

## IMPROVING THE PROFESSIONAL COMPETENCE OF MILITARY PEDAGOGIES FROM FOREIGN LANGUAGES AS ONE OF THE MAIN FACTORS OF MODERNIZATION OF EDUCATION

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### ABSTRACT

The article discusses the content of normative model of teacher's competency, displaying scientifically based composition of professional knowledge and skills.

**Keywords:** Professional competence, training of precession, distance learning, modern information and communication technologies, Internet.

### INTRODUCTION

As we know that the structure of any educational system can be interconnected with invariant elements. Thus, the canonical educational system includes traditional educational process, for example, the seven elements: the purpose of learning, learning content, learners, learning, methods, means and forms of education. This allows the research and development of this process as a holistic pedagogical phenomenon.

The aim of modern education:

- Development of the abilities of the person who needs it most and society;
- The inclusion of socio-valuable activity of the person;

The purpose of modern education - a system of knowledge and skills, which are formed in accordance with the model of the expert determined appropriate educational standards.

So, the purpose of discipline emerges as one of the elements of specialist training goals. The objective of the theme is the element of the goals of discipline, etc. Purpose - this is the beginning of the educational process and can be interpreted as the assimilation of content at the required level. This inclusion is one of the purposes of all pedagogical invariant to the form of education.

The aim of education is performing the backbone function in educational activities. It is the choice of objectives to the greatest extent depends on the choice of content, methods and teaching aids.

Formulation of educational objectives answers the question: what to teach? What tasks (professional, life, object, ethical, aesthetic) should be able to solve the student using the acquired knowledge, skills, beliefs and attitudes?

It is impossible to pass the description or formulation of goals, just designing curricula, programs, develop manuals and other teaching tools. In fact that based on the current methodological principles of organisations' complex systems, such a trek can give nothing but turmoil and confusion, endless discussions and formal theorizing, because the system lacks a

backbone element - the target. The purpose of education can be expressed in terms of preparation for a certain life, has relatively accurately delineated range of knowledge and skills, level of skill and the objects on which it appears.

### Materials and Methods

Understanding the content of education gives an answer to the question - what to teach? In other words, it is - a system of scientific knowledge, practical skills, as well as philosophical and moral and aesthetic ideas that must be mastered in the learning process.

The content of education depends on the following factors:

- needs of society;
- subjective factors: policy, methodological attitude of scholars;
- scientific and technical progress (especially regarding the development of micro-electronics, practical way which were introduced everywhere computer and telecommunications equipment and systems);
- the modern needs of the education system itself, lead to the need for the education system availability, quality, advanced character, internationalism, mass, mobility, etc.;
- business interests, investments etc.

The correct definition of the content of education is part of the social experience, and copies the essential features of the structure. Therefore, it includes:

- knowledge of the world - theoretical knowledge (nature, society, people, technology);
- experience of creative and intellectual activity, suggesting the ability to perform activities (actions, operations) on the basis of knowledge about algorithms;
- experience of creative activity, involving the formation of skills to carry out an independent search for creative solutions for students subjectively new problems;
- experience of emotional and value relationship to the world).

Thus, the content of education can not be reduced only to the list of knowledge and skills for academic subjects. It should cover all the basic elements of social experience:

- a system of knowledge about nature, society, thinking, ways of activity;
- system of intellectual and practical skills;
- experience of creative activity;
- a system of relations to the world, to each other.

The latter is part of the scope of content specialist training specific profile, and this, in turn, - part of the social experience.

According to implementation of the Law of the Republic of Uzbekistan "about education" and the National Programme for Training in the country established a comprehensive system of teaching foreign languages, aimed at creating harmoniously developed, highly educated, modern-minded younger generation, further integration into the world community of the republic.

### Results

During the years of independence had trained over 51.7 thousand teachers of foreign languages, created multimedia tutorials in English, German and French languages for schools, electronic resources for learning English in primary school, were equipped with more than 5000 language laboratories in secondary schools, colleges and professional academic lyceums.

Teaching in higher education of certain special items, especially in engineering and international specialties were conducted in foreign languages. Approved new educational standards, providing specific criteria of knowledge of foreign languages at each stage of learning.

