



Teaching Foundations for Professional Orientation in a Pedagogical University

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ABSTRACT

This article examines and analyzes the ethics of teaching the basics of vocational orientation at the teacher training college. This information plays a crucial role in the training of prospective teachers at teacher training colleges. These universities provide comprehensive education and training for prospective professionals who are committed to making educational changes. One of the most important components of this training is the basics of pedagogical career orientation.

Keywords:

curriculum development, instructional strategies, practical methods, secondary school, systematic, concentrated, language minimization.

Introduction: Career guidance is the process of understanding the core values, knowledge, and skills needed to succeed in a specific job. In the context of teacher training colleges, career guidance curricula aim to provide students with a comprehensive understanding of the educational field, including principles of teaching and learning, curriculum development, instructional strategies, and assessment methods. The career guidance curriculum provides the necessary framework for students to understand and embody the values and ethics of education. Future educators must be equipped with the right tools and knowledge to work safely and effectively in different educational settings. Universities of teacher education use different approaches to teach the basics of career orientation. These approaches include lecture-based learning, hands-on practice, and group discussions. Students are encouraged to collaborate, share their ideas and experiences, and reflect on their teaching practices.

Literature review. In psychological and pedagogical studies on the modernization of

education, the competency approach, as a priority conceptual position, is seen as the dominant vector for updating the content of the educational process and oriented towards the training of a professional capable of making atypical decisions and being responsible for them, to be competitive in the labor market and to be able to competently shape the path of their professional development (V.I.Baydenko, V.A.Bolotov, E.A.Boyarsky, A.A.Verbitsky, I.A.Zimnaya, V.A.Kalney, S.M.Kolomiets, A.M.Novikov, M.V.Pozharskaya, V.V.Serikov, Yu.G.Tatur, I.D.Frumin, A.B.Khutorskoy, A.I.Chuchalin, S.E.Shishova, A.N.Shchukin, etc.). According to research (E.Ya.Kogan, V.V.Laptev, O.N.Lebedev, E.A.Lenskaya, A.A.Pinsky, I.D.Frumin, etc.), the approach to competence is not equated with a knowledge-oriented component, but proceeds from a holistic experience of solving life problems, performing a profession - and key functions, social roles and competencies.

In our research article, we started by assuming that. According to, both specialized and general professional subjects must be taught with a professional focus, promoting the

development of practical English language skills and enhancing the level of English spoken within the cohort of aspiring educators. The integration of language-specific topics with broader fields of study like methodology and psychology should be a crucial aspect of training foreign language teachers, ensuring that graduates of the Foreign Languages Faculty are well-equipped with professional skills. [1]

Research methodology. We have created a group of disciplines focused on the theory and methodology of teaching foreign languages, which includes a course on teaching English in secondary school, a general course on teaching foreign languages, a seminar on practical methods, and a specialized course on modern teaching methods. These disciplines share a common purpose and content, offering a comprehensive overview of linguistic and pedagogical concepts, as well as addressing various issues in teaching a foreign language, from general to specific aspects. The ultimate goal is to equip learners with communicative and methodological skills by transferring knowledge about the language system. The academic fields are distinguished by their focus on both theoretical and practical aspects. This means that students not only gain theoretical knowledge, but also develop practical skills through activities such as practical classes, independent work, and teaching experience in schools.

In a teaching university, training language educators aim to develop both language proficiency and the ability to effectively employ teaching methodologies and technologies to meet the specific needs of diverse student groups. The combination of two tasks is addressed efficiently using the educational guidelines of a language teaching university, which implement contemporary communicative techniques for foreign language instruction. In a teaching university, training language educators aim to develop both language proficiency and the ability to effectively employ teaching methodologies and technologies to meet the specific needs of diverse student groups. The combination of

