

THE ROLE OF RESEARCH COMPETENCE IN THE STRUCTURE OF PROFESSIONAL-METHODOLOGICAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Buribayeva Aziza Ismatullayevna

teacher of the department "Inter-faculty foreign language". Gulistan State University, UZBEKISTAN

ABSTRACT

This article reveals the place of research competence in the structure of professional and methodological competence of a foreign language teacher. The author explains the choice of the term "professional and methodological competence", presents its own structure of the concept. The work will be useful to university teachers involved in the preparation of bachelor students of future foreign language teachers.

Keywords: Competence; competence; competency-based approach; vocational training of future teachers; research competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the XXI century, the development of technogenic civilization on a global scale led to the emergence of a contradiction in the development of material and spiritual culture. In the progress of technical civilization, particular attention is paid to certain factors of students' educational and cognitive activity not from the point of view of their behavior, system of spiritual values, but the importance of technocratic thinking. Under the influence of scientific and technological development of the world, human thinking turns into a focused, rational, purely instrumental ability, which becomes unable to critically analyze the strategic actions of scientific and technological culture.

Over the years of independence, they came to the firm conclusion that a new system of teacher training has been developed in the country, and the professional, spiritual and moral training of future teachers determines the quality and effectiveness of teaching in lifelong education. And therefore, the main goal of the National Training Program is defined as "radical reform of the education sector, a complete rejection of its ideological blindness, the creation of a national system of training highly qualified personnel at the level of developed democratic states that meets the requirements of high spirituality and morality". [2] As a result, effective organizational and pedagogical mechanisms for training future teachers were developed, based on rich national cultural and historical traditions, customs and habits, as well as universal values, and the humanity of education was given priority. In the improvement of the mechanisms for the development of spiritual culture among students on the basis of the education of a physically healthy, spiritually and mentally developed, independently thinking, devoted to the Motherland, with a solid life position of youth, increasing its social activity in the process of deepening democratic reforms and the development of civil society, an Action Strategy takes an important place. further development of the Republic of Uzbekistan. [1]

In the world, the integration of educational systems is recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves further improvement of the mechanisms for raising the research competence of future specialists on the basis of a creative approach and an innovative system for putting

them into practice. From this point of view, the development of the research competence of future specialists on the basis of a creative approach is of particular importance for creating innovation, creating intellectual resources for socio-economic development through the development of cognitive and divergent thinking based on modern pedagogical processes that create new knowledge, and expanding the training opportunities for competitive personnel.

These changes also affected the training system of undergraduate students - future teachers of a foreign language. The process of globalization necessitates the knowledge of graduates in foreign languages. Consequently, there is a need for the training of competent specialists who will be able to teach foreign languages to the next generation, will be able to further represent their country on the world stage.

A competent foreign language teacher should know not only his subject at a high level, but also how to effectively organize the learning process in various types of educational institutions in the context of global change. Of paramount importance is the need to keep abreast of constant changes in the educational process, the emergence of new teaching approaches, as well as the need to be interested in changes in a foreign language. All of the above has led to the need for continuous research activities by a teacher of a foreign language.

Recently, there have been noticeable terminological differences in the interpretation of the concepts of "competence" and "competence". Perhaps they became widespread due to the ambiguity of the translation of the English word "competence", which led to the fact that modern scientific, pedagogical and methodological studies address general and particular issues of the formation of both methodological competence and the competence of a foreign language teacher (N. V. Yazykova, O. N. Igna, S. N. Makeeva, A. V. Dubakov, and others).

Despite the fact that there is an opinion in the methodological literature that the differences in the interpretation of concepts do not represent fundamental significance for practice, we note that the concepts of "competence" and "competence" are mistaken for synonyms.

Under the concept of "competency", a scientist understands "possession, possession of a student with the corresponding competence, implying his attitude to it and the subject of activity, i.e. the totality of the learner's personal qualities necessary and sufficient to carry out productive activities in relation to a particular object"[3].

Under the concept of "competency" A. V. Khutorskoy understands "the normative requirement for educational training of a student, necessary for his effective and productive activities in a certain field" [3].

It follows from this that competence is a broader concept than competence. Competence is an externally given norm, and competence is a personal quality determined by this norm. If it is said about a person that he is competent in his profession, then this means that the person has the necessary competencies (knowledge, skills, and personal attitude) for the successful implementation of his professional activity.

A future foreign language teacher can be considered competent if, at the end of the training, he is ready to use the formed competencies to implement:

- teaching activities;
- project activities;
- research activities;

- cultural and educational activities.

Despite the pluralism in the views on the name of what the authors of the article call professional and methodological competence, all researchers unanimously agree that this competence / competency acts as the most important indicator and result of professional and methodological training of bachelor students - future teachers of a foreign language.

“Professional and methodological competence of a teacher of a foreign language” is the possession of a set of specific competencies necessary for a teacher of a foreign language, which allow solving pedagogical, design, research, cultural and educational tasks in the organization of a foreign language educational process, as well as the teacher’s ability realize the importance of their own profession and engage in continuous improvement of their own competencies.

Having defined what is meant by the professional and methodological competence of a teacher of a foreign language, let us move on to considering its component composition and, as a result, identifying the place of research competence in its structure.

Own component composition of professional and methodological competence, which is represented by specific competencies necessary for a teacher of a foreign language. We clarify that each of the listed competencies can subsequently be divided into its own subcompetencies.

The structure of the professional and methodological competence of a foreign language teacher. Professional and methodological competence:

- methodological competence;
- communicative competence;
- research competence;
- self-educational competence.

So, the structure of the professional and methodological competence of a teacher of a foreign language includes the following competencies: methodological, communicative, self-educational and research. Particular attention, according to the authors of the article, should be given to the formation of bachelor students' research competence as a mandatory component of the professional and methodological training of the future teacher of a foreign language. A modern teacher needs to solve research, technological and practical problems. In this regard, the modern foreign language teacher during his work acts as: a researcher, methodologist-technologist and teacher-practitioner. This is what causes the authors of the article to include research competence in the component composition of professional and methodological competence.

The results obtained during the study allowed: 1) to distinguish between the concepts of “competency” and “competence”, which are often incorrectly used as synonyms, which leads to a general misunderstanding between researchers; 2) clarify the concept of “professional and methodological competence of a teacher of a foreign language”, which contributed to the definition of professional and methodological competence as the result of professional and methodological training of a future teacher of a foreign language; 3) clarify the structure of professional and methodological competence and identify its component composition; 4) to identify the role of research competence in the formation of the future teacher of a foreign language.

Research competence is both the main task of forming professional and methodological competence, and a means of forming other professional, general cultural and professional

competences of future teachers of a foreign language. It is necessary to pay more attention to students' research activities, and if necessary, supplement the educational process with research activities in order to increase the level of professionalism of future graduates.

REFERENCES

1. Указ Президента Республики Узбекистан «О Стратегии действий по дальнейшему развитию Республики Узбекистан». – / Собрание законодательства Республики Узбекистан. – Т., 2017. – С.39.
2. Акрамова Г. (Renatovna, A. G.) (2019). Modern approaches to the development of critical thinking of students. *European Journal of Research and Reflection in Educational Sciences: Special Issue 7 (10)* pp 65-67. <http://www.idpublications.org/ejrres-vol-7-no-10-2019-special-issue/>
3. Национальная программа по подготовке кадров. // Собрание законодательства Республики Узбекистан. – Т., 2013. – С.15.
4. Хуторской А. В. Методологические основания применения компетентностного подхода к проектированию образования // Высшее образование в России. 2017. № 12 (218). С. 85-91.