



THE ISSUE OF TEACHER COMPETENCE IN TEACHING FOREIGN LANGUAGES

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A B S T R A C T	KEYWORDS
this article discusses the importance of a competent and communicative approach in a foreign language to our students based on the current requirements.	method, approach, competence, creativity, communicative competence, foreign language

INTRODUCTION

Aesop, who lived in 640-560 BC, acknowledged the work of teachers: "Respect your teacher like your parents. If your parents gave you nature, your teacher loves you of his own free will. Therefore, you should be doubly grateful to him." A teacher is a hardworking and selfless profession. It is not for nothing that this profession is called "the most honorable and the greatest" of professions. No matter how much parents sacrifice until a child is born, until he grows up and becomes a member of society, the teacher does not suffer less. It's no secret that the teaching profession gained special value in our country during the period of independence.

So, today's modern education needs highly qualified teachers and pedagogues. The retraining of such personnel is an important and complex task of higher educational institutions, the development of personal and professional qualities in a pedagogue, their set, the system of training is of great value. The system, character, new integrated concept of the teacher's skill is reflected in the professional competence of the teacher (PKT). The important aspect of this definition is that it combines aspects of preparation and activity of listeners of many different plans and levels.

Competence is a set of personal qualities and values that determine the manifestation of knowledge, skills, abilities, views, competence or business skills of a person. Today, attention to learning foreign languages requires high competence characteristics from foreign language teachers. This led to the imposition of the following new social demands on foreign language teachers of our developing society. They are the following:

- increase in student demand;
- changes in economic, social and political conditions;
- development of information and communication technologies;
- the need of society and the growth of demand for education;
- change of teacher's role;
- results of international experiences and comparative analysis in the field of education.

The reflection of the following social skills is considered a very important factor in the competence of foreign language teachers. A foreign language teacher is free to:

- Being able to express one's opinion;
- Being able to communicate;
- Self-improvement;
- Ability to assess the situation and solve problems;
- Initiative, creative approach and perseverance;
- Management skills;
- Tolerance;
- Self-assessment skills

The professional competence of a foreign language teacher is their demandingness towards themselves and their work, being a master of their work, having deep knowledge of the secrets of their field in all aspects, self-developing and their own ability. and is determined by the levels of his ability to fully utilize his capabilities, establish cooperation with the educational institution, family and neighborhood.

Therefore, the professional competence of a foreign language teacher should include the following:

- to have knowledge of pedagogy and psychology;
- work on yourself;
- ability to plan, evaluate and feedback the educational process;
- being able to understand the needs of students;
- formation of students' motivation;
- knowledge of ICT;
- bringing innovation to the educational environment;
- perfect knowledge of his subject;
- knowledge of another foreign language.

Regarding the stages of formation of the professional competence of a foreign language teacher:

1. Self-analysis and understanding of the necessary things;
2. Planning self-development, setting goals and tasks;
3. Self-expression and correction of shortcomings.

Personal competence of a foreign language teacher is also a vital necessity, and it is the sum of the following qualities:

- communicativeness;
- tolerance;
- leadership;
- active, proactive;
- adaptable;
- healthy lifestyle;
- responsibility;
- business;
- humanitarianism.

Another type of competence of a foreign language teacher is intercultural competence, in which:

- knowledgeable;
- cultured;
- ownership of universal values;
- having national culture;
- participation in the social life of the country;
- respect for the culture of other nations is required.

Also, a foreign language teacher requires special competence:

- knowing the needs of students;
- knowledge of different age characteristics;

A foreign language teacher must fully comply with didactic qualifications during the teaching process. Therefore, didactic competence means:

- creating a learning environment.
- planning the coverage of the topic
- management of the educational process
- evaluation of students' achievements and development
- motivating and helping students
- understanding and developing students' knowledge

It seems that the competence of a foreign language teacher has created a new way of looking at a foreign language teacher: a foreign language teacher must be a creative person who not only gives knowledge in a foreign language, but also educates people and prepares them for life.

Foreign language teacher competence forms the main characteristic of a professional potential (Latin potency-generalized ability, possibility). It is a systematic set of natural and acquired qualities, which consists of the ability to perform one's tasks in a given situation.

Professional potential is the basis of professional knowledge and abilities, and consists of the ability of a pedagogue to actively think, create, act, and achieve planned results by applying his goals to life. Professional potential can be considered as a system of qualities acquired during natural and professional training:

$P_{pt} + P_{pp} + P_{vpp} + P_{aast} = P_{pa}$

Here P_{pp} is the permanent part of the potential made up of the key abilities of the person;

The practical and professional activity of the P_{vpp} -pedagogue is a partially variable part of the potential that is taken into account.

P_{aast} -Part of the potential to be added to the account of special training at the university.

The part of the potential that is accepted in the practical activity of the P_{pa} -pedagogue.

P_{pt} consists of parts of the system that include teachers and their major directions in their professional activities. For those who work with the problem of the professional potential of the teacher, they can be divided into the following scientific directions.

The general structure of the concept of "professional potential" is quite complex and consists of many parts. On the one hand, PKP includes a ratio that reflects the inclination to pedagogical activity and the actual situation of activity. In such a view, emphasis is placed on professional activities of traditional and natural abilities. On the other hand, PKP represents the teacher's attitude to professional activity. This shows that the existing skills are not enough for professional activity. Thirdly, the PKP requires the preparation of *uz mekhna* at the level of professional specialization. Finally, fourthly,

PKP consists of the concentration of acquired qualities, that is, knowledge, skills, abilities, ways of thinking and qualities acquired during the preparatory process of activity.

All of the above-mentioned aspects are a set of qualities that appear on the basis of the competence approach in education and must be formed in a young graduate entering the labor market.

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