

PalArch's Journal of Archaeology of Egypt / Egyptology

TECHNOLOGY FORMING THE GNOSTIC COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGE

*Khamdamov Erkin Ergashevich¹, Dushaeva Sohiba Yanikulovna², Kusieva Nodira
Khabibzhonovna³*

Senior lecturer department of “English Language and Literature”, Gulistan State University,
Gulistan, Uzbekistan. ¹

Lecturer department of “English Language and Literature”, Gulistan State University,
Gulistan, Uzbekistan. ²

Phd department of “English Language and Literature”, Gulistan State University, Gulistan,
Uzbekistan. ³

**Khamdamov Erkin Ergashevich ¹, Dushaeva Sohiba Yanikulovna ², Kusieva Nodira
Khabibzhonovna ³: Technology Forming The Gnostic Competence Of Future Teachers
Of Foreign Language-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6).
ISSN 1567-214x**

**Keywords: Gnostic Competence, intercultural language personality, teaching foreign
languages**

ABSTRACT:

The article discusses a number of technologies that contribute to the development of professional competence of students, among which: independent educational activity, which determines the ability of a future language teacher's language personality to practically reorganize their own activities, which leads to an interlingual and intercultural language personality. The article considers a number of technologies that contribute to the development of students' professional competence, among which are: independent educational activity, which determines the ability of the linguistic personality of a future foreign language teacher to practically reorganize their own activities, which leads to an interlingual and intercultural language personality.

INTRODUCTION

In modern school, really competitive specialists should work, possessing holistic subject knowledge and able to effectively solve the complex practical problems of educational activity. The above arguments give the right to assert that in the conditions of two-level professional training, the process of formation of the teacher's competitiveness should be carried out continuously and purposefully, to become the semantic strategic core of the system of higher pedagogical education. Vocational training of teachers of a foreign language is not an exception, where close attention should be paid to the formation of various components of competitiveness. It is axiomatic

that a competitive foreign language teacher should not only be distinguished by a high level of foreign language communicative competence, but also know how to most effectively organize the learning process in various types of educational institutions, i.e. to be methodically competitive. Due to the relevance of the topic, the formation of the methodological competitiveness of the future teacher of a foreign language requires special analytical consideration and solution. It is known that competitiveness is initially the concept of economic theory and is interconnected with the labor market, the demands of employers in the changing conditions of modern reality. Today, the competitiveness category has acquired an interdisciplinary status and is considered in the context of several scientific disciplines, including pedagogy, which studies the issues of training a competent specialist, capable and ready for professional competition, which in the future can ensure a high level of effectiveness of pedagogical activity. An analysis of the problem allows us to conclude that the competitiveness of a teacher is his ability and ability to most effectively carry out professional and pedagogical activities, which will radically distinguish him in the labor market in a favorable direction. A competitive teacher is a specialist who carries out professional activities at the highest possible level. A competitive graduate of a pedagogical university should be ready for competition, due to his interest and desire to obtain the best professional results. Note that the very idea of creating a specialist's competitiveness is somewhat inconsistent with the canons of humanistic pedagogy due to the presence of categories such as "competitive environment", "competition", etc., however, the need for this process is dictated by modern reality. We believe that competition is natural in the conditions of any professional team and permissible in activities, which brings it to a whole new level. It is important that the competition is civilized, which is a sign of professionalism. Today, the need to form a competitive future teacher of foreign languages, as never before, is due to an ever-increasing number of people who want to learn foreign languages with a wide variety of goals. The market for language educational services is constantly growing. At the same time, not every teacher of foreign languages is able to really teach a foreign language, and the results of training in a regular comprehensive school sometimes remain at a fairly modest level. This trend is due not only to the competitiveness of the teacher, but, nevertheless, in many respects depends on it. What ultimately is able to influence the maximum efficiency of the process of teaching foreign languages? The factors of this influence are multifaceted. Firstly, the level of language training should be noted. The teacher must have a deep knowledge of the modern, living foreign language, as in this case, he has something to convey to students, what to teach them. However, even in such cases, the learning process is not always effective, because the teacher cannot properly organize it - to conduct a lesson, select and rationally apply the most optimal methods, tools and technologies, i.e. does not own methodological competence. In addition, sometimes teachers with a high level of knowledge of the language and methods of teaching it cannot successfully carry out the learning process due to the lack of some personal qualities. It is the organic balance of a high level of language training, methodological competence, as well as personal qualities that makes the

