

PROFESSIONAL COMPETENCE STRUCTURE OF FUTURE PRE-SCHOOL ENGLISH TEACHERS

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ABSTRACT

This scientific article examines the essence of the formation of professional competence of teachers who teach English in future preschool educational organizations. Also, the structure of the formation of professional competence of future English language teachers in preschool education was analyzed.

Keywords: English language, professional competence, preschool education, future teacher, communicative competence, didactic competence, personal competence, special competence.

INTRODUCTION

In new Uzbekistan, intensive teaching and learning of foreign languages has become a social need and has risen to the level of state policy. In connection with this issue, as recognized in the Law of the Republic of Uzbekistan DRU №.637 of September 23, 2020 "On Education", the members of society responsible for the successful implementation of reforms, first of all, education of healthy faith in young people, training of qualified personnel who respect national values and are skilled masters of their profession, sets serious tasks for intellectuals, parents, coaches. Training of future teachers and improvement of their qualifications is of great importance in carrying out such work at a high-quality level.

MAIN PART

This topic requires an author's approach according to the content and essence of the terms before scientific and pedagogical research. In particular, the concept of "*competence*" has a broad meaning and its content and essence are interpreted differently by scientists in different fields. According to the interpretation of the "National Encyclopedia of Uzbekistan": "*competency*" (lat. *Competo* - I am achieving, I am worthy) [1, p. 530].¹

It should be noted that the analysis of the work carried out on the problem of competence conditionally allows defining three stages of the formation of an approach in education.

UNESCO documents list a number of competencies that should be considered as desired learning outcomes. In the report "Education: The Hidden Treasure" of the International Commission on Education for the 21st Century, Jacques Delors identified "four pillars on which education is based: learning to be, learning to know learning, learning to do, learning to live together", defined the main competencies. Thus, according to Jacques Delor, one of them is "not only to have a professional qualification, but in a broader sense, to have a competence that

¹ National encyclopedia of Uzbekistan. "National Encyclopedia of Uzbekistan" State National Publishing House, T.: 2008. 8 volumes. p-26.

allows you to overcome and work in various situations” [2,p. 46].² If we dwell on the above interpretation in detail, the meaning is understood as follows:

Learning to be is a person-oriented competence, normative and moral attitude, loyalty, personal responsibility, creativity, self-management, willingness to help. , includes willingness to learn, critical thinking skills, etc.;

Learning to know means professional competence, which includes knowledge orientation, analytical ability, teaching ability, development of concepts, etc.;

Learning to do is an activity competence, which includes initiative, motivation, ability to cope with stress, resourcefulness, ability to finish things, etc.;

Learning to live together is a social and communicative competence, which describes the ability to solve problem situations, the ability of a person to engage in communication, the desire to experiment, public speaking skills, sense of duty, etc.

Thus, competence can be understood as a set of requirements and competence is the ability to perform activities to determine specific competence.

The system of knowledge, skills and qualifications acquired by students in the English language is determined by their professional competence, which is formed in the course of their educational activities. Thus, the formation of the student himself and his professional competence is at the center of professionally oriented education. For example, in the preparation of future English language teachers in preschool education, it is important to form their professional competence and creativity.

The professional competence of the future preschool English teacher is the integrative nature of the person expressed in the sum of the competencies in the psychological, pedagogical and scientific fields (communicative, didactic, personal, special) and the readiness for professional activity, which is manifested by its results and quality understood.

Therefore, we distinguish communicative, didactic, personal and special competence in the professional competence of a future English language teacher in preschool education (see Figure 1).

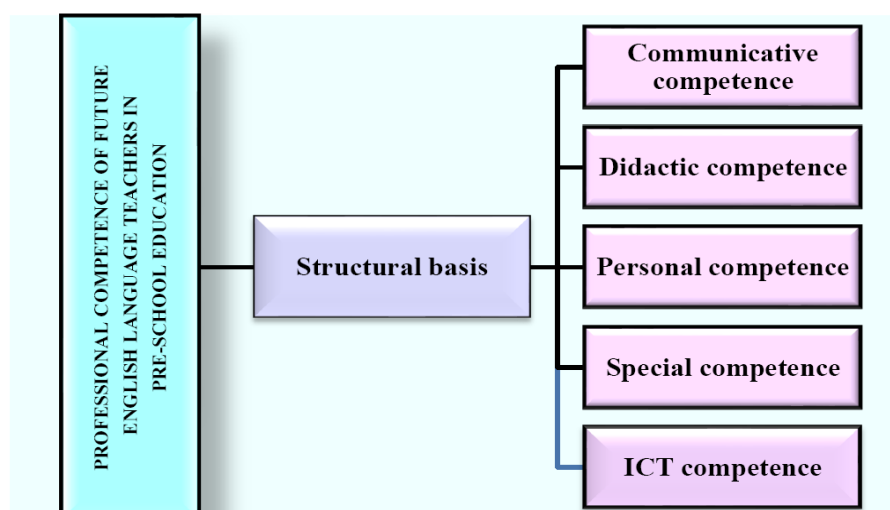


Figure 1. Structure of professional competence of future English language teachers in preschool education

² Keevy, James. “Level-setting and recognition of learning outcomes: the use of level descriptors in the twenty-first century.” (2015). P. 203.

In the above picture, the primary structural basis shown in the structure of the professional competence of the future English language teacher in preschool education is *communicative competence*, which determines the ability to freely express one's opinion in English and to speak fluently.

The system of knowledge, skills and qualifications of the English language acquired by students is determined by the professional competence formed in the course of their educational activities. Thus, the formation of the student himself and his professional competence is at the center of vocational education.

The main component of communicative competence in a foreign language is determined by the set of professional competencies that a graduate of this specialty should have after graduating from a higher education institution [3; p. 214].³

The second is *didactic competence*, which includes the ability to teach in English, technologically design the lesson process, and provide education to the learner.

The next is *personal competence*, according to which it is having the ability to control behavior, control emotions, stress tolerance and develop as a person.

The next one is a *special competence*, in which the ability to form a professional-pedagogical activity and teach English to preschool children is formed.

Finally, *ICT competence* is of great importance, which includes the development of pedagogical and methodical skills of preschool teachers: the ability to choose and create teaching and methodical materials; finding acceptable forms, methods and means of teaching preschool children, taking into account the psychological characteristics; introducing innovative pedagogical technologies into the educational process; implies free ownership of information and communication technologies (ICT) and their use in the course of professional activity. It is worth noting that today ICT technologies are one of the promising directions of informatization of the educational process.

The successful use of modern information technologies in education is of great importance in the improvement of software and methodological support and in the professional development of professors-teachers of all levels of continuous education.

Also, the development of ICT competence of future teachers will be the basis for their effective use in the educational process.

In the process of developing the structure, we aim to form professional competences for preparing future English language teachers to work in preschool educational organizations, to demonstrate the holistic, complex, continuous and gradual manifestation of being a professional staff as components of professional competence we paid attention.

CONCLUSION

In short, we mean the professional competence of a future teacher in preschool education, understanding his role in modern society, having a high level of knowledge in special and closely related fields, theoretical knowledge and practical pedagogical skills and abilities, we understand that it is characterized by a creative and emotional attitude towards the chosen

³ Moydinova E. Development of professional competences of future //Scienceweb academic papers collection. – 2021.

profession, sincere communication and work with children, as well as independent education and constant striving for self-improvement.

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