
PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER

Mirzadiyarova Kamola Zukhriddin kizi
Nazirova Muattar Tulkunovna,

English language teachers,

The academic lyceum at Chirchik Pedagogical Institute of Tashkent region

Annotation: The professional competence of a teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity.

A professionally competent teacher can be called a teacher who, at a sufficiently high level, carries out pedagogical activities, pedagogical communication, and achieves consistently high results in teaching and educating students. This article discusses some professional and pedagogical competence of a foreign language teacher.

Key words: Professional competence, pedagogical activities, pedagogical communication, capable, social adaptation,

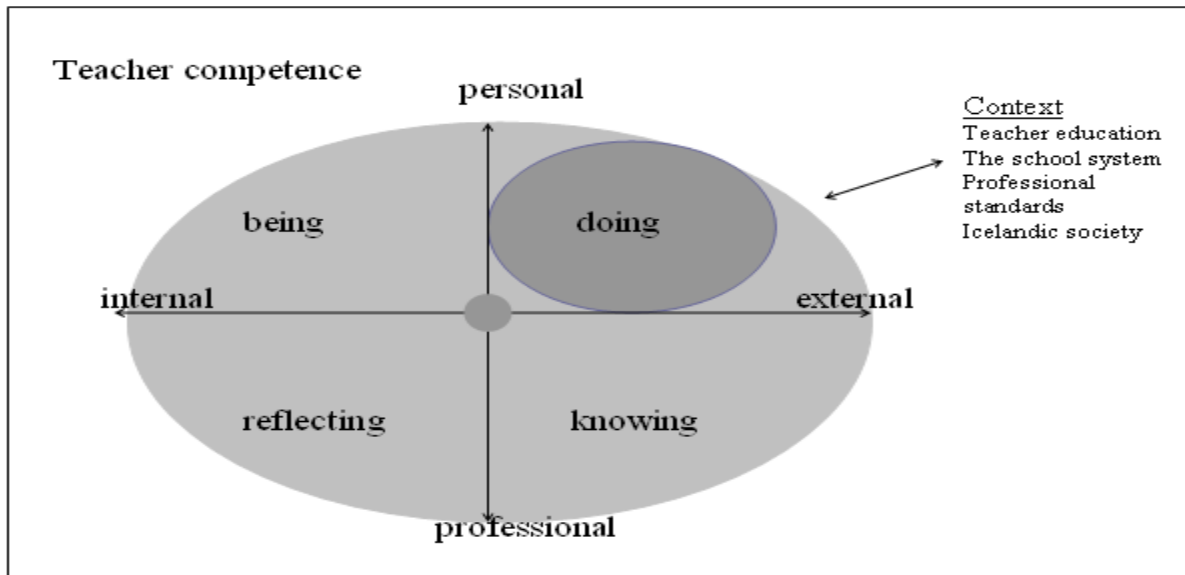
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The development of professional competence is the development of a creative individuality, the formation of receptivity to pedagogical innovations, the ability to adapt in a changing pedagogical environment. The socio-economic and spiritual development of society directly depends on the professional level of the teacher.

The changes taking place in the modern education system make it necessary to improve the qualifications and professionalism of the teacher, that is, his professional competence. The main goal of modern education is to meet the current and future needs of the individual, society and the state, prepare a diversified personality of a citizen of his country, capable of social adaptation in society, the beginning of labor activity, self-education and self-improvement. A freely thinking, predicting the results of his activities and modeling the educational process, the teacher is the guarantor of achieving the set goals. That is why the demand for a qualified, creatively thinking, competitive personality of a teacher, capable of educating a personality in a modern, dynamically changing world, has sharply increased at present.

Picture-1. Teacher competence.



Based on modern requirements, it is possible to determine the main ways of developing the professional competence of a teacher:

- *Work in methodological associations, creative groups;*
- *Research, experimental activity;*
- *Innovative activity, development of new pedagogical technologies;*
- *Various forms of pedagogical support;*
- *Active participation in pedagogical competitions, master classes, forums and festivals;*
- *Generalization of their own pedagogical experience;*
- *Use of ICT.*

But none of the listed methods will be effective if the teacher himself does not realize the need to improve his own professional competence. This implies the need to motivate and create favorable conditions for pedagogical growth. It is necessary to create the conditions in which the teacher independently realizes the need to improve the level of his own professional qualities. An analysis of one's own pedagogical experience activates the teacher's professional self-development, as a result of which the skills of research activities are developed, which are then integrated into pedagogical activities. The teacher must be involved in the process of managing the development of the school, which contributes to the development of his professionalism.

