Theoretical Issues of Developing and Improving Professional Competence of Philology Students

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A B S T R A C T

This article examines the types of pedagogical professional competence and their interrelationship, in particular, the theoretical issues of formation of linguistic, linguocognitive and linguomethodical competences in philologist-students.

Realizing the cultural and historical significance of the teaching profession, the application of a competency-based approach to professional training is seen as one of the more pressing tasks facing the scientific and pedagogical community today, when the process of global changes in modern society and education is underway.

of socio-cultural and practice-oriented educational models of training future philologists-teachers in the modern higher education system is an urgent scientific problem. In this system, the professional competence of the native language and literature teacher as a teacher who transmits knowledge, material and spiritual experience of the surrounding world in all its forms through words has a special place.

The issue of the competence approach is one of the concepts that have received the most attention in the world pedagogy in recent years. Theoretical aspects of the competence approach in education N.V.Kuzmina, I.A.Zimnyaya, V.A.Bolotov, A.K.Markova, A.V. Khutorskaya, L.M. Mitina, V.V. Serikov, AARadinova, A.P. Tryapitsyna, V.V. Kraevskii, E.F. Zeer, Yu.G. Tatur, N.M. Borytko, E.V. Berezhnova, N.A. Muslimov, K.D. Riskulova, Z.T. Rakhimov , M.H. Usmonboeva, D.M. Sayfurov, A.B. Toraev, A.A. Ashurov, In the works of U.B.Abdilakimova , F.I.Haidarov, M.B.Eshmurodova, Sh.A.Abdusamatova and others, it has been studied to some extent in various aspects.

In order to more fully cover the essence of the matter, we pay attention to the explanations of terms such as competence and competence.

English concept of **"competence"** literally means "ability". The content is "theoretical sciences in action efficient foy dalanish , high level professional skill , skill and talent the meaning of being able to show means[1]

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[1] Rakhimov Z.T. Pedagogical competence as an important factor of educational process development. Scientific and practical popular magazine "Modern Education" - 2019. No. 7(80). 4-p.

T.V. Jerebilo's dictionary " Slovar lingvisticheskikh terminov " gives the following description:

Competence (kompetentnost) [lat. competents (competensis) is correct; capable]. To have knowledge and experience that allows a person to judge; weighty, authoritative opinion.

Competence [lat. competentia competence right]. The range of issues in which a particular person has knowledge and experience. For example: language competence, speech competence.[2]

S. I. Ojegov , N. Yu . In the Swedish dictionary "Tolkovy slovar russkogo yazyka" these terms are given as follows:

Competent. (competent) I. 1. An educated, educated, in some sense reputable specialist in some field. Authorized specialist. Competent judgment. 2. To have the authority (special in the 2nd sense) to transfer the work to the authorized body, **II.** Horse. Qualification.

Competency – someone by scope of studied issues . 2. Scope of someone's authority and rights. Jurisdiction in court. Work that is not within someone's competence (authority).[3] It can be seen from these points that the word "competent" in the first meaning is used in the second meaning "to trust a qualified expert ", "to give authority". In the II meaning of this comment, it is indicated that the noun belongs to the sushchestvitelnoe, that is, the word group. We believe that this dictionary has the correct approach to the use of the term. To put it more simply, competence is a qualification, if it is a skill, competent is a person with qualifications, skills, competence is a characteristic of possessing competence.

It is necessary to mention that the terms "competence" and "competence", which are currently actively used among the leading principles of pedagogy, are used in legal systems as a term meaning concepts such as "authorized", "authorized person" within its original dictionary meaning. For example, "Teoriya komentetsii" ("Theory of Competence") by Yu.A. Tikhomirov , doctor of legal sciences, professor, correspondent-member of the International Academy **Chapter** 1 elaborates issues related to the nature of competence in the sense of legal authority and its elements, sources and methods of formation. In this, the state, state bodies and other public structures are mentioned as subjects of competence. By this, we want to say that when using sources in other languages, it should not be forgotten that some terms and concepts can be used in different aspects. So, now in the scientific discourse in the field of pedagogy and education, the terms "competence" and "competence" have acquired a completely new meaning.

It is known that the professional activity of a teacher includes complex features of pedagogical activity. Successful performance of assigned tasks depends on the level of professional competence of the teacher, which requires continuous improvement. So what is pedagogical professional competence? What structural features does it include? The complexity of the issue is that there are different views, approaches in different aspects, and in fact, they illuminate different aspects of the problem.

