



The Concept of Professional Competence and its Relevance to Language Teaching Methods

**Yunusova Feruzaxon
Xodjiakbarovna**

A senior teacher, Tashkent state university of economics

ABSTRACT

The functionality and effectiveness of the complex of psychological, pedagogical and organizational and pedagogical conditions proposed in this article in the process of teaching a foreign language to students in various situations, their verbal understanding, assessment, expression, regulation with a focus on development and increasing communicative competence as an integral element of professional training in a pedagogical university, in order to significantly increase educational motivation, to contribute to the professional development of the future teacher..

Keywords:

communicative competence, language skills, professional training, professional communication, independent work, speech culture.

At the stage of developing professional language skills, the teacher's support consists in the selection and use of pedagogical technologies that direct students to activities such as independent acquisition of additional materials, critical understanding of the received information and their presentation. Activities such as role-playing games and project work with a specific professional-oriented storyline are of particular importance.

The relevance of role-playing games for a certain professional purpose is that it includes the features of both teaching and future pedagogical activity, allows students to reveal themselves, contributes to the development of an active position, forms professional competence. The socio-psychological impact of the game is manifested in the teachers' getting rid of the fear of communicating in a foreign language, developing and improving their communication competence. The pedagogical effect of this type of activity lies in the

development of professionally important personal qualities and professional skills in students, in the formation of an objective assessment of their strengths and abilities in conditions as close as possible to the real profession in the future. It should be noted that self-esteem as a phenomenon of self-awareness is not given to a person by nature, it is the formation and increase of its completeness and sufficiency, this is one of the tasks of professional training at the university, to play is an activity that helps students develop an inner need for self-esteem.

In this type of activity, students initially feel limited, disconnected, at first the team has a characteristic of interaction and also a means of development "As I see you..." communication-language game is selected. In combination with functional and semantic support, which contributes to the development of writing skills and writing skills, the game gives the most accurate results [3, 106].

Due to the introduction of a global infrastructure of electronic means of storing, processing and transmitting information, its scope and capabilities by being effective, students can look at this or that problem in their own diversity, which helps to form their own ideas. It develops their intellectual and creative potential, which is necessary for their future profession. In connection with the tasks of this work stage, "Tell your future colleagues about yourself", "First steps to the profession", "I am a teacher" for conducting role-playing games with a professionally oriented plot. educational material will be developed [4;90]

So, in preparation for the game "Tell Your Future Colleagues", as assignments for independent work, business documents in the field of student education, new curricula for those who want to learn one or more foreign languages, as well as thousands of the results of scientific research of teachers in different countries and create electronic versions of pedagogical journals using the global network. During the games, students learn to fill out personal and business characteristics (Resume), application for employment in a foreign language and write letters of recommendation (Lettres de reference). They introduce each other, check all the above documents, which are a necessary part of personal work. They take into account not only the correct drafting of business documents, but also the possibility of presenting them in a foreign language. This form of teaching is characterized by emotionality, spontaneity and appropriateness of speech effects. It should be noted that the game has a positive effect on the subject's emotional relationship, and this, in turn, increases enthusiasm for the profession. The use of modern computer technologies both in the process of teaching foreign languages and in the process of independent work on mastering them is aimed at changing the attitude of students to the subject itself, which

creates the need for their development, the level of communication competence increases. The game is an activity, the purpose of which is to teach the adequate perception and understanding of other people, and this is related to the teaching of empathy, self-awareness and reflexivity, which are important professional personal qualities.

In the development of professional communication skills, as well as in the process of teaching foreign languages, it is appropriate to use project work as a form of increasing thinking ability. This type of activity, in fact, implies, on the one hand, problem-based research clearly focused on real practical results that are important for students, the wide use of research methods, taking into account various factors and conditions to solve it and implement the results. The main idea of this approach to teaching foreign languages is to shift attention from various types of exercises to the active mental activity of students is to transfer. This requires knowledge of certain language tools to register it, so the project can solve this didactic task and, accordingly, create really interesting, practical, meaningful and comfortable problems for students based on creative interaction. a debate that can be resolved can transform foreign language classes in a research club.

Working on a project can have both a professional and a socio-cultural orientation and is an appropriate tactic for developing communicative professional behavior, taking into account cross-cultural characteristics. The Internet system allows you to exchange various information: exchange text and graphic messages, audio and video clips with subscribers around the world, access to remote information sources and international libraries.

Roles that are "carriers" of some verbal and non-verbal models and norms are chosen to provide pedagogical direction in the educational materials developed taking into account selected linguistic and thematic aspects. This

form of independent study of students consists of several lessons, the results of which are presented in the final results. It must be directed to the social interests of the participants. The wording of the project titles was ambiguous, allowing students to choose one of the possible topics for research. The following projects can be cited as examples: "Francophonie: a single speech space", "Dialogue culture" [5;218]

Conclusion:

Thus, the functionality and effectiveness of the set of psychological-pedagogical and organizational-pedagogical conditions proposed in the process of teaching a foreign language is the ability of students to behave in different situations, to understand, evaluate, express and regulate them verbally educates. The orientation of learning a foreign language as an integral element of professional training in a pedagogical institution to the development and improvement of communication competence significantly increases educational motivation and helps the professional development of a future teacher.

References

1. Abdullayeva B.S. Methodological and didactic bases of interdisciplinarity (in the example of teaching mathematics in academic lyceums in social and humanitarian directions). Ped.Sc.Doctor...diss. autoref.
2. Ariyan, M.A. Povyshenie samostoyatel'nosti uchebnogo truda shkolnikov pri obuchenii inostrannymi yazykami / M.A. Ariyan // Foreign language in school. - 1999. - No. 6. - S. 17.
3. Akhmedova N.M. Nauchnye osnovy postroeniya konceptsii nepreryvnoy lingvometodicheskoy podgotovki predavatelya inostrannogo zhyzkyka na osnove integrativnogo pokhoda. Continuous education scientific-

methodical journal. #1 T.2018, p. 105-111

4. Dianova, E.M. Role-playing game and foreign language training / E.M. Dianova, L.T. Kostina // Inostrannye zhyzkyki v shkole. - 1988- No. 3. - S. 90-92.
5. Ermakova, L.A. Obuchenie chteniyu na angliyskom yazyke (pervyy etap neyazykovogo vuza): Dis. sugar ped. nauk / L.A. Ermakova. - M., 1988. - 218 p.
6. Vyatyutnev, M.N. Ponyatie zhyzkykovy kompetentsii v lingvistike i metodike prepodavaniya inostrannykh yazykov / M.N. Vyatyutnev // Inostrannye zhyzkyki v shkole. - 1973. - No. 6- S. 55-64.