical activity also showed that it is necessary to pay more attention to the formation of pedagogical competence of philologists [2]. The difficulties of novice teachers of foreign languages were tested both in the design of the educational process, and in interaction with students, organizing their activities and behavior. The insufficient level of reflection is associated with the non -realization of difficulties in activity.

Thus, the problem of increasing pedagogical competence requires study in order to include the results of research in the training of future teachers.

The concept of professional skill of a foreign language teacher is, as you know, not only linguistic, but also pedagogical competence. But, unfortunately, far from all teachers of the foreign language with a high level of linguistic competence, and often have significant experience, achieve high results in teaching their subject a significant number of students, cannot fruitfully manage the process of the personality of students. They, as a rule, do not own the strategies of the conscious, professional achievement of a high level of pedagogical competence. This also confirms the attitude of teachers to the problem of constant self - improvement in the field of pedagogy and psychology, participation in conferences on university pedagogy and psychology, and the methodology of teaching foreign languages. In response to an invitation to participate in such conferences, often from teachers you can hear

that the sphere of their scientific interests is not in pedagogy and methodology, but in the language. Thus, a significant part of the teachers, developing topics in linguistics, to the phenomena of learning, socialization and education relate to reality that does not require study and analysis.

Meanwhile, in the context of the introduction of a professional standards, the pedagogical competence of a foreign language teacher is of particular significance. Indeed, the labor functions laid down the requirements for psychological and pedagogical knowledge, skills and skills of a university teacher, which determines the need to improve the quality of pedagogical activity.

Given the above, we studied the motives for increasing pedagogical competence among 28 teachers and teachers of foreign languages. Almost all the university teachers and teachers have well developed linguistic competence, but the degree of development of pedagogical competence is different. Linguistic competence does not always determine the equally high pedagogical competence.

To determine the pedagogical competence of teachers and teachers of a foreign language, a survey was used aimed at an independent assessment of their own pedagogical activity and a scale for introspection of difficulties. All teachers experience difficulties in their work, but they need to be aware of them in order to eliminate them. The first group, conditionally named “professionals”, included teachers and teachers who do not have significant difficulties in the training and education of students, in the second - “difficult” - teachers and teachers who have significant difficulties in their activities.

Not all elements of the structure of linguistic -physician activity are formed among teachers and teachers of the second group, it is characterized by less integrity. There is no leading role of pedagogical knowledge, there is an insufficient inclusion of pedagogical skills in the structure of the pedagogical activity of teachers and teachers. In this structure, the focus on the socialization and education of students is not sufficiently expressed. Linguistic communication is not limited to attitudes on the implementation of certain lexical and grammatical tasks, and through it a system of socialization and education of personality in a foreign language education is formed.

The object of our study was the definition of differences in the motivation for increasing the pedagogical competence of teachers and teachers of foreign languages of two groups. When analyzing the results obtained, the following was discovered. The most significant motives for improving the level of pedagogical competence among teachers and teachers of the university were “interest in education and education, interest in students”, “desire to improve their work”, “desire to teach a foreign language”. Moreover, the first motive is expressed by "professionals." And the latter is expressed the same for all respondents. Interest is the selective attitude of the individual to the object due to his significance and emotional attractiveness.

The dominance of motives focused on increasing pedagogical competence in foreign -language educational activities indicates the presence of focus on linguistic and psychogic activities and a tendency to engage in it. As a survey shows self -assessment, teachers and teachers of the second group have a measure of interest in pedagogical activity is much lower than that of teachers and teachers of the first group.

Attendance of advanced training and seminars, colleagues, leadership recommendations also have an impact on increasing pedagogical competence. But some teachers and teachers (27%) does not allow them to achieve a high level of development of pedagogical competence.

Speaking about the motives for choosing the profession of a teacher, teachers and teachers of a foreign language reveal the reasons that caused their formation. In some cases, this is a love of a foreign language, a desire to learn a foreign language: “I really liked the English language at school, entered the university, at the faculty of foreign languages, and there they received only a teacher’s diploma”, “When they graduated from school, the teacher recommended some classmates, Including me to enter the institute or faculty of foreign languages. I acted and found out that we will have pedagogical practices, and we will be teachers. ” In general, the motives for choosing a pedagogical profession by teachers and teachers of a foreign language almost coincide. In both groups, the majority chose a profession from the desire to learn a foreign language, work with knowledge of a foreign language.

Analyzing the statements of teachers and teachers, we tried to find out if they had a desire to increase pedagogical competence. The judgment prevailed: “I would like to increase knowledge in psychology and pedagogy, but there is absolutely no time” or judgments similar to it:

“I would have expanded knowledge, but once”, “it is necessary to improve it, but there is no way.”

It turned out that about 70 % of respondents want to increase pedagogical competence, but such interfering factors as: “current affairs”, large work hours ”,“ small children ”, etc. impede the habit of this desire.

But there are other opinions: “everything comes with experience”, “the method of trial and error can come to the result,” etc.

But the leading motive is, nevertheless, the student himself, the student:

“Students see everything, understand, inconveniently before them, if the classes passes sluggish, boring.”

Most teachers and teachers of the second group have a focus on themselves: states and emotions, increasing the status, authority space, etc. The motives for increasing the pedagogical comprehensiveness in this group increase, starting with these factors. Among the teachers and teachers of this group are many bright, emotional, with a high level of linguistic competence. But already at the level of formulation of pedagogical tasks, they are discovered.

Thus, these problems can be considered in the training of future teachers, including them in the content of the teaching material, and in the scientific work of students.

REFERENCES:

1. Kuzmina N.V. Professionalism of the activity of the teacher and master of industrial training of vocational schools. M .: Higher school, 1989. 168 p.
2. Yakovleva A.N., Dmitrieva S.A., Savvinova V. I. Determination of the pedagogical competencies of a foreign language teacher // Bulletin of the ChSPU. 2016. No. 10. 130–135.
3. Шамурадова, Н. (2021). COMPARATIVE STUDY OF ENGLISH AND UZBEK PROVERBS (USAGE OF PARTS OF BODY). *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, *4*(1-1).
4. Muxtarovna, S. N. (2023). SENTENCES EXPRESSING A CAUSE-AND-EFFECT RELATIONSHIP. *INNOVATION IN THE MODERN EDUCATION SYSTEM*, *3*(34), 233-234.