

THE ROLE OF PROFESSIONAL COMPETENCE IN THE PEDAGOGICAL ACTIVITIES OF FUTURE ENGLISH TEACHERS

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Abstract. This thesis discusses the role of professional competence in the pedagogical activities of future English teachers, its components and importance in the modern educational process. It also analyzes effective methods for the formation and development of professional competencies, based on pedagogical technologies and innovative approaches. The results of the study show that professional competence is an important factor in the effective functioning of a teacher and improving the quality of education.

Keywords: professional competence, English teacher, pedagogical activity, communicative competence, methodological competence, innovative approach.

Introduction. In the current conditions of globalization, acceleration of information exchange and strengthening of international integration, the system of teaching foreign languages, especially English, is undergoing a fundamental renewal. Today, English is gaining importance not only as a means of international communication, but also as a leading communicative language in the fields of science, technology, economics and culture. Therefore, the issue of its effective teaching is becoming one of the priority areas of the education system. The quality of teaching foreign languages largely depends on the teacher's professional training, pedagogical skills and ability to apply modern approaches. In particular, the issue of forming and developing professional competencies of future English teachers is of urgent importance in the process of training them. Today's education system requires a teacher to have a wide range of competencies. In particular, he must not only know his subject perfectly, but also effectively organize the pedagogical process, establish effective communication with students, use modern pedagogical technologies and innovative methods. In addition, a teacher must be able to analyze his professional activities, reflect and constantly work on himself. From this perspective, the concept of professional competence appears as one of the central categories of modern pedagogical education. These aspects determine the relevance of the topic of this research and require an in-depth study of the issue of developing professional competencies of future English language teachers.

Until now, the essence of the concepts of competence, competence, professional competence has been explained in the research works of various scientists and has given its own author's approach. According to the research of Artikbayev M.Sh. and Moydinova E.K., teachers' "professional competence" is understood as the ability to constantly enrich their professional

knowledge and skills and set new tasks for themselves, that is, to feel the requirements of the era and correctly apply them in their practical activities [1, p. 43]. Ismailova G.F., in her research, "Professional competence is a set of knowledge, skills, qualifications and personal qualities necessary for a person to effectively perform professional activities." In addition, in her research, she distinguishes such components of professional competence as linguistic, methodological, communicative, information-communicational [2, p. 543]. Pedagogical scientist Muslimov N., in his educational and methodological manual, "divided professional competence into social and special (professional), personal, technological and extreme competence, and special competence into psychological, methodological, informational, creative, innovative and communicative competence qualities based on the structural foundations of professional competence" and analyzed them in this context [3, p. 45]. As a result of the research studied, our author's brief definition of the concept of professional competence was created. Professional competence is an important factor ensuring the effectiveness of pedagogical activity, and it covers all aspects of personality, such as understanding oneself as a person, independent work on oneself, understanding and forming one's professional capabilities during the period of preparation for professional activity, representing a holistic system of a teacher's knowledge, skills, qualifications and personal qualities. Also, in the formation of professional competence, not only independent education in the classroom, but also independent education outside the classroom is very important [4, 262]. Therefore, the development of both types of activities, to a certain extent, aimed at developing the professional competence of future teachers, will serve to ensure that students become qualified teachers in the future.

The system of knowledge, skills and qualifications in a foreign language (English) acquired by students is determined by their professional competence, which is formed in the process of their educational activities. Thus, the student himself and the formation of his professional competence are at the center of professionally oriented education [5, p. 36].

The development of professional competence is a systematic and continuous process, which is carried out in several directions:

1. Strengthening theoretical training

Students need to thoroughly master the disciplines of pedagogy, psychology and methodology. This creates a scientific basis for their professional activities. In this process, organizing their lectures using Flipped Classroom technology will contribute to a certain strengthening of theoretical knowledge.

2. Development of practical training

Practical lessons, micro-teaching and pedagogical practice strengthen students' professional skills. The use of interactive, problem-based, game, case, and person-oriented educational technologies by teachers in practical training lessons helps to develop professional skills.

3. Organization of independent learning

Independent learning ensures that students work on themselves. This process develops their creative thinking and helps to develop personal competence [6, 296]. In this process, taking into account the level of English language knowledge of students and teachers, it will be very useful for students to establish a system of independent learning by studying certain topics from Mass Online Open Courses. At the same time, the use of this technology further develops the skills of future English teachers in using information and communication technologies.

4. Use of innovative methods

Case study, project method, debate and role-playing methods are effective in developing professional competencies.

5. Use of CLIL technology

The fact that future English teachers are taught all non-specialized subjects in English helps them develop their communicative competence, methodological competence and learn to quickly integrate what they have learned into school textbooks from English.

In addition, the use of these technologies further develops the skills of future English teachers to learn independently both in and out of the classroom.

Professional competence occupies a central place in the pedagogical activity of a future English teacher. It is manifested in the following processes:

- effective organization of the lesson
- increasing the level of knowledge of students
- using innovative methods in the educational process
- arousing the interest of students.

A competent teacher encourages students to be active in the lesson process, develops their independent thinking and organizes the learning process in an interactive way. As a result, educational effectiveness increases.

Conclusion. In conclusion, professional competence is a decisive factor in the pedagogical activity of future English teachers. Its formation and development are one of the priority tasks of the modern education system. The effective use of innovative methods, modern technologies and independent learning in the pedagogical process serves to increase the professional training of teachers.

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