



INCREASING THE PROCESS OF PROFESSIONAL PREPARATION OF FUTURE ENGLISH LANGUAGE TEACHERS BY INFORMATION AND COMMUNICATION COMPETENCE FORMATION

Urinboyeva Feruza Zokir qizi
JSPU, Teacher of Practical English Department

Abstract

This scientific article examines the formation of future foreign language teachers through professional lexical competences in the environment of the English language class. The study reveals different explanations of this phenomenon by different authors, describes the test results of students, presents the main principles of choosing professional-oriented English texts, is used for the formation of professional knowledge in the development of plot, theme and problem situations. students' lexical competence is checked. In modern conditions, there is an active process of improving the main directions in the field of language education, in particular, focusing on the trends of world development, changes in the social context of learning foreign languages, striving for development, and revising the content and goals of foreign languages. language education, which determines the further development of the university education system and aims to bring education to a level corresponding to international standards.

Keywords: methodology, professional training, future teacher of a foreign language, informative process, game technology, English teachers, linguistic competence, problem situations.

The current period is characterized by the processes of integration and rapprochement of countries, languages, nations and cultures. In such conditions, the prestige of learning a foreign language is increasing. Higher educational institutions of pedagogy focus their efforts on training a qualified foreign language teacher who can effectively build the educational process in the subject. The readiness of students for real professional foreign language communication is an important direction of language education in higher education institutions, which has social importance on the one hand, and is methodologically based on the other. In the system of professional training of a foreign language teacher, professional lexical competence occupies a special place, we understand it as "professionally significant integrative quality of a language person, an integral part of professional competence, the communicative linguistic basis of a foreign language." Competence formed on the basis of theoretical knowledge, practical skills, and the ability and readiness to use the





vocabulary of the studied foreign language in the process of pedagogical activity are formed.

A successful professional activity of a foreign language teacher includes having a large amount of lexical material and their free use in the process of pedagogical activity. In daily teaching practice, the teacher faces various problems, new situations that require a certain speech reaction and different knowledge:

- How to act as a teacher?
- Should it restrict the set of typical expressions?

The opportunity to use a foreign language as a means of communication and to have a friendly conversation with students and to solve problems together, including those not related to the educational material, is missed. The analysis of the results of students' educational practice at school showed that the future teacher cannot always use the specific reasons for unprepared speech, create a natural atmosphere in the classroom, adequate to the situation outside the educational topics cannot provide a relationship (delay, cheating, distracting students, etc.). Linguistic methodologists noted that the teacher encountered the experience of the teacher during the training, that some difficulties arise in communicating with the class, which indicates the "lack of lexical units".

When perceiving educational material in English, the student takes the algorithm of text structure as the main guide for understanding the content of the material. For example, test control is widely used to assess students' knowledge of the English language. If students are approached with the help of digital technologies, for example, with tests based on Cloud technology, this situation arouses great interest in students and allows to determine the mastered competences related to science, the level of formation of general knowledge. world view of students.

Today, digital technologies are used at all stages of education, starting from preschool educational institutions. However, we witnessed that these activities are not organized and didactic principles are not always followed. For example, homework is not just boring "obligatory" work, but an interesting step towards a new search. The use of quests in the educational process, not just downloading educational material from the platform, but solving a situational task, a problem in the form of a puzzle, arouses more interest in students, knowledge-engaging web quests significantly increase their level of knowledge.

As part of our experience in preparing for teaching practice, we decided to test students' knowledge of English vocabulary in everyday life. We also wanted to check the students' ability to be an adequate speech partner when dealing with non-standard situations, for example, correcting the order in the classroom if necessary. It was





found that according to the results of the tests, most of the students did not complete the test tasks sufficiently and successfully. This is due to having special terminology and limited linguistic tools that may be required by the teacher in a natural situation that is not prepared in the foreign language class. For example, twelve individuals (48%) were unable to respond adequately verbally to the situation with delay. An example of a student's response is "It's a good thing you stayed late today!". We don't think this answer is the right opportunity for a joke. Among the variety of speech reactions, this reaction is not completely understandable to us: "I hope this is the last time you are late ..., otherwise I will not let you in!". Students could not respond verbally to the situation where the whole class was not ready for the lesson. A lot of mistakes were made in tasks aimed at learning school vocabulary equivalents. Students shout "Stop fidgeting!" had trouble finding an English equivalent of the phrase.

The selection takes into account the frequency and repetition of lexical material in the texts and its use in the professional field. It was important that the main categories of the future foreign language teacher's terminological apparatus were present in the text. Next, we asked ourselves how to organize work with real sources to get the maximum benefit and not only to show students the terminologically defined elements of this text, but also to correct the information in their memory. Therefore, one of the main principles of our technology was the principle of combining the pragmatic setting of "Language for Real Communication" with an analytical approach to working with literary text. One of the ways to implement technology in the formation of students' professional lexical competence is to create situations of pedagogical interaction using professional conditional vocabulary. The organization of the educational process was aimed at updating the communicative situations of pedagogical interaction modeled taking into account the possible situations of a foreign language lesson at school.

Situations of the third type were performed at a high level of complexity and required maximum concentration and effort from the students, the ability to quickly respond to changing conditions, flexibility of thinking, the ability to foresee and predict. Such situations are created by the teacher by changing / changing the plot of the studied work, its main points, changing the consequences of the actions of the main / secondary characters. In addition, such situations allow the student to rationally express his point of view using the units that accurately reflect his position from the entire arsenal of the professional vocabulary; they also contribute to the professional development of the individual, putting the future teacher in front of the need for moral / ethical / personal choice in terms of pedagogical interaction.





CONCLUSION

Summarizing the results obtained in the study allows the following conclusions to be drawn.

1. The professional lexical competence of a future foreign language teacher can be formed as an important integrative quality of a language person in the process of working with texts of professional mental importance in the research institute of home study at a specialized pedagogical university.
2. The author's technology of formation of professional lexical competence of the future foreign language teacher creates optimal conditions for self-realization of the student in pedagogical activity in a foreign language.
3. The developed model of formation of professional lexical competence of the future student, foreign language teacher allows the teacher to ensure the maximum transition from educational activities.

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