

A SYSTEM FOR PROVIDING INFORMATIONAL AND METHODOLOGICAL SUPPORT TO DEVELOP THE PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abdullaeva Dilbar Alimbaevna

2nd Year Doctoral Student at Nukus State Pedagogical Institute

abdullayevadilbar1986@mail.ru

+998977872545

Abstract

This article examines an information and methodological support system designed to develop the professional competence of future foreign language teachers. In the context of globalization and digitalization of education, enhancing professional competence becomes a key factor in successful pedagogical activity. Particular attention is paid to the integration of information technologies into the educational process and their impact on the quality of teacher training. The research results demonstrate that the use of this system contributes to improving the level of professional competence, enhancing methodological skills, and readiness for work in modern conditions. The article concludes with recommendations for the implementation of the system in educational institutions and outlines prospects for further research in this field.

Keywords: Professional competence, foreign language teachers, informational and methodological support, linguistic competence, methodological competence, information and communication competence, social competence, reflection.

Introduction

In contemporary teaching practice, knowledge of a foreign language necessitates the development of oral communication skills and cultural awareness among teachers in order to enhance their professional competence. In this context, educators must be able to visualize an information and methodological support environment in English and transform it into an active, independent learning process. They must also be able to master the information in the resource base of the information and methodological support in English, think critically within their field, and possess speech practice and communicative guidance tools.

Modern educational technologies in the hands of a qualified teacher become a powerful tool for achieving high results. By increasing the level of digital literacy of teachers, we not only improve the quality of the educational process, but also create conditions for the younger generation to develop the key competencies of the 21st century necessary for successful life in the information society. [9. p,98]



The conceptual foundation of the system for training future foreign language teachers is formed at the intersection of classical and innovative methodological approaches, ensuring a comprehensive and systematic approach to the development of professional competencies. [4. p,10]

Despite numerous studies devoted to the professional and pedagogical competence of a foreign language teacher, the question of its essence and structure remains open. The lack of a unified approach indicates the need for further scientific research in this area.[10. p,65]

LITERATURE REVIEW

In the formation of the professional competence of English language teachers, it is necessary not to use the resource base of individual information and technical means or interactive methodological developments, but rather to create a unit of teachers' professional competence on their basis and to form it. As a function of information and methodological support, it should have a comprehensive block consisting of its structuring and the creation, on its basis, of effective competence-based teacher activity in education.

According to T.I. Bekarevich, a modern teacher is not just a transmitter of knowledge, but also an active participant in the educational process, a constantly developing professional. He must be ready: [11. p,107]

- ✚ Towards continuous professional growth: deeply study the regulatory framework, actively participate in innovative projects, master new technologies and share your experience with colleagues.
- ✚ Towards a multi-faceted role: act as a researcher, experimenter, mentor and developer, constantly finding new approaches to learning.
- ✚ To cooperate: participate in professional communities, exchange experiences with colleagues and introduce innovations into your practice.

A.A. Moskalenko, in his research, identified two types of teacher competencies in the structure of methodological competence: General methodological - in turn, consisting of motivational, cognitive, informational, communicative, and social competencies. Specific - this is a combination of target, content, design, reflexive, and monitoring competencies. [8. p,137]

Modern information technologies allow people to actively interact in the digital space, using a variety of communication tools, from traditional email to innovative social media platforms, creating conditions for dynamic and multifaceted communication. [1. p,97]

Furthermore, O.V. Ivanova asserts that the informational competence of a foreign language teacher is a complex construct encompassing cognitive, behavioral, motivational, and personal components. The interplay of these components ensures the effective use of information technologies in pedagogical activities. The urgency of developing such competence is due to the high demands placed on contemporary educators. [2. p,105]

ICT competence of a teacher is the ability to innovatively use digital technologies to create new educational products and services.

The primary goal of training future foreign language teachers is to develop their professional competencies, necessary for successful work in a modern educational environment, including



the ability to use information technologies to create effective learning materials and organize interactive learning.

At the stage of local modeling, the teacher demonstrates a pronounced desire to improve their professional activities. They actively engage in research and methodological work, developing deep knowledge in the field of pedagogy. The teacher is able to analyze their practice, predict potential difficulties in teaching, and develop effective methodological solutions based on their own experience. [3. p,823]

The situational-thematic approach, developed by V.A. Malakhova, V.L. Skalkin, and E.F. Tarasov, involves creating authentic communicative situations in which learners solve specific speech tasks that model real-life scenarios. [5. p,87]

To optimize the process of teacher training, we have developed a model that allows us to track the dynamics of the formation of methodological competence from the initial level to the level of an expert capable of independently developing and implementing innovative methods.

METHODOLOGY

In educational practice, four key teaching methods are used: explanatory-illustrative, reproductive, problem-oriented, and research-based.

The integration of information technologies into the educational process enables teachers to create interactive, personalized, and differentiated learning environments, which contributes to the development of their methodological competence and the improvement of the quality of education.

The first method, explanation and illustration, does not take into account the presence of feedback between the learner and the educational system, therefore it is useless to use in systems that use personal computers (information and communication technologies).

The problem-based learning method uses the capabilities of information and communication technologies to organize the learning process by setting a problem and finding solutions to it. The main goal is to maximally contribute to the increase of students' cognitive activity. Based on the knowledge gained in the educational process, it is planned to solve various kinds of problems, as well as to acquire and analyze a number of additional knowledge necessary to solve the set task. Particular attention is paid to acquiring skills related to collecting, sorting, analyzing, and transmitting information.

