

XORIJIY TILLARNI O'RGATISHDA O'QITUVCHI MAHORATI

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Annotatsiya: *Ushbu maqolada xorijiy tillarni o'rgatish mobaynida o'qituvchi mahorati katta ahamiyat kasb etishi yana bir bor o'z isbotini topgan va mahoratli o'qituvchi qanday bo'lishi kerakligi va o'qitish borasida qanday usullardan foydalanishi lozimligi tahlil qilingan. Zamonaviy texnologiyalar o'qitish mahoratida ro'l o'naydimi? Har bir o'qituvchi o'qitish uchun mahoratga ega bo'lishi kerakmi yoki mahoratsiz bo'lib turib ham o'quvchiga kerakli bilimni yetkazib bera oladimi? kabi savollarga javob topish mumkin. Hamda o'qitish mahoratini takomillashtirish yo'llari to'g'risida so'z boradi.*

Kalit so'zlar: *Pedagog, o'qituvchilik mahorati, takomillashtirish, o'qitish, madaniyat, til qiymati, mahoratning asosiy turlari, zamonaviy axborot texnologiyalari.*

ПЕДАГОГИЧЕСКОЕ МАСТЕРСТВО ПРИ ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация: *В данной статье, доказываемся что педагогическое мастерство имеет большое значение при обучении иностранных языков, анализируется, каким должен быть квалифицированный учитель и какие методы он должен использовать в обучении. Вы можете найти ответы на такие вопросы, как Игрют ли современные технологии роль в обучении навыков? Должен ли каждый учитель обладать педагогическим мастерством, или может ли дать необходимые знания ученику, не обладая этим умением? В этой статье также говорится о способах улучшения навыков преподавания.*

Ключевые слова: *Педагог, педагогическое мастерство, совершенствование, преподавание, культура, ценность языка, основные виды умений (компетентности), современные информационные технологии.*

COMPETENCE IN TEACHING FOREIGN LANGUAGES

Annotation: *In this article, it is once again proven that teacher competence plays an important role in teaching foreign languages, it analyzes how a competent teacher should be and what kind of methods he should use in teaching. You can find answers to questions such as Does modern technology play a role in teaching skills? Should every teacher have teaching competency, or can he give the necessary knowledge to a student*

without possessing this skill? Moreover, This article talks about ways to improve your teaching competencies.

Key words: *Pedagogue, teacher competence, improvement, teaching, modern information technologies, culture, language value, main types of competencies, modern information technologies.*

INTRODUCTION

Let's describe the teachers without starting to talk about our independent country, but with simple words that people won't get tired of hearing. Who is a competent teacher today? first of all, who can understand each student as if he were his own child during the lesson, patient, able to interest his student, never tired of working on himself, full of new ideas, loving his work and considered a person who can approach to each work responsibly, Is not it? If we look at this issue more broadly, then even if a teacher has a wide range of knowledge and ideas, but he will not be able to arouse the interest of his students in his subject and will leave the class saying that "My duty is only to teach", then he will not be able to influence on the level of knowledge of students. Undoubtedly, the role of teachers in the life of the future generation is incomparable. Only we, teachers, can show the right path in the process of choosing a profession, based on the correct formation of the future student and his own skills. For this reason, our schools should educate people who are spiritually strong, educated and proud of their country. This is one of the complex and large-scale problems in the field of education. The decisive person in the public education system is the teacher. If the teacher is a teacher and inquisitive, the student's knowledge level will be high. Our students must have knowledge that meets the requirements of today's times and must acquire updated educational content. As it is stated in the "Law on Education" Teachers must constantly improve their professional skills and teaching competencies.

Material and methods

In the modern education system, the requirements for a teacher of a foreign language in schools and universities have significantly increased. Tendencies to strengthen the general humanitarian and philological training of graduates of schools and universities require a new quality of philological and linguistic training of the teacher himself. In the modern rapidly developing society, the need for professionally competent teachers is growing more and more. In order to plan for the professional development of English language teachers, we need to have a comprehensive understanding of what competence and expertise in language teaching consists of. What essential skills, knowledge, values, attitudes and goals do language teachers need, and how can these be acquired? Nowadays, the necessity of language teaching is becoming more and more emphasized in linguodidactics. In my opinion, the task of a foreign language teacher is to form a respectful, careful attitude to the language among students. They should clearly understand that the language fixes the historical

experience of the people in its units, vocabulary and phraseology, reflects its mentality, and ensues the unity of cultural tradition. The language is as repository of knowledge, a treasury of culture. The relationship between language and culture, can be described as a relationship of mutual penetration. From this view, teachers not only teach the language but also the culture of that language. The professional competence of the teacher, first of all, is connected with his ability to solve professional problems and problems arising during the educational process. Moreover, the competence of the teacher is also determined by the ratio of his professional knowledge and skills, on the one hand, and professional positions, psychological qualities, on the other. The professional competence of any teacher should be comprehensive. One can consider the professional competence of a foreign language teacher, which is the unity of such components as key, basic and special competence. The key ones are those competences that are necessary for any professional activity. Basic competencies reflect the specificity of certain professional activities. Special competence, on the one hand, reflects the specifics of a particular subject area of a professional. On the other hand, it is regarded as the implementation of key and core competencies in the field of the subject. Thus, the competence of the teacher of a foreign language is a special professional competence.

