

## **MOTIVES FOR IMPROVING THE PEDAGOGICAL COMPETENCE OF TEACHERS OF FOREIGN LANGUAGES**

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### **ANNOTATION**

*The article emphasizes the importance of pedagogical training of students of philology, the formation of pedagogical competence at the university. In this regard, the motives for improving the pedagogical competence of teachers and teachers of a foreign language are considered. Possession of a high level of linguistic competence does not mean that the same level of pedagogical competence is inherent in a teacher or a university teacher. The authors analyzed the differences in motivation for improving the pedagogical competence of teachers and teachers of foreign languages. The article also pays attention to the motives for choosing a profession and the orientation of teachers and lecturers.*

**Keywords:** *teachers and teachers of a foreign language, pedagogical competence, motives.*

Modern conditions have significantly changed and complicated the activity of a teacher. The requirements for the organization of the modern educational process, for the development of students are no less significant than the requirements for proficiency in the subject. Accordingly, the requirements for the professional training of future teachers are also increasing. It should take into account and use the research results of existing teachers and teachers.

In the professional training of students of philology - future teachers of foreign languages, there is a need to pay more attention to the formation of pedagogical competence. As is known, pedagogical competence is the professionalism of a teacher, and professionalism, according to N. V. Kuzmina, is a qualitative characteristic of a teacher, determined by the measure of possession of modern content and means of solving professional tasks, productive ways of implementation [1, p. 11]. Our survey of novice foreign language teachers about difficulties in teaching also showed that it is necessary to pay more attention to the formation of pedagogical competence of students of philology [2]. The difficulties of novice foreign language teachers were experienced both in designing the educational process and in interacting with students, organizing their activities and behavior. An

insufficient level of reflection is associated with the lack of awareness of difficulties in activity.

Thus, the problem of improving pedagogical competence requires study in order to include the results of research in the training of future teachers.

The concept of professional skill of a foreign language teacher is, as is well known, not only linguistic, but also pedagogical competence. But, unfortunately, not all teachers of a foreign language who have a high level of linguistic competence, and often have significant work experience, achieve high results in teaching their subject to a significant number of students, and cannot fruitfully manage the process of student personality development. They, as a rule, do not have strategies for conscious, professional achievement of a high level of pedagogical competence. This is confirmed by the attitude of teachers to the problem of constant self-improvement in the field of pedagogy and psychology, participation in conferences on university pedagogy and psychology, methods of teaching foreign languages. In response to an invitation to participate in such conferences, it is often possible to hear from teachers that the sphere of their scientific interests is not in pedagogy and methodology, but in language. Thus, a significant part of teachers, developing topics in linguistics, treat the phenomena of learning, socialization and upbringing as a reality that does not require study and analysis.

Meanwhile, in the context of the introduction of professional standards, the pedagogical competence of a foreign language teacher is of particular importance. After all, labor functions contain requirements for psychological and pedagogical knowledge, skills and abilities of a university teacher, which determines the need to improve the quality of pedagogical activity.

Taking into account the above, we studied the motives for improving pedagogical competence among 28 teachers and teachers of foreign languages. Almost all the interviewed teachers and university professors have well-developed linguistic competence, but the degree of development of pedagogical competence varies. Linguistic competence does not always determine equally high pedagogical competence.

To determine the pedagogical competence of teachers and teachers of a foreign language, a survey was used aimed at self-assessment of their own pedagogical activity and a scale for self-analysis of difficulties. All teachers have difficulties in their work, but they need to be aware of them in order to eliminate them. The first group, conventionally called "professionals", included teachers and teachers who do not have significant difficulties in teaching and educating students, the second group included "difficult" teachers and teachers who have significant difficulties in their

activities. Teachers and teachers of the second group have not formed all the elements of the structure of linguistic pedagogical activity, it is characterized by less integrity. The leading role of pedagogical knowledge is absent, there is a lack of inclusion of pedagogical skills in the structure of pedagogical activity of teachers and teachers. In this structure, the focus on socialization and education of students is insufficiently expressed. Linguistic and pedagogical communication is not limited to the guidelines for the performance of certain lexical and grammatical tasks, but through it a system of socialization and upbringing of a person in a foreign language education is being formed.

The object of our research was to determine the differences in motivation for improving the pedagogical competence of teachers and teachers of foreign languages of the two groups. When analyzing the results obtained, the following was found. The most significant motives for increasing the level of pedagogical competence of teachers and university teachers were "interest in learning and education, interest in students", "desire to improve their work", "desire to teach a foreign language". Moreover, the first motive is expressed by "professionals". And the latter is expressed the same for all respondents. Interest is the selective attitude of a person towards an object due to its significance and emotional attractiveness.

The dominance of motives focused on the interest in improving pedagogical competence in foreign language educational activities indicates the presence of a focus on linguistic pedagogical activity and a tendency to engage in it. As the self-assessment survey shows, teachers and teachers of the second group have a significantly lower measure of interest in teaching activities than teachers and teachers of the first group.

Attendance of advanced training courses and seminars, advice from colleagues, recommendations from management also have an impact on improving pedagogical competence. But some teachers and lecturers (27%) have a low level of reflection that does not allow them to achieve a high level of development of pedagogical competence.

Speaking about the motives for choosing the profession of a teacher, teachers and teachers of a foreign language reveal the reasons that caused their formation. In some cases, it is a love of a foreign language, a desire to learn a foreign language: "I really liked English at school, I went to university, to the Faculty of Foreign Languages, and there they received only a teacher's diploma", "When we graduated from school, the teacher recommended some classmates, including me, to enter an institute or faculty foreign languages. She enrolled and found out that we have there will be pedagogical practices, and we will be teachers." In general, the motives for

choosing a teaching profession by teachers and teachers of a foreign language almost coincide. In both groups, the majority chose a profession out of a desire to learn a foreign language and work with knowledge of a foreign language.

Analyzing the statements of teachers and lecturers, we tried to find out whether they have a desire to improve their pedagogical competence. The prevailing opinion was: "I would like to improve my knowledge of psychology and pedagogy, but there is no time at all" or similar judgments: "I would expand my knowledge, but there is no time", "It is necessary to improve myself, but no opportunities." It turned out that about 70% of the respondents want to improve their pedagogical competence, but such interfering factors as: "current affairs", heavy workload for hours, "small children", etc. prevent the fulfillment of this desire. But there are other opinions: "Everything comes with experience", "By trial and error you can come to a result", etc.

But the leading motive is, after all, the student himself, the student: "Students see everything, understand, it's uncomfortable in front of them if classes are sluggish, boring."

Most of the teachers and teachers of the second group have a focus on themselves: states and emotions, status enhancement, space of authority, etc. The motives for improving pedagogical competence in this group are increasing, starting with these factors.

There are many bright, emotional teachers with a high level of linguistic competence among the teachers and lecturers of this group. But already at the level of formulation of pedagogical tasks, they have difficulties.

Thus, these problems can be considered in the training of future teachers, including them in the content of the teaching material, as well as in the scientific work of students.

#### **LIST OF USED LITERATURE.**

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