

Issues and Problems of the Methodological Competence and Communicative-Methodological Competence of English Language Specialists

Azimova Makhfuza Hasanovna

PhD, Docent, Department of English Language Teaching Methodology, Samarkand State Institute of Foreign Languages.

Raveenthiran Vivekanantharasa

Faculty of Education The Open University of Sri Lanka
Sri Lanka

Abstract:

: This article analyzes the issues and existing problems related to the formation of methodological competence and communicative-methodological competence of English language specialists. The study highlights the importance of professional training, pedagogical skills, and methodological knowledge of English language teachers in the modern educational process. It also considers organizing lessons based on a communicative approach, applying effective methods and technologies, and the factors influencing the development of teachers' methodological competence. The results of the study demonstrate that improving the methodological and communicative-methodological competencies of English language specialists plays an important role in enhancing the quality of education.

Keywords:

methodological competence, communicative-methodological competence, English language teacher, professional competence, communicative approach.

Introduction

Today, one of the new approaches is based on communicative methodology. As a result, a foreign language is not studied in a systematic traditional form, but as a means of communication. Now it is important for language learners to be able to use these rules in the process of communication, not just memorize the grammatical rules of a foreign language. All changes are aimed at developing students' knowledge, skills and abilities in a foreign language. As is known, such changes also encourage future foreign language teachers to improve their pedagogical activities. During the professional and pedagogical training of future foreign language specialists, special attention is paid to the communicative nature of teaching a foreign language, on the basis of which and with its support, interpersonal communication can be formed. Knowledge of a foreign language serves as a means of communication in various situations, requires the ability to find the most effective methods and means of solving existing problems, and to foresee the results of one's own educational and communicative activities. Therefore, future specialists in teaching a foreign language are required to apply in practice the content of the culture of communication, the new topic, and the task of generalizing the general interaction process itself during the lesson.

It is important to improve the skills of future foreign language teachers to fully and clearly explain the relationship between the “technology” of communication culture and professional ethical standards. Therefore, based on the modern requirements of the methodological field aimed at further increasing the creative activity of learners, a special place is occupied by the search for the necessary tools and conditions for the formation of a culture of communication in teaching foreign languages, the development of its personal characteristics, the nature of creativity and full-fledged thinking. The creation of a “primary mechanism” of self-formation and personal development of foreign language specialists is of fundamental and decisive importance in the development of their communication culture.

However, the formation of a culture of communication in future foreign language teachers still remains a pedagogical problem. In scientific research, a number of problems related to the issues of methodological competence or communicative-methodological competence of foreign language specialists have been formulated. This raises the problem of the formation of a culture of communication in foreign language specialists. The above evidence presents us with several contradictions:

- between the increase in the status of a foreign language as an academic subject and the insufficient methodological preparation of university undergraduate students;
- between the need for qualified specialists with a high level of communication culture and methodological skills in teaching a foreign language and the reliance on the grammatical-translation method in the process of teaching a foreign language;
- between the need to introduce new methods and technologies that ensure the modernization of education and the insufficient level of the teacher's methodological competence;
- the discrepancy between the normative requirements for the level of communicative and methodological competence of a future foreign language teacher and the actual level of knowledge of a foreign language of students;
- the need to form communicative and methodological competence of undergraduates within the framework of integrative academic disciplines and the lack of research in this area [4].

In order to organize the introduction of students to professional communication based on the development of oral speech skills and abilities in a foreign language, it is important to first study the manifestations of communication culture in scientific sources on the methodology of teaching foreign languages, to study the views and opinions of scientists and specialists on these issues, and to analyze them. This activity serves as a basis for developing the content and essence of communication technology, its role in the development of oral speech skills in a foreign language, to provide instructions, advice on developing technologies for the formation of a communication culture, and to develop a system of exercises aimed at forming a communication culture.

