

PROFESSIONAL TEACHERS' COMPETENCE OF LEARNING FOREIGN
LANGUAGES**Khaitova Shakhnoza Bakhromjonovna****Utebaeva Beksulu Tileukabylovna***Junior student in English language and
literature department of NSPI**Scientific adviser: Burkhanova Mamura Gulyamovna*

Abstract. *Teacher is a respectable and considerable profession across the globe. When viewed regarding the influence of teachers as educators on their students, it is very large, therefore, if the curriculum, methods and learning media do not support activities teacher-driven teaching and learning, at every level and education level, it is most likely that students the bine note is the next generation of the struggle of the parents in the family, which in parallel is the human resource on which the struggle of a nation is based and will be neglected by others personally, and from other nations in the world, as an institution. With the progress of the times and all media-based learning tools and current technology, it is hoped that the competence of teaching staff can quickly adjust to the demands and progress existing in all fields related to their task in learning. This article generally provides an overview of the importance of teaching staff in carrying out their duties professionally, supported by pro-education policy tools and a set of learning media that support the progress and smoothness of the teaching and learning process for teachers and students wherever they are, because if teachers and students do not immediately innovate in learning, it will automatically fall behind in all fields, in learning and in life.*

Keywords. *Teacher competence; professional educators; teaching staff; modern era; foreign languages; education*

Introduction. Changing needs in the world of education in today's progressive era, have an impact on different understandings in carrying out their duties and functions in the world of education, participate in placing new demands on teachers in the education system. Teachers as the foremost profession in education are required to be open to changes that occur in the world of education, curriculum, learning tools and methods for the advancement of the world of science. Teacher roles and functions, and key teaching competencies have been specifically redefined. When meeting students, a qualified teacher is constantly looking for better ways to work and asking students for their opinion on this. Although he stressed the importance of persistence, the classroom atmosphere was never gloomy. The teacher-leader tries to create a distance that students enjoy. Teachers are put in front of new assignments and emerge in new roles. Teacher freedom develops and competence develops. Teachers are seen less and less than craftsmen who are called to follow given concepts and present ready-made solutions, and more than reflective practitioners and researchers who are critical of existing ones, and who are able to approach creative problem solving. The current demands of competence place professionalism on

the scale, attracting action education directed at the concept of quality education nationally and internationally.

Research methodology. To achieve the goal that was set in studying competence, modern methods of cognition of phenomena and processes were used. These methods are general scientific analysis, such as: data from a literature of specialists and professors the dialectical and system analysis, and statistical analysis.

Relevance. Professional competence of teachers plays one of the most significantly vital role of educating students .Additionally, encouraging students motivation has a positive effect on their success

Main part.

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching.

Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.

2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.

3. Possessing a performance dimension, competencies are observable and demonstrable.

4. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based. Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance, or as the state or quality of being adequately qualified and capable of performing a given role. The Occupational Competency movement initiated by David McClelland in the 1960s sought to move away from traditional attempts to describe competency in terms of knowledge, skills and attitudes and to focus instead on those specific values, traits, and motivations (i.e. relatively enduring characteristics of people) that are found to consistently distinguish outstanding from typical performance in a given job or role. The term "competence" first appeared in an article authored by Craig C. Lundberg in 1970 (cited in 2) titled "Planning the Executive Development Program", and then in David McClelland's seminal 1973 treatise entitled, "Testing for Competence Rather than for Intelligence" (cited in 2). The term has since been popularized by Richard Boyatzis and many others.

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. In the pedagogical dictionary edited by G. M. Kozhaspirova the following definition of the teacher's professional competence is given in: «The teacher's possession of the necessary amount of knowledge, skills and skills that determine the formation of his pedagogical activity,

pedagogical communication and the personality of the teacher as the bearer of certain values, ideals and pedagogical consciousness» [2]. A. K. Markov considered such a work of the teacher, in which pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the personality of the teacher is realized, and good results are achieved in the training and upbringing of the students. 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. A. K. Markov considering professional competence, distinguishes its following types: special, personal, individual, social [4]. From the point of view of E. F. Zera, competence implies not only a specialist's knowledge and experience, but also an ability to actualize the accumulated knowledge and skills in a moment of life and use them in the process of realizing their professional functions. In this case, the readiness and ability to apply this knowledge is important, depending on the situation [1]. N. V. Kuzmina defines the concept of «competence» as the ability of a teacher to transform a specialty, the carrier of which he is, into a means of shaping a learner's personality, taking into account the restrictions and prescriptions imposed on the teaching and educational process by the requirements the pedagogical norm in which it is implemented. N. V. Kuzmina distinguishes the following types of competence [3]: – special and professional competence (in the field of the taught discipline); – methodological competence (in the field of ways of forming knowledge, skills and skills of students); – socio-psychological competence (in the field of communication processes); – differential psychological competence (in the field of motives, abilities, orientation of students); – auto-psychological competence or reflection of pedagogical activity (in the field of merits and demerits of one's own activity and personality).

In the modern world, in order to be professionally competent, the teacher must, on the one hand, constantly learn, engage in self-education, and on the other hand, self-actualize in pedagogical activity. In the process of self-realization, the teacher enters into the relationship of appropriation-bestowal. A teacher, self-fulfilling, self-fulfilling, does not just function in society, but also invests himself in his values, as pupils. A teacher in the education system is a self-developing personality, who, with the help of constant work on oneself, improves his professional and personal qualities. The most complete description of the professionally significant qualities of the teacher is given by V. A. Slastenin: «Teacher is not only a profession, the essence of which is to translate knowledge, but a high mission of creating a person who affirms a person in a person». 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 (pedagogical, medical, engineering). 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). Currently, determining the professional 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.