Therefore, the role of foreign language teacher as ever, and the professional competence of the teachers play an important role in the learning process of educational institutions (Resolution of the President of the Republic of Uzbekistan 10.12.12 №1875 “About measures to further improve of the learning of foreign languages”).

The modernization of education which is carrying out in Uzbekistan requires the compliance level of professional competence of teachers and seniors of educational centers due to changes in modern education system.

The present stage of modernization of education requires all its subjects not only a quick response to the changes, but also the ability correctly determines the characteristics of professional work, which will be the key to success in the near future (Begimkulov, Djuraev, Babakhodjaeva, Choi and Eshmamatov 2011).

The transition from "education for life" to "education throughout life" means, for each person that his success in life and profession today is largely determined by the presence of such qualities and abilities such as mobility, susceptibility to a new independence, the ability and willingness continually learn, improve skills, learn new skills and specialty. This requires solving the problem by improving the system of additional vocational training, which is explained as the objective of accelerating the process of obsolescence of knowledge and the need to respond quickly to the demands of the labor market to develop new knowledge, skills, competencies, social roles, which means maintain a consistently high level of compliance educational needs.

Notion of professional competence of the teacher expresses the unity of its theoretical and practical preparedness for implementation of educational activities and characterizes his professionalism.

Teacher training content varying specialties represented in the qualifying characteristic-a normative model of teacher competence, displaying scientifically based structure of professional knowledge and skills.

Qualification characteristics-it is essentially a set of generic requirements for the teacher at his theoretical and practical experience. In general, the psychological and pedagogical knowledge defined curriculum. Psycho-pedagogical readiness encompasses knowledge methodological foundations and categories of pedagogy; patterns of socialization and personality development; essence, goals and technology education and training; laws age anatomical, physiological, and psychological development of children, adolescents, and young adults.

Pedagogical skills-a set of sequentially unfolding action, some of which can be automated (skills), based on theoretical knowledge and directed towards development of a harmonious personality. Such an understanding of the essence of pedagogical skills underscores the leading role of theoretical knowledge in the formation of future teachers practical readiness, the unity of theoretical and practical training, multi-level pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating certain actions.

Finally, this understanding of the nature of pedagogical skills allows us to understand its internal structure, communication action (component skills) as a relatively independent private skills. This in turn opens up the possibility for combining a plurality of pedagogical skills for different reasons, and for the expansion of their conditional practical purposes. For example,

the ability to "hold a conversation" can be decomposed into two parts: the topic of most adequately reflects the interests and needs of students and at the same time taking into account the leading educational challenges facing the class, select the content, select the forms, methods and means of education with regard to age pupils and specific conditions; plan (compendium), etc. Similarly, we can expand any other skill.

The structure of the professional competence of the teacher may be disclosed through pedagogical skills. Model of professional preparedness is better to build from the most general to private skills. So the most common skill is the ability to think and act pedagogically. Bringing skills to the theoretical level of analysis-one of the most important tasks of training future teachers' pedagogical skill. Ideally, full compliance with the requirements of qualifying characteristics of teachers means Maturity of integrating a whole set of pedagogical skills pedagogically ability to think and act.

Regardless of the level of generality of pedagogical tasks, complete cycle of its solution is reduced to the triad "think-act-think" and coincides with the components of educational activities and the corresponding skills. As a result, the model of professional competence of the teacher acts as the unity of its theoretical and practical preparedness. Pedagogical skills here arranged in four groups.

1. Ability to "translate" the contents of the objective process of education in specific pedagogical objectives: study of individual and collective level to determine their readiness to actively learn new knowledge and design on this basis, the development of collective and individual students.

2. Ability to build and set in motion a logically complete educational system: integrated planning educational and educational problems.

3. Ability to select and establish the relationship between the components and factors of education, to bring them into action to create the necessary conditions (material, moral, psychological, organizational, hygiene, etc.).

4. Skills accounting and evaluation of pedagogical activity: self-examination and analysis of the educational process and the results of the teacher.