Information and communication technologies are considered a universal tool for processing information in the form of words, numbers, images, sounds, and other forms. Their main feature as a tool is the ability to configure (program) for performing various operations related to collecting and processing information.

The main advantages of information and communication technology tools compared to other technical teaching aids are their subtlety, adaptability to various models and learning algorithms, as well as the ability to respond individually to the behavior of each learner. The use of such tools allows for even greater activation of the learning process, giving it a research and exploratory character. Unlike textbooks, television, and cinema, information and communication technologies allow for an instant response to the learner's behavior, repetition and explanation of material for different categories of learners, and more thorough preparation



of learners allows them to move on to more complex and extremely complex material. In this case, individual-paced learning is carried out easily and naturally.

RESULTS

In order to introduce modern information technologies into the activities to improve the professional competence of teachers of educational institutions, it is advisable to implement the following measures in stages (Table 2.1):

Table 2.1 Stages of Introducing Modern Information Technologies into the Process of Improving Teachers' Professional Competence.

	Content of Measures	Expected Result
1.	Analysis and evaluation of the current situation of using information and communication technologies in the divisions of the educational institution. Preliminary findings on the current state of ICT use have been obtained.	A comprehensive assessment of the current ICT infrastructure and usage within the institution will be conducted.
2.	Identification of ways to improve the material and technical base of the educational institution's system for improving teachers' professional competence.	The institution's material and technical base will be upgraded to support teacher professional development.
3.	Organization of creative groups to create electronic resources related to improving teachers' professional competence and defining tasks.	Creative teams will be formed to develop resources and define specific objectives.
4.	Preparation for the creation and use of electronic resources related to improving teachers' professional competence.	Electronic resources to support teacher professional development will be created.
5.	Development of a mechanism for using electronic resources.	A mechanism for utilizing electronic resources will be developed.
6.	Organization of monitoring the effectiveness of using electronic resources related to improving teachers' professional competence.	A monitoring system will be established to evaluate the effectiveness of electronic resources in enhancing teacher professional development.

Because of implementing these measures:

- Effective use of information and communication technologies in organizing activities to improve teachers' professional competence;
- Systems for the introduction of electronic resources will be created as a modern means of improving teachers' professional competence.

The creation of electronic resources is based on the following didactic principles:

- ✓ unity of education and training;
- ✓ educational orientation of the educational process;
- ✓ formation of a scientific worldview;
- ✓ scientific nature; clarity and interest;
- ✓ vitality;
- ✓ historicity;
- ✓ popularity;
- ✓ regularity;
- ✓ thorough acquisition of knowledge;



- ✓ developmental learning;
- ✓ social nature of education;
- ✓ taking into account the individual characteristics of teachers;
- ✓ compliance of activities to improve teachers' professional competence with the age, psychological characteristics, and level of students; the integrity and continuity of activities to improve teachers' professional competence;
- ✓ the unity of concrete and abstract concepts and facts;
- ✓ the conscious acquisition of knowledge;
- ✓ The connection of learning with practice; edification.

The purpose of using technology is to develop in future teachers not only language but also information competencies, enabling them to adapt to the dynamically changing conditions of the educational environment.

The professional and pedagogical competence of a foreign language teacher is manifested in their ability to apply theoretical knowledge in practice, create effective learning situations, and achieve set pedagogical goals. [6. p,282]

In turn, A.V. Dubakov established in his research that information and communication competence implies not only the ability to use digital tools but also the ability to creatively construct educational materials, critically analyze information, and take an innovative approach to foreign language teaching. [7. p,2577]

Systematization of electronic resources requires a new approach to the analysis of content, style, organization, form and information technology tools. Improving the professional competence of future foreign language teachers, the efficiency of the activity information can be achieved only if the following conditions are met:

- . if the informationalization of the professional competence of the future foreign language teacher is manifested as a system of designing the stages from setting the goal of education to the end result;
- Information about the process of improving the professional competence of the future foreign language teacher is directed to all its organizers;
- If the use of electronic resources is directed to the content of the activity of increasing the professional competence of the future foreign language teacher and their development.

DISCUSSION

The proposed system for providing informational and methodological support to future foreign language teachers is a valuable contribution to the field of teacher education. By integrating modern information and communication technologies (ICT) into the learning process, this system has the potential to significantly enhance the professional competence of future educators.

One of the key strengths of this system is its focus on practical application. By providing teachers with access to a variety of electronic resources and tools, the system empowers them to develop innovative teaching strategies and create engaging learning experiences. This emphasis on practical skills is crucial for preparing teachers to meet the challenges of the 21st-century classroom.



Conclusion

In conclusion, it can be noted that the system of information and methodological support plays a key role in the development of the professional competence of future foreign language teachers. The introduction of modern information technologies and methodological materials into the educational process contributes to the formation of the necessary skills and abilities, improves the quality of teacher training, and prepares them for work in a digital society. An analysis of the conducted research shows that the use of electronic learning resources, online courses, webinars, and virtual simulations significantly improves the methodological skills and professional competence of future teachers. The results of the study confirm that the integration of information and methodological support into the educational process contributes not only to improving the level of professional competence but also to the development of critical thinking, creativity, and adaptability to change. Thus, the system of information and methodological support is an integral part of the training of highly qualified teachers who are ready for the challenges of the modern educational environment.

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