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level.[4]

In this regard , A.K. Markova 's classification is noteworthy:

➢ **special competence** - mastering professional activity at a sufficiently high level, ability to plan one's further professional development;

➢ **social competence** - mastering joint (group, cooperative) professional activity, cooperation, as well as methods of professional communication accepted in this profession; social responsibility for the results of one's professional activity;

➢ **personal competence** - mastering the methods of personal self-expression and self-development, means of combating professional deformation of a person;

➢ **individual competence** - mastering the methods of self-awareness and individual development within the profession, readiness for professional growth, individual self-preservation ability, not prone to

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[2] Jerebilo T.V. Dictionary of linguistic terms. Izd. 5-e, ispr . i dop. - Nazran: OOO "Piligrim", 2010. (- 486 p.) - P.159

[3] Ojegov S. I. , Shvedova N. Yu . Tolkovyy slovar russkogo jazyka . M.: Az', 1992. (– 960 p.) – P.706

[4] Rakhimov Z.T. Pedagogical competence as an important factor in the development of the educational process// Modern education / S ovremennoe obrazovanie 2019, 7(80) . - B.3-8

professional aging, ability to rationally organize one's work, time and energy overload, work without stress, fatigue and even refreshing perform with effect.[5]

However, taking into account that the aspects provided for in personal and individual competence in this classification are close to each other, they can be combined into personal competence. Thus, it is clear that professional competence includes the following components:

1. Socio-cultural competence
2. Special competence.
3. Personal competence.
4. Information technology competence.

In the manual "Fundamentals of pedagogical competence and creativity".[6] It is shown that the following qualities that make up the structure of professional competence are required:

In the manual "Fundamentals of pedagogical competence and creativity". It is shown that the following qualities that make up the structure of professional competence are required:

1. **Social competence** - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. **Special competence** is preparation for organization of professional-pedagogical activity, reasonable solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, psychological, methodical, informational, creative, innovative and communicative competence is noticeable on the basis of this competence. They represent the following content:

a) **psychological competence** - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;

b) **methodical competence** - methodically rational organization of the pedagogical process, correct determination of the forms of educational or educational activity, ability to choose methods and tools in accordance with the purpose, ability to use methods effectively, use tools successfully;

c) **information competence** - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using them purposefully, appropriately, effectively;

d) **creative competence** - critical and creative approach to pedagogical activity, ability to demonstrate one's own creative skills;

e) **innovative competence** - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and successfully implementing them into practice;

f) **communicative competence** - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.

g) **Personal competence** - to consistently achieve professional growth, to increase the level of competence, to demonstrate one's internal capabilities in professional activity.

h) **T echnological competence** - professional -pedagogical BKM enriching advanced technologies appropriation , modern tool , technique and from technologies use get

i) **E kt s remal competence** - in an emergency situations (natural disasters , technological process from

[5] Markova A.K. Psychology is professionalism. Publisher: International Humanitarian Fund "Znanie", 1996.

[6] Pedagogical competence and creativity basics / Muslimov N.A., Usmonboeva M.H., Sayfurov D.M., Toraev A.B. - Tashkent , 2015. - 120 pages.

work came out , pedagogical disputes surface when it comes reasonable decision acceptance to do , right movement qualification ownership

In our opinion, this classification can also be slightly optimized. For example, it is better to see communicative competence as part of social competence. Also, from the point of view of interrelationship of *innovative, informational* and *technological competences, it is appropriate to form them in the form of informational-technological competence.* At the same time, in this classification, basic academic competence is neglected. We consider it appropriate to introduce the type of cognitive competence from a general professional point of view, assuming that pedagogical activities cover various fields of science and education .

Thus, summarizing the above opinions, we classified general professional pedagogical competence as follows:

GENERAL COMPETENCE		
I	Socio-cultural competence	1. Communicative competence 2. Moral competence 3. Competence of values and national mentality
II	Special competence	1. Cognitive competence 2. Methodological competence 3. Psychological competence
III	Personal competence	1. Self-development competence 2 . Creative competence 3. External competence
IV	Information technology competence	1. Information competence 2. Innovative competence

Currently, private issues of competence are also widely studied. A.A. Ashurov "Communicative competence concept and its essence", Z.T. Rakhimov's "Development of students' academic competence in the educational process" , U.B. Abdilakimova's "Development of sociolinguistic competence of foreign language teachers", by F.I.Haidarov and M.B.Eshmurodova These include a number of articles such as "Psychological features of developing professional communicative competence of future psychologists", " Innovative technologies as a basis of professional competence" by Sh.A. Abdusamatova.

In this regard, K. D. Riskulova's doctoral work (DSc) on the topic " System of formation of sociolinguistic competence of future English language teachers" is of significant scientific importance. [7]In the era of today's globalization, the views of Eastern and Western thinkers, the theory of knowledge of philosophy, the content and essence of legal and regulatory documents adopted by our country and international organizations, philology, pedagogy, methodology, and psychology have been promoted to ensure the quality effectiveness of the formation of sociolinguistic competence of English language teachers in the Uzbek language environment. it is emphasized that fundamental scientific and theoretical ideas serve as a methodological basis. It is noteworthy that there are places in the study of sociolinguistic competence issues raised in this research that can be used in the teaching of the Uzbek language.