As we know, every person communicates with other people. However, it is difficult for him to fully demonstrate his communicative potential always and everywhere. Most people can speak, convince or confirm, but not all of them can do this in a way that is proportional to the different situations of the communication process. In many situations, skills are not enough to achieve the desired level of influence on people. According to L.V. Sokhan, the communication process requires the maximum possible use of various means of influencing the development of culture, as well as the maximum manifestation of the communicative potential of the person [9; p. 125]. The effectiveness of a person's interaction and activities is expressed by the following five criteria proposed by this scientist, and on the basis of which the person's communicative potential and skills should be studied:

- reliability, that is, the degree of probability of achieving the desired result;
- expediency, i.e. the use of selected means to achieve the intended result;
- efficiency, i.e. the fullest possible use of the interaction situation to obtain maximum benefit;
- safety, i.e. the reduction of the risk of accidental negative consequences;
- economy, i.e. the proportionality of the expenditure of time, effort and means to the value of the final result.

Thus, L.V. Sokhan defines the concept of “communication culture” as follows: “Communication culture is such a level of mastering communication processes that an individual is able to distinguish its most important components - interaction and interaction, and simultaneously manage each of them with awareness” [10; p. 187].

Since the center of a person's influence on a person is their communication in verbal activity, the main characteristic of humanistic pedagogy, which forms the basis of the modern concept of education, is its focus on establishing relationships [11; p. 23]. Thus, verbal communication between people occupies an important place in the modern educational process and helps to strengthen these relationships.

The relationship between the teacher and his students: mutual understanding and activity in the lesson process, the student's communication culture plays an important role in the system of his professional and pedagogical culture [12; p. 93]. Therefore, in modern methodology, the focus is on the formation of communication in the process of teaching future foreign language personnel, and the culture of communication is one of the most important characteristics of the teacher. Thus, we can list the importance of the culture of communication among the tasks set for future teachers.

Used literature

1. Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PF No. 60 “On the Development Strategy of New Uzbekistan for 2022-2026” .www.lex.uz .

2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021 No. 312 "On measures to effectively organize the popularization of foreign language learning". 1-40 p. <https://lex.uz/docs/-5431845>.
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 11, 2017 No. 610 "On measures to further improve the quality of teaching foreign languages in educational institutions". Collection of legislative acts of the Republic of Uzbekistan. No. 32 (792), 2017. p. 167-169.
4. Yagyaeva L.T. Mejpredmetnye svyazi pri prepodavanii spetsialnyx disciplin s primeneniem elementov sovremennyx pedagogicheskix tekhnologii // Vestnik Kazanskogo tekhnologicheskogo universiteta, 2012. – С. 298-299.
5. Akhmedova L.T., Kon O.V. Methods of teaching the Russian language. "Science and technology".- T.: 2013.-240 p.
6. J.J. Jalolov, G.T. Mahkamova, Sh.S. Ashurov. English Language Teaching Methodology. - T.: "Science and Technology", 2015. - 336 p.
7. Azizova G.G. Improving the professional pedagogical activity of professors and teachers of higher education institutions (in the example of English language materials). Autoref. Ped. Science. Doctor of Philosophy (PhD) in – T.: 2019.— 52 p.
9. Rakhmanov I.V. Nekotorye teoreticheskie voprosy metodiki obucheniya inostrannym zykam v sredney shkole. – V kn.: Obshchaya metodika obucheniya inostrannym yazykam: Khrestomatiya/Sost. Leontev A.A. - M.: Russky Yazyk, 1991. - 356 p.
10. Sokhan L.V. Problemy jizni lichnosti. Problem theory and methodology of social and psychological research. Kiev "Naukoga Dumka" 1998.- 190 p.
11. Konovalenko V. A., Konovalenko M. Yu. Intercultural communication. - M. : Yurayt, 2012 – 82 c.
12. Kulikova L.N. Vospitay sebya. M.: Prosveshchenie, 1991. -143 p.