future teacher of foreign languages competitive or ready to function within the framework of a competitive professional environment. Gnostic competence reflects the theoretical basis of methodological competence and represents the knowledge of the various components of the modern methodology of teaching foreign languages: the genesis of the methodology of teaching foreign languages; general and particular laws of the process of teaching foreign languages; approaches; methods organizational forms; facilities; technology, etc. Analytical competence implies a willingness to deeply analyze and understand the components of the process of teaching foreign languages, in general, and in isolation, the logical operation of the conceptual-categorical apparatus of the methodology of teaching foreign languages. Design competency means a willingness to effectively design a foreign language lesson and develop extra-curricular activities, taking into account the characteristic features of a particular stage of teaching foreign languages. Communicative competence implies a willingness to form foreign-language communicative competence of students by interacting with them in various educational situations. Information and communication competencies.

“(“ competence in the use of information and communication technologies ”) implies a willingness to methodically use information and communication tools for teaching foreign languages. Innovative competence is especially relevant in the context of modernization of education and means a willingness to optimally introduce various didactic innovations into the process of teaching foreign languages, the ability to see their potential effectiveness and effectiveness in learning, the ability to create an innovative didactic environment. Research competency is the willingness of a foreign language teacher to conduct pedagogical research and implement their results in the learning process. Reflective competence indicates a willingness to professional introspection and on its basis further correction of activity. The component composition of the methodological competence of the future teacher of a foreign language can be detailed and expanded. Only generalized components are indicated above, the presence of which already speaks of the methodological competitiveness of a foreign language teacher, if they are formed and the teacher operates on them. The purposeful formation of the methodological competitiveness of a foreign language teacher should be carried out in the process of professional training at a university. In the future, competitiveness should develop continuously, because certain changes are constantly taking place, leading to the emergence of innovative directions and trends and the need to master new knowledge and skills. The basis of competitiveness should be laid in the process of training and a university graduate, including pedagogical, should be competitive in the labor market. The educational process in the university should be focused on the training of a competitive specialist and organized in a special way. The formation of the methodological competitiveness of the future teacher of foreign languages is traditionally carried out within the discipline "Methods of teaching foreign languages" and in the course of teaching practice. The methodology of teaching foreign languages is the main field where the formation of the main structural components of methodological competence is carried out, which allows the

future teacher of foreign languages to become methodologically competitive. I.V. Rakhmanov, analyzing the teaching of methods in pedagogical universities and at the faculties of foreign languages, believes that the domestic methodology of teaching foreign languages in high school has recently achieved quite significant successes. However, the researcher notes that in the context of organizing this discipline, there are a wide variety of shortcomings. Lecture courses according to the methodology may differ in some kind of abstractness. Lectures and seminars are not always informative and do not cause students a keen interest. They get only some idea of how to teach different sections of the language at school, but they don't get a clear idea of how to specifically structure teaching in a particular class and why. The construction of seminars is also controversial. Until now, there are no unified answers to the question of whether the seminars should be of a theoretical nature or serve to practically illustrate the development of various topics, or to be both theoretical and practical. In our opinion, just a course in teaching foreign languages is not enough to prepare a truly methodologically competitive teacher of foreign languages. As one of the conditions for achieving this goal is the design and implementation of a system of professional methodological training of the future teacher of foreign languages, which is of an integrated nature. This system is based on the principles of purposefulness, integrity, dynamism, the interconnectedness of theory with practice, the principle of complementarity. The methodology of teaching foreign languages is positioned as the core of the system. An important part of the methodological training system is extracurricular work on the methodology, including competitive and olympiad events, professionally-oriented trainings and training exercises, special seminars and master classes on specific issues of teaching foreign languages, providing communication with the most successful representatives of the profession, etc.d. Taking into account the logic of the principle of complementarity, it should be noted that the program to the "Methodology of teaching foreign languages", unfortunately, is limited only to a brief disclosure of the main issues of organizing the process of teaching foreign languages. "Behind the scenes" often remains many topical and novelty issues requiring a special emphasis. From these positions, it is necessary to develop and introduce special courses into the learning process, which is also a component of the methodological training of a future foreign language teacher. Important elements of the system of methodological training are also research work of students, teaching practice and teaching internship. Let us dwell on the indicated components in more detail.