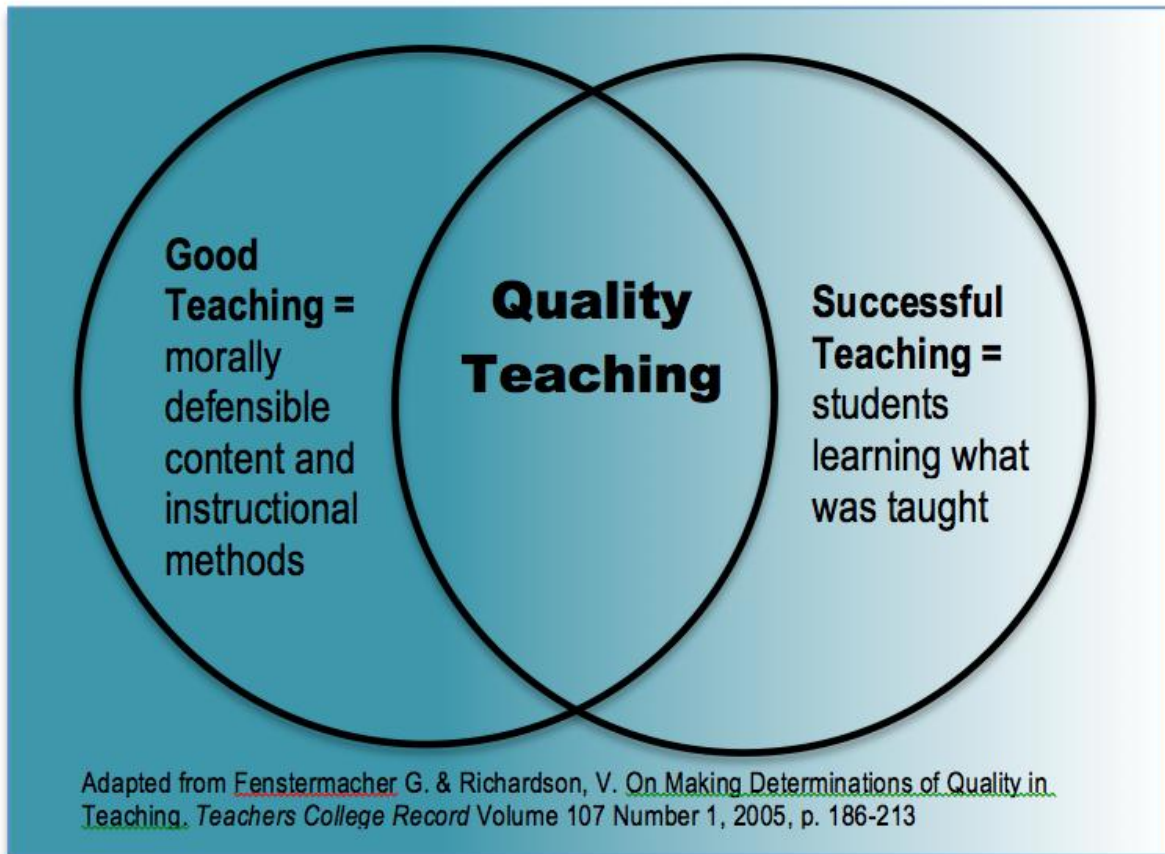
Picture-2. Teacher as Professional.



The Council of Europe identifies five basic competencies required today by any specialists who, in the context of training a foreign language teacher, according to E.N. Solovova, acquire a special meaning, namely: *political and social competences associated with the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions. competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both the understanding of differences and the willingness to live with people of other cultures, languages and religions. competencies that determine the mastery of oral and written communication, important in work and social life.* This group also includes proficiency in several languages, which are becoming increasingly important. competences related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have a critical attitude to information and advertising disseminated through the media and the Internet. competencies that realize the ability and desire to learn throughout life, not only professionally, but also in personal and public life

The development of professional competence is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, the accumulation of professional experience, involving continuous development and self-improvement.

Picture-3. Quality of teaching.



The stages of the formation of professional competence can be distinguished:

- *introspection and awareness of the need;*
- *self-development planning (goals, objectives, solutions);*
- *self-manifestation, analysis, self-correction.*

The formation of professional competence is a cyclical process, because in the process of pedagogical activity, a constant increase in professionalism is necessary, and each time the listed stages are repeated, but in a new quality. In general, the process of self-development is biologically determined and is associated with the socialization and individualization of the personality, which consciously organizes its own life, and hence its own development. The process of forming professional competence is also strongly dependent on the environment, therefore it is the environment that should stimulate professional self-development. A democratic system of government must be established in the school. This is a system of incentives for employees, and various forms of pedagogical monitoring, which include questionnaires, testing, interviews, and intra-school events for the exchange of experience, competitions, and the presentation of one's own achievements. These forms of stimulation can reduce the level of emotional anxiety of the teacher, affect the formation of a beneficial psychological atmosphere in the team.

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