

PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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***Abstract.** This study focuses on the assessment of professional competence of future foreign language teachers in the context of contemporary economic changes, necessitating new approaches in education. The article analyzes various scientific approaches to understanding and developing competencies, such as the personal-activity, systemic-structural, and culturological approaches. The emphasis is on the necessity of a multi-level approach in education, capable of preparing specialists who meet contemporary challenges and labor market needs.*

***Keywords.** Professional competence, teacher training, competency-based approach, innovative educational technologies, personal-activity approach.*

Changes in economic life require a qualitative transformation of the nature and content of work, enhancing the level of social-professional mobility, and the competitiveness of specialists in professional activities. Under these conditions, the level of employer demands for staff qualifications grows, increasing the demand for highly qualified specialists possessing new knowledge and skills.

The most critical factor determining the success of economic growth and societal development is the effective training and retraining of qualified specialists at all levels and profiles.

Among the many competencies that condition the competitiveness of a student as a future specialist, we will address the interpretation of the key concept—professional competence [Rostovtsev 2011, 5].

This scientific research paper examines the theoretical aspect of the formed professional competence of future teachers.

Most scholars represent the quality of modern professional education as a multi-dimensional systemic characteristic, in which the quality of the outcome, i.e., the quality of specialist training, is viewed as the leading component of this characteristic. The quality of the professional training outcome is understood as the

correspondence of the graduate's professional readiness to contemporary time challenges and is considered through the concept of competence [Lukina 2012, 2].

All researchers studying the nature of competence pay attention to its multifaceted, varied nature. Rethinking the complex of issues related to the content of professional education on new grounds, combining cultural and competence-based approaches, actualizes research into the content and structure of professional competence. The current lack of a unified approach to defining professional competence is due to the diversity of scientific approaches to understanding the content and structure of the concept. Conventionally, they can be designated as: personal-activity approach, systemic-structural approach, culturological approach, professional-knowledge approach. The essence of the term "competence" is considered from the perspective of the goal-setting of pedagogical education—higher and supplementary. Pedagogical universities implement the goals of the historically established professional-knowledge approach [Novikov 2000, 4].

Understanding the essence of professional competence is based on the following priority positions indicated in Table No. 1 (see Table No. 1):

Table No. 1

Priority Positions of Professional Competence

| № | Priority Position | Description of the Priority Position |
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| 1 | Competence | These are not demonstrated and actualized, but independently realized competencies |
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| 2 | Elements of Competence | Personal formations, include knowledge, experience, models, and ways of thinking, arise during the activity over the period of education within an educational institution and relate to the potential quality of the graduate |
|---|------------------------|--|

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| 3 | Elements of competence are selected and structured during the transition to competence in accordance with the purpose and type of a specific situation | [Magomedov 2009, 3]. |
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The professional preparation of a future teacher includes fundamental, general educational, psychological-pedagogical, and special knowledge, modern technologies, and an orientation towards innovation and creativity.

Therefore, the preparation of a specialist is not a purely algorithmic process, and it can be characterized by certain levels [Kan-Kalik 1990, 1]:

- Modeling the forthcoming implementation of the new generation of state educational standards;

- Optimization of the activities of working groups on implemented main professional educational programs;

- Management of the activities of working groups;

- Analysis of the system of activities of working groups and modeling of forthcoming activities [Sidorova 2012, 6].

It should be noted that in forming and improving the professional competencies of future foreign language teachers, it is necessary to implement not just a competency-based approach, which forms the foundation of new professional educational standards, but to master a range of approaches. This means that we agree with the statement by scholars S.E. Shishov and V.A. Kalney, who note that "competence cannot be defined through a certain sum of knowledge and skills, as a significant role in its manifestation belongs to circumstances. Being competent means being able to mobilize acquired knowledge and experience in a given situation. When discussing competencies, attention is drawn to specific situations in which they are manifested" [Shishkov 2000, 7].

This statement by the authors suggests that if discussing and evaluating the professional competence of future foreign language teachers requires specific professional situations in which they are manifested, such conditions must be artificially created or tested in passive or active practice by students.

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TARJIMA NAZARIYASI VA AMALIYOTINI O'QITISHDA ZAMONAVIY METODLARNING AHAMIYATI

Oripova Xusnidaxon Yusubovna

O'zbekiston davlat jahon tillari universiteti

O'qituvchi

***Annotatsiya.** Ushbu maqola tarjimaning nazariy asoslarini va amaliy qo'llanilishini o'rgatishning samarali strategiyalarini o'rganadi. U turli metodologiyalarni o'rganadi, nazariyani amaliy amaliyot bilan birlashtirishga urg'u beradi. Maqolada innovatsion yondashuvlar, jumladan, texnologiya va turli baholash usullaridan foydalanish, o'quvchilarning tarjimada tushunish va ko'nikmalarini oshirish masalalari muhokama qilinadi.*