METHODS OF RESEARCH

"Methods of teaching foreign languages" is the basis for the formation of methodological competitiveness of future teachers of a foreign language. It is here that familiarization with the basic methodological concepts and categories takes place, the formation and development of professional skills and methodological thinking is carried out. The proper level of formed methodological competence depends on the organization of discipline. Lecture classes should be aimed not only at broadcasting the main theoretical questions, but also be accompanied by examples from real

practice of teaching foreign languages, be built on the basis of the problematic method, which gives them a discussion character, makes students think about the issues being discussed, “live them”. Seminars and workshops should represent the organic interaction of theory with practice. It is at seminars and workshops that preparations should be made for future practice. Here, various methods and means should be used that increase the effectiveness of practical exercises, for example, active teaching methods, the project method, quasi-professional tasks, etc. In the course of training, it is advisable to use a video collection of lessons of leading teachers of a foreign language, visiting the lessons of the best teachers, student practitioners, etc. All this will provide a solid basis for the formation of methodological competitiveness of future teachers of a foreign language and will become its starting point. Extracurricular work is an important component of the course "Methods of teaching foreign languages" and can be carried out in several directions. In the information and communication plan, it allows you to cover and discuss those issues that are not included in the program, but are important for the future methodological activities of a foreign language teacher. As a rule, these are various innovative developments, workshops on independent development of linguodidactic products, etc. The technology of the master class will be effective here, which are conducted by teachers of the department and invited specialists. You can organize special thematic lectures. Extracurricular work is also aimed at organizing competitive forms. An intra-faculty olympiad can be held here according to the methodology, which consists of various stages (electronic olympiad testing, competition for the best lesson summary, extra-curricular event, methodical analytical essay, etc.). Intra-faculty competitive events are considered as preparing students for similar events of a more serious level. From the point of view of the formation of the methodological competitiveness of the future teacher, professional trainings or training exercises have effective capabilities. Trainings have the right to conduct only a specialist trainer. As for the training exercises, any teacher can master the technology of their implementation. Training exercises are effective from various perspectives, as help students feel and “live through” professional situations, see some professional and methodological problems from the outside, and actively interact with representatives of the group. Research work is an integral part of the methodological training of the future teacher of a foreign language. It allows you to study and analyze individual issues, critically interpret them, and be creative in solving professional problems. Student research work is carried out as part of scientific circles and problem groups. Research results are reflected in term papers, degree projects, presented at scientific conferences. Research work in a university can contribute to the formation of interest in scientific work in the future. Teaching practice is the main mandatory practical platform for the future teacher of foreign languages. It is during practice that the student sees various aspects of real pedagogical activity, applies the knowledge gained. It is important here to supervise the student, to help him in solving problems. Practice teaches to make independent decisions, to take the first steps in pedagogical activity.

CONCLUSION

As general conclusion, we note that methodological competitiveness is an integral component of the overall competitiveness of the future teacher of foreign languages. Its formation should be purposefully and consistently carried out in the process of methodological preparation, which consists of an organic set of stages focused on preparing the future teacher of a foreign language for effective pedagogical activity. It is also worth emphasizing the role of a teacher. That he should be an example of a competitive specialist who knows how to interest and captivate.

REFERENCES

- Kostomarov, V.G., Prokhorov, Yu.E.: Yazyk i “yazyk kul’tury” v mezhkul’turnom obshchenii [Language and “language of culture” in intercultural communication]. REW, Moscow (1998).
- Rokich, M.: Methodology of value orientations. www.vsetesti.ru/240. Accessed 20 Sept 2019
- Ryakhovsky, V.F.: Ocenka obshchego urovnya obshchitel’nosti [Assessment of the level of sociability]. <https://psylist.net/praktikum/00003.htm>. Accessed 10 Sept 2019
- Prygin, G.S.: Osnovy psihodiagnostiki: Principy i metody. Istoriya razvitiya. Osnovy psihometriki: [Fundamentals of psychodiagnostics: Principles and methods. History of development. Fundamentals of psychometrics]. Psychology, Moscow (2003). (in Russian)Google Scholar
- Hammer, M.R., Bennett, M.J., Wiseman, R.: The intercultural development inventory: a measure of intercultural sensitivity. *Int. J. Intercultural Relat.* **27**, 421–443 (2007)Google Scholar
- Hammer, M.R.: Behavioral dimensions of intercultural effectiveness: a replication and extension. *Int. J. Intercultural Relat.* **11**, 65–88 (1987)
- Khutorskoy A.V. Competence-based approach in the study: Scientific and methodological manual. Moscow 2013.
- Bespalov P.V. Computer competence in the context of student-centered learning. Pedagogy. Moscow, 2003; 4.
- Petrovskaya L. A. Communication, competence, training. Selected Works. Moscow, 2007.
- Terekhov P.P. Formation of pedagogical competence in the context of modernization of continuing professional socio-cultural education. Kazan: Kazan University Press, 2003.
- Derkach A.A. Methodological components of the state of mental preparation for activity. *Akmeologiya*. 2012; 3.