To the relation of language teachers we can add these following competencies:

Linguistic competence. Understand enough to follow the course of a long speech on abstract and complex topics that do not belong to the sphere of activity, even if the need arises to clarify certain details, especially if the speaker's accent is unfamiliar. Recognize a large variety of idiomatic expressions and colloquialisms, taking into account the deviations from the normal case (Bakiyeva 1993).

Follow the progress of a long report, even if he has a fuzzy texture, and the relationship of parts to each other is not expressed explicitly, but only implied. Easily monitor the conversations that are conducted by the three parties in the process of discussion, debate on abstract, complex unfamiliar topics.

Understand the diverse material, sounding on the radio, in recording non-standard use of language and subtle details, expressing latent attitude speaking to each other and their relationship. Understand the content of the film, which is often used slang and idiomatic expressions. Be able to extract specific information from advertisements in public places (at the station, stadium, etc.), despite the poor audibility and noise.

Speech competence: Able to express their thoughts freely, without preparation and with almost no effort. Good command of language tools, extensive vocabulary, allowing explain forgotten word. Understand in detail the foreign-language speech on abstract and complex topics beyond the scope of activity, even if the need arises to clarify certain details, especially if the speaker's accent is unfamiliar.

To be able to fully participate in an interview in the role of interviewer and interviewee as fluently and without any support discover and develop the topic being discussed. It is easy to understand and participate in the discussions, even abstract, complex unfamiliar topics. To be able to bring strong arguments for the position held by answering fluently, correctly and without preparation questions and comments, as well as complex counterarguments. Be able to talk, give clear and detailed descriptions and comments, developing individual provisions and finishing suitable conclusion.

In reading: to understand all the details of complex large texts, whatever their field of interest, given the opportunity to reread difficult sections. Understood as any correspondence, sometimes using a dictionary. Understand in detail the complex and lengthy texts on a wide range of issues arising in the course of communication with friends, professional and educational activities (professional articles, book chapters, review) and thus capture the nuances overt and covert attitudes and opinions. Allocate the necessary information from Web sites, magazines, specialty.

In letter to be able to write clear well-structured texts on complex subjects, underlining the important and topical issues, expanding and reinforcing the point of view with a fairly common additional arguments, arguments and appropriate examples, completing the narrative conclusions.

They should able to explain meaning freely, logically constructed, or write a detailed description of a fictional text, while adhering to their own style, natural for the intended reader.

1. Write clear, well-organized description of complex objects, highlighting the necessary and important details (such as qualifying work). Develop and support their point of view with additional arguments and examples necessary. Write different types of texts of a personal nature (diaries, describing personal experiences) with the correct style. To be able to generalize from the lectures, articles and discussions. Make written reviews on academic and professional topics (Resolution of the Cabinet of Ministers of May 8, 2013 № 124 "On approval of the state educational standard to foreign language of continuing education system").

Contents theoretical readiness of the teacher is often perceived as a certain set of psycho-pedagogical and expertise. But the formation of knowledge, as already noted, is not an end in itself. Knowledge underlying the structure of teacher experience a dead weight, not being to the same information in the system, remain useless domain.

Analytical skills. Maturity of analytical skills-one of the criteria of pedagogical skill, because with them the knowledge extracted from the practice. It is through analytical skills manifested generalized skill of educational thought. This ability is composed of a number of private skills: dismember pedagogical phenomenon on the constituent elements (conditions, causes, motives, incentives, facilities, manifestations, etc.); comprehend each part in connection with the whole and in conjunction with the leading parties; find in learning theory and education ideas, findings, patterns, adequate (equal, it is appropriate, the identity) of the logic of the phenomenon; correctly diagnose pedagogical phenomenon; find basic pedagogical problem (the problem) and the ways of the optimal solution.

Theoretical analysis of the facts and phenomena encompasses the isolation of fact or phenomenon, its isolation from other facts and phenomena, establishing the composition of the elements of this fact or phenomenon, and determination of the place of this phenomenon in the educational process.

