



## PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER OF THE GERMAN LANGUAGE AND ITS DIDACTIC MEANING

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**Annotatsiya:** *Maqolada nemis tili o'qituvchisining kasbiy-kommunikativ malakasi masalalari ko'rib chiqiladi, ushbu masala bo'yicha xorijiy va mahalliy tadqiqotlar tahlil qilinadi. Shuningdek, kelajakda chet tili o'qituvchisi faoliyati maxsus bilim va ko'nikmalarni birlashtiradigan, ularni amalda qo'llaydigan madaniyatlararo muloqot tashkilotchisining vazifasi bilan belgilanadi.*

**Kalit so'zlar:** *kasbiy kompetentsiya, sotsiolingvistik kompetentsiya, kommunikativ usul, o'ziga xos xususiyatlar, kommunikativ funktsiya*

**Аннотация:** *В статье рассматриваются вопросы профессионально-коммуникативной компетенции будущего учителя немецкого языка, проводится анализ зарубежных и отечественных исследований данного вопроса. А также рассматривается деятельность будущего учителя иностранного языка определяется функция организатора межкультурного общения, которая интегрирует в себе специальные знания и умения, применение их на практике.*

**Ключевые слова:** *профессиональная компетентность, социолингвистическая компетентность, коммуникативный метод, особенности, коммуникативная функция*

**Annotation:** *The article deals with the issues of professional and communicative competence of the future teacher of the German language, analyzes foreign and domestic studies of this issue. And also the activity of the future teacher of a foreign language is considered, the function of the organizer of intercultural communication is determined, which integrates special knowledge and skills, their application in practice.*

**Key words:** *professional competence, sociolinguistic competence, communicative method, specific features, communicative function.*

In recent years, foreign and domestic studies have been developing the theory of professional competence of future teachers of a foreign language as a theory of speech behavior. In accordance with this theory, it is supposed to teach language not so much as a system of rules and their use in speech, but for the purposes of productive communication, to establish cooperative relations with others, to coordinate and coherence of speech actions aimed at assimilating social contacts and developing a strategy of behavior in order to avoid conflicts.

The main components of the professional competence of teachers of a foreign language: grammatical competence, sociolinguistic competence, speech competence,



speech behavior competence are highlighted in the works of K.E. Bezukladnikova, I.A. Winter, V.V. Safonova, E.N. Solovova[1:15]

The grammatical competence that owns the linguistic code includes vocabulary, morphology, syntax of a foreign language and is expressed in language proficiency at the grammatical level.

K.D. Riskulova has an opinion that sociolinguistic competence is “the socialization of the speaker in the communicative process based on the essence and significance of events in public life in accordance with the requirements of his speech and the speech technique of others” [2:32].

P. C. Butaev believes that “an integral part of linguistic competence is the grammatical competence of students, research based on the principle of the unity of language and culture of the semantic structure of lexemes” [3:21 ].

The basic requirements for a teacher of the German language at the level (B2) are defined in the studies of Yu.V. Eremina [4:72] and E.V. Martyushova [5: 40], which are necessary for the formation of his professional competence:

- the ability to conduct a dialogue, in various speech conditions (everyday, social and journalistic, scientific, professional and pedagogical) to compose a monologue;
- understand modern social and political information, as well as original literary and artistic texts, be able to analyze fiction;
- regardless of the stylistic functionality of the text - the culture of reading in a foreign language;
- be able to correctly express their thoughts in writing in different styles and in graphic and spelling terms;
- the ability to annotate literature and abstract it;
- the ability to carry out linguistic analysis of fiction, journalistic and other texts;
- for students of different grades, the ability to adapt original texts;
- the ability to make translations.

In the course of researching the work of scientists, we came to the conclusion that the most effective competencies that form the professional competence of future teachers of a foreign language are:

- possession of speech skills in practice is speech competence;
- the ability to build an utterance in accordance with a certain speech situation refers to discursive competence;
- possession of phonetics, vocabulary, grammar, syntactic rules of application refers to linguistic competence;
- knowledge, skills and experience based on the mentality of the speech environment of speakers of a foreign language, forming the ability to emphasize specific features in the culture of a given language lies in the socio-cultural competence.





The analysis made by us also allowed us to come to the conclusion that in order to form the professional competence of future teachers of the German language, it is necessary to determine their didactic functions.