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Consistently implementing these linguodidactic principles enables the adoption of a concept-based approach to teaching linguodidactic subjects, resulting in a systemically integrated and fundamental process of training foreign language teachers at the university level. We should attempt to define the principles referenced earlier. At a pedagogical university, the top priority is to implement professional and pedagogical practices through courses on teaching foreign languages, which focus on methodology and technology. The fundamental aspect of this is that the methodological fields, formulated based on the principles of "gradual complexity" and "gradual concreteness," are central to the education of prospective foreign language educators as essential components of the comprehensive professional curriculum. These areas of academic study collaborate to create a comprehensive strategy for effectively learning a foreign language, facilitating the enthusiasm to become proficient in the language for both present and future vocational endeavors. This principle aligns with the core objectives of these academic fields, guiding students to think pedagogically, utilize methodological concepts, anticipate the academic language development of students, develop and enhance skills in administering the educational process in high school settings, as well as selecting and organizing exercises and materials for various types and formats of speech activity.

The concept of a "unified language domain" requires teachers to consistently align the content of their foreign language education courses with the language proficiency level of their students and the expected proficiency level of the language being taught in school. The university instructor aims to enhance the communicative and professional competence of students by illustrating pedagogical scenarios typical of foreign language teaching in schools, which serve to solidify the fundamental principles of linguodidactics. Simultaneously,

the notion that acquiring proficiency in communication skills of the target language is influenced by diverse aspects and varieties of the learning experience becomes significant. If the concept of a "unified linguistic domain" is completely adhered to, the language being taught in a pedagogical university can be utilized as an effective tool for academic and non-academic interaction.

One crucial principle for instructing future language teachers is the emphasis on speech in teaching (known as the active communication principle), which advocates for an approach to mastering the skill of teaching language expression. This implies that becoming proficient in communication should be an essential aspect of the professional education of a foreign language instructor. This principle enables effective teaching of speech activity in a foreign language by the teacher, both during regular classroom instruction and through extracurricular activities for students. At the Uzbek State Pedagogical Universities named after Aini's Faculty of English, an exceptional approach is taken to train students' communicative competence in the language of their specialization. This includes teaching specific subjects, such as "Oral and Written Speech Practices," as well as other language-focused disciplines like Language History, regional studies, literature, phonetics theory, and grammar theory, all of which are conducted in the language of the specialization. This specialized approach caters to the development of students' communicative skills. This allows students to observe the latest and most efficient ways of learning, which prospective educators could experiment with within their academic endeavors to improve their proficiency in the targeted language via communication skills. [2]

The quality of a teacher's professional education primarily hinges on how well they are taught foreign language teaching methods and the extent to which university instructors are aware of the conceptual framework of these courses. Shchukin categorized teaching principles into four groups: didactic, linguistic, psychological, and methodological. Among the didactic principles, he highlighted

consciousness, activity, visibility, knowledge strength, accessibility, feasibility, interdisciplinary coordination, intercultural exchange, and the teacher's professional competence. A.N.Shchukin not only emphasizes the educational aspect but also highlights it. The linguistic principles are based on linguistic data and focus on systematic, concentrated, and differentiated linguistic phenomena within language and speech. These principles also prioritize functionality, stylistic differentiation, and language minimization. The psychological principles are centered on motivation, gradually developing speech skills and abilities, and considering individual students' psychological traits and adaptation. Lastly, the methodological principles include communicativeness, oral anticipation, interrelated teaching of speech activity types, and a professional focus on training. Additionally, the approximation is used as an approach to express certain content, and situational and thematic organization is used while taking into account the level of language proficiency. [3].

Conclusion and recommendations. In summary, it can be said that teaching the basics of career orientation is an essential and indispensable part of training at teacher training colleges. It provides aspiring educators with the knowledge, skills, and values they need to work confidently and competently in diverse educational settings. Through ongoing guidance, mentoring and support, educators can help shape the educational landscape and create a brighter future for learners. The fundamental ideas of instructing, which are the essential elements of methodology, set the standards for the overall foreign language education system and its various parts. These concepts demonstrate the significant theoretical and practical aspects of teaching foreign languages.

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