Predictive ability. Management of social processes and how education is always presupposes orientation clearly presented in the consciousness of the subject control the result (anticipation of the target). Basis for goal setting and finding possible solutions to the problem creates a pedagogical analysis of pedagogical situation. Relationship analysis of pedagogical situation and purpose in teaching activities is limited. Nevertheless, the success of goal setting depends not only on the results of analytical work. In many ways it is predetermined capacity for anticipation (view an object, phenomenon, the result of action, and the like in the mind before they are actually received or realized). Having this ability to professionally important always characterized teachers masters.

Pedagogical forecasting, carried out on a scientific basis, based on the knowledge of the nature and logic of the pedagogical process, patterns of age and personal development of students. Composition forecasting skills can be represented as follows: extension of pedagogical goals and objectives, the selection of ways to achieve educational goals, foresight results, possible deviations and adverse events, defining the steps (stages) of the pedagogical process, time allocation, planning, together with the students life (Miskavich, 1980).

Depending on the object prediction predictive abilities may be grouped into three categories:

- Forecasting the development team: the dynamics of its structure, development of relationships, changing the position of the asset and the individual students in the system of relations etc;

- Prediction of personality development: it is personal and business qualities, feelings, will and behavior, possible deviations in personality development, difficulties in establishing relationships with peers and the like;

- Prediction of the pedagogical process: education, educational and developmental possibilities of educational material, the difficulties of students in teaching and other activities, the results of the application of the various methods, techniques and tools of training and education, etc.

## CONCLUSION

Pedagogical forecasting requires teachers mastering such predictive methods such as modeling, hypotheses, thought experiment, extrapolation (distribute any concepts (phenomena), relating to a particular area to another area), Etc.

The next step is to determine the content and types of activities which ensure the development of students projected qualities and states. It is important to provide a combination of different types of activities and special events in accordance with the tasks.

Educational plans and educational work may be promising and operational. The latter include lesson plans and educational activities. Projective skills include:

- Translating the objectives and content of education and training in specific teaching objectives;

- Consideration in determining the educational tasks and activities of students selecting the content to their needs and interests, capabilities material basis of his experience and personal and professional qualities;

- Planning of individual work with students in order to overcome existing shortcomings in the development of their abilities, creativity and talents;
- System planning techniques to stimulate activity and school deterrence negative manifestations in their behavior;
- Planning of the educational environment and relationships with parents and the community, etc.

Reflexive skills. They take place in the implementation of teacher control and evaluation activities aimed at himself. It is usually associated only with the final stage of the pedagogical problem solving, understanding as a kind of procedure on summarizing education and educational activities. Meanwhile, aware of the various types of control:

- Control on the basis of correlation of the results with the given samples, control based on the expected results of actions carried out only in the mental plane;
- Control based on the analysis of finished results actually performed actions.

All of them are equally take place in educational activities, although dispersed stages of solving educational problems. Deserves special attention control is based on an analysis of the results obtained in the first place with respect to activities subject teachers. For the effective implementation of this type of control teacher should be able to reflect (back treatment, reflection, and analysis of their own actions and states), Allowing reasonable and objectively analyze their judgments, actions, and ultimately work in terms of their compliance with the plan and conditions.

Recognition of reflection as a specific form of theoretical work aimed at understanding their own actions; let us talk about the special group of pedagogical skills-reflexive. Their selection is due to several reasons. First of all, the fact that the analysis of teaching activities without careful analysis of the conditions for their preparation can not be considered the norm. It is well known that good results in teaching activities can be obtained as by substantially increasing the time to address the educational and educational problems, and due to an overload of students and teachers. This so-called extensive (as opposed to intensive does not mean quality, but only a quantitative increase, extension, distribution) Ways to enhance the effectiveness of the teacher. However, the negative results may also have different causes. For the teacher is always very important to establish the extent to which both positive and negative results are a consequence of its activities.

Hence the need to analyze their own activities that require special skills to analyze:

- Correct setting goals, their "translation" into concrete tasks and solve complex adequacy dominant and subordinate tasks baseline;
- The contents of the activity of the pupils to the task and the effectiveness of the methods used, methods and means of educational activities;
- Compliance with applicable organizational forms students' age, content material, and the like;
- Reasons for the successes and failures, mistakes and difficulties in the implementation of the tasks of training and education, experience its activities in its integrity and compliance with the criteria elaborated science and recommendations.

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