

FORMATION OF STUDENTS’ PEDAGOGICAL COMPETENCE AS FUTURE TEACHERS

Maftuna Murodilla qizi HAYDAROVA¹
The 2nd year MA student of Tashkent State
Pedagogical University named after Nizami
Shahnoz Abbasovna ATADJANOVA²
Docent of Tashkent State Pedagogical
University named after Nizami

Abstract

The teachers’ role is not only to present the content knowledge of their specific field subject they teach, but also to manage the complex process of learning and supporting students in their development as persons, not only as learners. So formation of future teachers’ pedagogical competence in higher education is very important. Teacher pedagogical competence is one of the factors affects the quality of education. In this article, formation of future teachers’ pedagogical competence is examined.

Key words: Future teacher, knowledge, skill, formation, pedagogical competence, ability, practice, level, specialist.

Being a teacher is not as easy as the people think, because “the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice”[Loughran, 2006]. People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well. That is why they need to have pedagogical competence.

Competence can be defined as knowledge, skills, and abilities that are controlled by someone who has been a part of himself so that he can perform cognitive, effective and psychomotor behaviors as well as possible.

In methodology, the term “competence” is used as features of the result of the language proficiency. This term was introduced by N. Chomsky to define an ability to fulfill some activity. In other words, with regard to FLT the term “competence” was developed in the frame of the researches done by the Council of Europe to ascertainment of the level of language proficiency. It was defined as ability for fulfillment some activity with the help of acquired knowledge, skills and experience¹.

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and experience supported by work in accordance with the demands of the job.

Pedagogical competence of the future teacher is very important in teaching-learning process because in modern education student is the centre of the system. So this study aimed to know the concept of pedagogical competence, to understand the basic areas for the formation of future teachers' pedagogical competence, to know what the importance of pedagogical competence for future is and acquaint with key issues and challenges for development of pedagogical competence.

In scientific works, the issues of formation of students' pedagogical competence as future teachers and the process of the professional training of a teacher were illuminated.

The formation of pedagogical abilities and professional competence of foreign language teachers was investigated by T.Sattarov [3], in his scientific works, The formation of students' professional competence in foreign language teaching was considered by Sh. Atadjanova [4], in her scientific works.

Pedagogical competence is one of competencies that absolutely need to be mastered by

¹ Jalolov J.J, Makhkamova G.T, Ashurov Sh.S. English language teaching methodology. Tashkent, 2015; p 13.

teachers and students who will be teachers in feature. Basically, pedagogical competence is the ability of teachers to manage the education of students. Pedagogical competence refers to skills of teachers to deal with three aspects of teaching skills, namely lesson planning, implementing teaching and learning process, assessing students' learning.

Nowadays a teacher should avoid old traditional ways of imparting knowledge and developing language skills and sub-skills. The traditional ways of organizing teaching propose using the information-based method. Hence students are passive learners, they have no desire to think, to discuss and to express their point of view on the material being presented. Because all information is given by teacher, the learners tasks are to listen, repeat this information and tell it back again at the next lesson.

Unlike traditional methodology, modern methodology is much more student- centered. According to Jim Scrivener (2005), the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." Moreover J. Broughton adds that "the language students is the best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language"(Broughton,1994). The students are the most active element in this process. The teacher is here not to explain, but to encourage and help students to explore, try out, make learning interesting. Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.²

With the rapid development of technologies, changes in all spheres of human life, the need for highly qualified teachers who can work in a completely new environment and solve problems of varying complexity significantly increases and it requires special attention to their training. The creation of conditions for the formation, improvement and expansion of pedagogical competence is on the basis of higher educational institutions. Thus, there is a need for modernization of higher education system, complete rejection of the reproductive training and orientation on the formation of pedagogical competence among students in today's rapidly changing environment.

Modern teacher should be able to analyze educational phenomena, diagnose, simulate, predict causal relationships and to find the right decision and evaluate own performance objectively. On the assumption of the nature of the pedagogical activity, the following

² Makhkamova G.T, Alimov Sh. S, Ziyayev A.I. Innovative pedagogical technologies in the English language teaching. Tashkent,2017; p20

pedagogical competence needed for effective work in modern conditions was identified.

Goal-directing:

- Ability to set a goal independently and to define the problems of the educational process;
- Ability to plan and forecast training and educational activities;
- To create an algorithm and sequence of work;
- To take into account changes, options, to make adjustments.

Information:

- Ability to use different sources of information;
- In-depth knowledge of ICT;
- Ability to utilize reference books, dictionaries;
- Ability to prepare presentations, reports, theses, creative project.

Intellectual:

- Ability to analyze and compare;
- Infer and think critically;
- Use diagnostic tools.

Creative:

- Creative thinking;
- Ability to model, combine, transform;
- Ability to generate new ideas;
- Ability to find an alternative.

Evaluative:

- Possession of different ways of verification and evaluation of own and students' activity;
- Ability to evaluate compliance of selected tools, methods and forms with desired goals;
- To know how to correct mistakes.

Today every teacher and future teacher must have all above.

Pedagogical competencies are a mandatory component of the system of competencies required by a teacher of higher or secondary educational institutions not only for the effective implementation of the content of education, but also for comprehensive assistance in enriching the student's personality as a future specialist.

References

1. Jalolov J.J, Makhkamova G.T, Ashurov Sh.S. English language teaching methodology. Tashkent, 2015; p 13.
2. Makhkamova G.T, Alimov Sh. S, Ziyayev A.I. Innovative pedagogical technologies in the English language teaching. Tashkent, 2017; p20.

3. Sattarov T. Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi. Toshkent, 2003.
4. Atadjanova Sh.A. Chet til ta'limida talabalar kasbiy malakasini shakllantirish metodikasi. Toshkent, 2016, -152b.
5. <https://iopscience.iop.org/article>