

METHODS TO INCREASE THE EDUCATIONAL SKILLS OF TEACHERS AND FOREIGN LANGUAGE TEACHERS AND EDUCATIONAL ACTIVITIES

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ANNOTATION

Our article emphasizes the importance of pedagogical training of students of philology and the formation of pedagogical competence at a higher education institution. The motives for increasing the pedagogical competence of teachers and foreign language teachers are taken into account. A high level of linguistic competence does not mean that a teacher or university lecturer has the same pedagogical competence. The authors analyzed differences in the motivation to increase pedagogical competence between teachers and teachers of a foreign language. The article also talks about the motives behind teachers' career choices and directions.

Base words: self-assessment, pedagogical competence, philology, professional attainment, methods.

Modern conditions have significantly changed and complicated the activity of the teacher. The requirements for the organization of the modern educational process, and the development of students are no less important than the requirements for mastering the subject. The demands on the professional training of prospective teachers are also increasing accordingly. It should take into account and use the research of existing teachers. In the professional training of students of philology - future foreign language teachers - it is necessary to pay more attention to the development of pedagogical competence. As is known, pedagogical competence is the professionalism of a teacher, and according to N.V. Kuzmina, professionalism is a qualitative characteristic of a teacher, which is determined by the degree of



possession of modern content and means of solving professional tasks, as well as production methods of implementation [1, p. 11].

Our survey of foreign language teacher trainees on teaching difficulties also showed that more attention needs to be paid to the development of pedagogical competence among philology students [2]. The difficulties of prospective foreign language teachers were experienced both in designing the educational process and in interacting with students and organizing their activities and behavior. An insufficient level of reflection goes hand in hand with a lack of awareness of difficulties in action. Therefore, the problem of improving pedagogical competence needs to be studied to incorporate the results of the research into the training of future teachers.

As is well known, the concept of the professional competence of a foreign language teacher is not only linguistic but also pedagogical competence. But, unfortunately, not all foreign language teachers who have a high level of language proficiency, and often have extensive work experience, can achieve good results in teaching their subject to a significant number of students and not successfully cope with the process of students' personality development. As a rule, they do not have strategies for the conscious professional attainment of a high level of pedagogical competence. This is also confirmed by the attitude of teachers towards the problem of constant self-improvement in the field of pedagogy and psychology, participation in conferences on university pedagogy and psychology, and methods of teaching foreign languages. In response to an invitation to such meetings, teachers often state that their area of scientific interest is not in pedagogy and methodology, but in language. Therefore, a significant part of teachers who develop topics in linguistics treats the phenomena of learning, socialization, and education as a reality that does not require study and analysis.

In the context of the introduction of a professional standard, the pedagogical competence of a foreign language teacher is now of particular importance. After all, work functions contain requirements for the psychological and pedagogical knowledge, skills, and abilities of a university teacher, which determine the need to improve the quality of the pedagogical activity. Against this background, we examined the motives for improving the pedagogical competence of teachers and foreign language teachers. Almost all teachers and university lecturers surveyed have strong language skills, but the degree of development of pedagogical skills varies. Linguistic competence does not always determine the same level of pedagogical competence. A self-assessment survey of their pedagogical work and a scale for self-assessment of difficulties were used to determine the pedagogical



competence of teachers and foreign language teachers. All teachers have difficulties in their work, but they must be aware of them to eliminate them.

The first group, usually called professionals, included teachers and teachers who do not have significant difficulties in teaching and teaching students, and the second group - was difficult teachers and teachers who have significant difficulties in their profession. The teachers of the second group did not form all the elements of the structure of the language pedagogical activity, it is characterized by less integrity. The leading role of pedagogical knowledge is absent, pedagogical skills are insufficiently included in the structure of the pedagogical activity of teachers and teachers. In this structure, the focus on socialization and training of the trainees is not adequately expressed. Linguistic and pedagogical communication is not limited to the guidelines for the fulfillment of certain lexical and grammatical tasks, and through it, a system of socialization and upbringing of the individual is formed in the conditions of foreign language teaching.

Our research aimed to determine the differences in the motivation to improve the pedagogical competence of teachers and foreign language teachers of the two groups. Analyzing the obtained results, the following was found. The most important motives for increasing the pedagogical competence of teachers and university lecturers were interest in teaching and education, interest in students, desire to improve their work, and desire to teach a foreign language. The first motive is also expressed by Profits. And the latter is expressed in the same way by all respondents. Interest is a person's selective attitude toward an object based on its importance and emotional appeal.

The dominance of motives focused on interest in improving pedagogical competence in foreign language educational activities indicates a concentration on language pedagogical activities and a tendency towards engagement. As the self-assessment survey shows, teachers in the second group have a significantly lower interest in teaching activities than teachers in the first group. Attending further training courses and seminars, advice from colleagues, and recommendations from superiors also affect improving pedagogical competence. However, some teachers have a low level of reflection that does not allow them to reach a high level of development of pedagogical competence.

When it comes to their motives for choosing a teaching profession, teachers and foreign language teachers also state the reasons that led to their training. In some cases, it is the love of a foreign language, the desire to learn a foreign language: At school I liked English, I went to the university, the faculty of foreign languages, and



there they got only a teacher's diploma, As After school, the teacher recommended some of my classmates, including me, to go to the institute or faculty of foreign languages. I entered and learned that we will have pedagogical practices and will be teachers. In general, the motives for choosing a teaching profession of teachers and teachers of a foreign language are almost the same. In both groups, the majority chose a profession from the desire to learn a foreign language, to work with foreign language skills. By analyzing the teachers' statements, we tried to find out whether they wanted to improve their pedagogical competence. The verdict prevailed: I would like to improve my knowledge of psychology and pedagogy, but I don't have the time or similar verdicts:

But there are also other opinions: Everything comes from experience, through trial and error you get a result, etc. But the leitmotif is the student himself, the student: The students see everything, and understand, they feel uncomfortable when the lessons are sluggish and boring. The majority of teachers in the second group focus on themselves: states and emotions, increasing status, spaces of authority, etc. Proceeding from these factors, the motives for improving pedagogical competence in this group increase. Among the teachers of this group, there are many bright, emotional people with a high level of fluency in the language. But they already have difficulties at the level of formulating pedagogical tasks. Thus, these problems can be taken into account in the training of future teachers by including them in the content of the teaching material and the scientific work of the students.

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