In general, language-communicative competence is important regardless of what subject a specialist is. Especially in the training of philologist-students, teachers of future mother tongue and literary sciences, this feature is required twice more. After all, ample conditions have been created for the formation of the legal foundations of the national education system, in particular, in today's period, when fundamental reforms are being carried out in the direction of mother tongue education, increasing the efficiency of education, developing the level of professional competence of pedagogues is the main factor for turning society members into a social stratum oriented to modern advanced knowledge. Not only the perspective of the development of the society, but also the correct and rational direction of the individual activities of each person requires that each specialist acquire professional competence and increase it consistently.

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[7] Riskulova K.D. System of formation of sociolinguistic competence of future English language teachers : Philol. science.d octoral (DSc) diss... autoref. Tashkent, 2017.

The need for successful socialization motivates philologist-students to professional self-awareness; the need to optimize the process of professional training of future philologists-teachers by fully understanding the essence of pedagogical activity with wide opportunities has become an urgent problem. Thus, based on the scientific problem of the theory and methodology of professional activity - the need to educate a future native language and literature teacher, the idea of creating strategies based on a competence approach is focused on creating a modern teacher training system with the ability to communicate fully in the native language.

First of all, if we talk about the formation of linguistic competence of philologist-students, it should not be confused with the language and speech competence of a person.

Linguistic competence is the ability to have knowledge of the language system, the rules of operation of linguistic units in speech, as well as the ability to understand and correctly interpret the thoughts of another person with the help of this knowledge, as well as the ability to express one's own opinion orally and in writing. In this sense, linguistic competence is one of the components of communicative competence. Linguistic competence, in our opinion, has a linguo-didactic nature, assuming that it is inextricably linked with pedagogical competence, having knowledge of the language system and its laws, that is, language levels such as phonetics, lexicon, word structure and word formation, morphology, syntax and the basics of text stylistics. along with the study of the information system, includes mastering the mechanisms of its practical application. Our observations show that linguistic competence in the works of I.A.Zimnyaya, A.L.Berdichevsky, I.L.Bim, E.V.Tikhomirova , K.D.Riskulova and others is mainly the formation of the ability to learn another language and communicate in it. described in terms of However, the lack of works devoted to the study of linguistic and linguomethodical competence within the framework of the issues of reading and teaching the mother tongue shows that there is still a need for methodological research in this regard.

Development and implementation of the model of formation of linguo-methodical competence of philologist-students in the process of training future native language and literature science teacher at the stage of higher education remains one of the theoretically most urgent tasks. The general hypothesis of this principle goal is conditioned by the following:

➢ linguo-didactic and linguo-methodical competence is the basic aspect of the general professional qualification structure of the native language and literature teacher, since the ability to deliver the acquired linguo-didactic knowledge to the student should be one of the main criteria;

➢ the effectiveness of formation of linguo-methodical competence equips the future native language and literature teacher with the necessary competence methods and tools and creates an opportunity to connect the theory of contextual education with the competence approach in the educational process;

➢ the formation of linguo-methodical competence creates the necessary conditions for the successful implementation of the dynamics of the development of cognitive, linguo-didactic knowledge and professional motives of philologist-students.

N.E. Sinichkina's doctoral work is focused on the issue of formation of linguo-methodical competence in future language teachers in higher education, the scientific problem of the theory and methodology of the researcher's professional activity - the creation of strategies that implement a competence-based approach that reflects the ideas of humanization of pedagogical science in the education of a future language and literature teacher. states that it is necessary.[8]

According to N.E. Sinichkina, the professional competence of a language teacher consists of two parts:

1. fundamental, that is, value-semantic, informational, communicative, socio-cultural, etc.;

2. basic, i.e. linguo-methodical - competence in subjects dedicated to the study of mother tongue and literature and the methodology of its teaching.[9]

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[8] Sinichkina N.E. formirovanie l ingvometodichesko y kompetentsii b udushchego uchitelya rodnogo russkogo zyzyka v sovremennom vuze : aftoref.diss...doctora ped.nauk.Velikiy Novgorod, 2010.
[9] Sinichkina N.E. Source indicated.

Therefore, linguo-methodical competence is the main aspect of professional knowledge and skills, which determines the professional portrait of a linguist and creates the basis for the professional qualification of a teacher. In the same place, the process of formation of linguo-methodological competence of a philologist-student is carried out on the basis of the theory of contextual education and the competence-based approach, based on such integrative principles as fundamentality, socio-cultural compatibility, practical orientation, professional orientation, interdisciplinary connection. Thus, it is studied within our topic socio-cultural competence of students on the basis of the scientific-methodical foundations of cognitive linguistics development is appropriate only when it is formed in connection with linguo-methodical competence as an integral part of general professional competence.

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