The structure of the special competence of a foreign language teacher consists of the following components:

- Communicative competence (professionally oriented knowledge of a foreign language)
- Linguistic competence (assuming knowledge of the basic theoretical provisions on language as a social phenomenon, its connection with thinking, the culture of the people, the origin and development of language)
- Linguist (knowledge of the culture of the country of the studied language, its history and contemporary problems of development, as well as about life, everyday life, games, popular books, songs, films, and the ability to use this knowledge in selecting the content of instruction)
- Linguistic competence (knowledge of age-specific features of development students, the patterns of their physical and mental development).

When it comes to specific competencies that a language teacher should possess, I can say that content knowledge, pedagogical knowledge, and technological pedagogical knowledge would not be enough. Jack Richards, who is an outstanding figure in the field of foreign language teaching, published an article titled Competence and Performance in Language in 2010. In this article, he first examines foreign language teacher competencies under ten main categories and then analyzes them one by one. Considering the relevant studies, specifies main foreign language competencies as:

- The language proficiency factor
- The role of content knowledge

- Teaching skills
- Contextual knowledge
- The language identity
- Learner-focused teaching
- Pedagogical reasoning skills
- Theorizing from practice
- Membership of a community of practice
- Professionalism

Most of the language teachers all around the world, especially teachers of English, are not native speakers. Talking about his own observations, he mentions that he has seen non-native teachers doing wonders in the classroom and native speakers sometimes causing disasters in their language classrooms. According to him, this means that in order to teach English well, teachers do not need to have a native-like command of English.

The additional language-specific competencies that a teacher should have as follows:

- To understand the texts written in the target language
- To be a good model
- To be able to use the target language throughout the lesson
- To be able to use the target language fluently
- To be able to give instructions and explanations in the target language
- To be able to exemplify new vocabulary and grammar points and provide accurate explanations
- To be able to use appropriate classroom language
- To be able to select appropriate resources and materials for language classrooms (for instance, newspapers, magazines, websites)
- To be able to monitor their accurate use of language
- To be able to give feedback at the right time according to the activity at hand
- To be able to provide input at level
- To be able to give students opportunities to experience and enrich their language

Results and discussion

Currently, determining the competence of the teacher, one can not ignore its information competence, which provides the skills of its activity with information contained in educational disciplines and educational fields, as well as in the surrounding world. Using information technology in the professional training of the teacher involves the interaction of the teacher and the trainee in some information environment in which the communication process is conducted in the language of this environment — its means and technologies. The ability to intelligently and effectively use modern computer and communication technologies for the purpose of interpersonal communication and workflow organization a different kind of

competence — information and technological. To form an information and technological computer it is necessary to create certain pedagogical conditions that will strengthen the information component of the subjects taught by the linguist-teacher. As a result, he must acquire the following knowledge and skills: to design and apply pedagogical software in his professional and pedagogical activity, to use systems for processing symbolic, graphic and numerical information, remote databases, to enter the Internet and use network services, to compose and send over the network text message, enter electronic conferences, post information there, read and «download» existing information, own negotiation tools in real time. The obtained knowledge and skills on the basis of new didactic opportunities provided by modern computer equipment and telecommunications facilities will increase the level of the teacher's competence, his professional skill.

Conclusion

Achieving competence in teaching foreign languages requires proficiency in the target language, knowledge of language learning theories, cultural competence, pedagogical skills, adaptability, strong communication abilities, patience and empathy, and a commitment to continued professional development. A competent language teacher should be able to effectively instruct and support students in acquiring language skills while understanding their individual needs and learning styles. Moreover, it is good when teachers use various types of games and use computer technology to teach foreign languages as it can provide numerous benefits to students. This technology can offer interactive learning experiences, access to a wide range of resources, and opportunities for personalized and self-paced learning. Additionally, it can facilitate communication and collaboration with native speakers through online platforms and social media. When it comes to teaching techniques and approaches, as well as the precise work and activities required of students, assessment must be organized across the board. It must be included into them in order to be compatible with intended learning outcomes and the procedures used to achieve these goals.

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