

## PARTICULARITY OF DEVELOPING THE PROFESSIONAL COMPETENCES OF EFL TEACHERS

Abdiganieva Nilufar Husan qizi

Master of Termiz University of Economics and Service

### Annotation:

In this article, the author highlights the pedagogical conditions for the development of professional competence of future teachers, the concept of competence, the structural foundations of pedagogical professional competence.

**Key words:** education, pedagogical conditions, competence, professional competence, social competence, extreme professional competence.

### Аннотация:

В статье автор освещает педагогические условия формирования профессиональной компетентности будущих учителей, понятие компетентности, структурные основы педагогической профессиональной компетентности.

**Ключевые слова:** образование, педагогические условия, компетентность, профессиональная компетентность, социальная компетентность, экстремальная профессиональная компетентность.

Since independent Uzbekistan has set itself the goal of building a democratic society, gaining a place among the most developed countries in the world, it also puts very kata tasks before the employees of the public education system. These tasks are determined by the development of professional and methodological training of primary class teachers operating in general secondary educational institutions. The professional and methodological training of teachers is reflected in such basic areas of professional activity as the necessary knowledge of their professional activities, the effective organization of the educational process, self-development. This, in turn, requires the teacher to have knowledge, excellent knowledge and mobility of his subject, to master the basic competencies necessary for the design, organization and evaluation of the educational process, as well as to organize the teaching and upbringing process on the basis of innovative scientific achievements in education, modern pedagogical and information and communication technologies, continuous and systematic self-development.

One of the methods in which the teacher's, pedagogical skills significantly affect the increase in his qualifications, pedagogical abilities, pedagogical competence is the increase in the qualifications of Continuing Professional Education. Today in the scientific and pedagogical community there is a heated discussion about the essence and structure of professional and

pedagogical competence.

One of the most important qualities of a teacher is that he can effectively organize educational activities in cooperation with students, communicate intensely with them and become a passionate, loving leader. In the scientific research work carried out in pedagogical-psychological directions, many opinions and reflections were made on the communicative capacity of teachers, which is necessary for them to carry out productive pedagogical activities.

Communication is a Greek word that means conversation, interpersonal conversation and mutual exchange of ideas, and two or more people, which appears in the colloquial speech it covers the most important mechanisms of interpersonal relationship.

In the science of psychology, the category of treatment is understood in a broad sense: as well as the embodiment of the internal connection of cooperative activities, reflecting interaction and interaction, and representing social procedural activities. In pedagogy, communication is manifested in the ability, method and system of interaction of the teacher and the team of students, its essence, mutual concentration of information, educational and educational interaction, achieving mutual understanding of each other, and has the following characteristics;

- communication is the most important professional weapon in the pedagogical activity of the teacher;
- in the process of communication, social control and social laws are important to ensure its intended implementation;
- the most important component of the relationship of a teacher and a student is considered communication, and the motivation plays the same important role as the motive plays in motivation;
- communication in pedagogy is the active organization of the teacher's interaction on the basis of influence on students, the fulfillment of the planned function of implementing a particular goal on the basis of the program;
- communication-arises from the need for collaborative activities and is a multifaceted process of the development of interpersonal relationships;
- from improper pedagogical communication, students develop fear, insecurity in their own power, their attention, workaholic behavior subsides, speech dynamics are disrupted, the ability to think independently and freely decreases.

Pedagogical communication is the professional relationship of the teacher with students, which gives an opportunity to create mental climate, giving rise to the psychological environment that is the most dysfunctional in class and extracurricular activities.

In particular, the Russian pedagogue V.A.Kan-Kalik believes that the structure of pedagogical communication of the teacher is carried out in the following directions:

1. Prognostic stage (modeling): modeling the upcoming communication with the classroom

team by the teacher.

2. Communicative communication: achieving the organization of direct communication in the process of initial mutual acquaintance with the reader.

3. Pedagogical process: the teacher's behavior, pedagogical skills should be aimed directly at managing communication.

4. Results Analysis: Analysis of the dialogue carried out, modeling for future activities with an objective assessment of achievement and shortcomings.

Based on the opinions of the scientist, these areas of communication can be described as follows?

- At the modeling stage, it is necessary to meet all the templates of the audience, study the psychological characteristics of each student, anticipate and eliminate the dynamics of difficulties that can occur in the educational process, build communication on the basis of interaction, that is, ensure that communication suits not only the personality of the teacher, but also the personality of the student.

- In the analysis of the results, the teacher should be able to assess his activities objectively, take into account the achievements and shortcomings, know the critical application in the future educational activity, ensure the unity of purpose, plan and results in this direction, in the educational process, the teacher should be aware of the initiative of leadership in the organization and management of communication with students.

A special place among the above is occupied by the teacher's communication competence. It is known that the foundation of knowledge given to students is given in primary education. It is at this stage that the knowledge that underlies the development of the consciousness of the individual and his worldview is also applied. Accordingly, primary school teachers' academic and academic maturation are important in the fact that students they educate are able to grow up to be a competent person.

Several researchers have expressed differing views on the teacher's communication competence in their research work.

In pedagogical activity, the teacher should be able to organize a good relationship with students on the basis of communication, apply Democratic demand, carry out creative activities together. Pedagogical communication, on the other hand, is a manifestation of the professional activity of the teacher, in which the problems of training are solved by the means of interaction between the teacher and the main participants in the educational process.

As a result of the results and analysis of the studied scientific research and our observations, the profession of pedagogy requires a high level of competence in communication. We must first develop our future teachers at this stage so that we can make their students sociable and thoughtful. It should be remembered that the student understands the best human qualities, morality, culture of communication mainly on the example of a teacher.



## REFERENCES

1. B. S. Siddiqov, Sh. N. Mexmonaliyev Pedagogik amaliyotning bo'lajak o'qituvchining kasbiy tayyorgarlik faoliyatida tutgan o'rni.
2. О.П.Филатова Процесс формирования методической компетенции педагогов при освоении аудиовизуальных технологий обучения. Научно-теоретический журнал Выпуск. 1(14).2013
3. Маркова, А.К. Психология труда учителя / А.К. Маркова. – М.: Просвещение, 1993.
4. Turaeva, U. (2021). Comparative study of uzbek and english legal terms legal linguistics: historical foundations, basic concepts and aspects. Berlin Studies Transnational Journal of Science and Humanities, 1(1.6 Philological sciences).
5. Rakhmonkulova Yokutkhon Tukhtasin kizi. (2024). Philosophy of second language teaching. "XXI asrda innovatsion texnologiyalar, fan va ta'lim taraqqiyotidagi dolzarb muammolar" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 2(2), 54–58.
6. Raimov Lazizjon Alisherovich. (2023). Lexical-semantic and structural analysis of construction terminology: on the material of the uzbek and english languages. World Bulletin of Social Sciences, 22, 72-76.
7. Allayev Zafar. (2024). Development of oneirosphere in traditional china. "xxi asrda innovatsion texnologiyalar, fan va ta'lim taraqqiyotidagi dolzarb muammolar" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 2(2), 59–63.
8. Акабирова, Г. С. (2023). НАИМЕНОВАНИЕ МУЗЫКАЛЬНЫХ ИНСТРУМЕНТОВ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ. Экономика и социум, (5-2 (108)), 549-552.
9. UMIDA T. Characteristics, Methods and Challenges of Translating Law Terminology //JournalNX. – Т. 6. – №. 11. – С. 312-316.
10. P.I. Ivanov, M.E. Zufarova Umumiy psixologiya T.: O'zbekiston faylasuflari milliy jamiyati nashriyoti, 2008.