These didactic functions include:

1) Communicative function, which develops competencies such as:

- the ability to explain the specific tasks of each lesson;
- the ability to determine the volume, form, ways of communicating information about the language studied material, including the independent performance of actions to master the language material;

- as a means of communication, the ability to orient students regarding the situation and conditions of using a foreign language, taking into account certain types of communicative actions (message, request for information, assessment, argumentation, etc.);

2) Motivational function, which forms the desire of the future teacher to build his speech in a foreign language in accordance with the speech environment:

- the ability to create didactic games in order to arouse interest in the future teacher;

- the ability to develop solid knowledge of students with the help of speech exercises and communication tasks;

3) Predictive-constructive function, which relies on the competence of control of students' knowledge with subsequent analysis of typical communicatively important errors in the process of learning German, identifies their causes, applies methods of preventing and correcting them, if necessary, making changes to the methodology of the teaching system of future teachers and teachers ...

4) Developing pedagogical function, designed to form the skills of independent work of the future teacher in the process of teaching the German language. To develop the ability to outline the ways of the formation and development of the intellectual, sensory, emotional spheres of the personality of future teachers. Cognitive powers and abilities, taking into account the identified opportunities, the specifics of the content and process of teaching the German language and in extracurricular activities. The implementation of the developmental function presupposes the presence of such methodological skills as:

- generalization of linguistic facts, the ability to analyze them;

- independently draw conclusions about speech and language patterns;

- to develop in the process of listening, speaking, reading and writing various types of memory that provide storage, recognition and reproduction of speech and language units;

- be able to improve the imagination, to recreate the situation of communication with elements of reincarnation:

- to form the skills for independent work (preparation) with the language in the classroom and at home in various types of speech activity;



- to develop cognitive powers and abilities in extracurricular work and in extracurricular activities. (Timokhina E.V.)

5) The upbringing function, which includes the following general methodological skills and is associated with the formation of the upbringing of the future teacher in the process of preparing him for extracurricular work in the German language:

- making the most of the German language learning process and extracurricular work to foster internationalism, respect to the cultural traditions, literature and art of the people, the language that is being studied;

- about the country of the target language, selection and interpretation of educational material;

- forms of education of social activity and finding ways of independence of the future teacher;

- obtaining initial vocational training and creating conditions for a conscious choice of a profession;

- fostering in the future teacher the need for self-education and improvement in the German language, will, discipline, diligence, respect for work:

6) The gnostic function, where the structures of the content of the academic subject are based on knowledge of the peculiarities of mastering various types of speech activity, methods of teaching it, on a deep understanding of the ultimate goals of teaching the German language, on knowledge of the specifics. An important role is played here by the ability to highlight the essential features in the curriculum and textbooks for each stage of education and the properties of the objects of assimilation, as well as knowledge of the cognitive capabilities of students and the sources of difficulties in assimilating the presented educational material. All other structural and operational functions allow the creative implementation of precisely gnostic skills.

7) Organizational function aimed at the implementation of a previously drawn up lesson plan. It includes the following skills:

- to organize the classroom team and pedagogically and purposefully manage its activities, take into account the development of the team in mastering the German language throughout the entire course of study;

- to organize their activities and the activities of future teachers in order to implement the planned lesson plan;

- to organize individually-collective, group, cognitive activities of future teachers;

- when mastering communicative activity, combine frontal and individual forms of work (frontal and group, individual and group, individual and frontal), taking into account the characteristics of each of the forms, depending on the stage and stage of work on the material;

- use audiovisual teaching aids;

- to carry out accounting, control and correction of educational and communication activities of future As the activity of the future teacher of a foreign language, the function of the organizer of intercultural communication is determined,





which integrates special knowledge and skills, their application in practice. The personal qualities of the future teacher are professionally important, aimed at introducing them to the implementation of intercultural communication. [6:101]. In order to fully realize this function, the future teacher must have a system of certain knowledge:

- to know the interests of the future teacher in order to anticipate them;
- to know the typical cases of difficulties (in the study of the regional component)

observed in the process of translating common goals into personally significant ones for every future teacher;

- to know the history of the native land and the modern life of the regions of Germany;

- to know and take into account the complex nature of the goals of teaching the German language when teaching the regional component.

8) A controlling function, which is to determine the level of language proficiency achieved by students during a certain period of study.

It should be noted that in order to effectively form the professional competence of future teachers of the German language, it is necessary to determine its didactic functions. We refer to didactic functions: communicative, motivational, prognostic-constructive, developmental and pedagogical, upbringing, gnostic, organizational and controlling functions.

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