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# STAGES OF DEVELOPMENT OF METHODOLOGICAL COMPETENCE AMONG FUTURE FOREIGN LANGUAGE TEACHERS

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## Abstract

This article is a model for the development of methodical competence of future foreign language teachers in the process of teaching a foreign language, in which the stages, levels and components of the implementation of methodical competence are analyzed.

**Keywords** Methodological competence, teaching methods, stages, levels, components, motivation.

## INTRODUCTION

Methodological competence is identified as the main component of the professional competence of a foreign language teacher. It is associated with the choice of teaching methods, means, forms and methods of pedagogical influence, methods of developing knowledge, skills, abilities and attitudes among students, and is of a practical nature.

Methodological competence is an integrative property of the personality of a foreign language teacher, which determines his readiness and ability to effectively solve methodological problems in the process of realizing the goals of teaching foreign languages related to the formation of foreign language communicative competence, education, upbringing and development of students.

N.V. Solovova identifies such structural components in the structure of methodological competence as: value-motivational (interest in methodological work, setting and awareness of the

goals of methodological activity, the presence of a motive to achieve the goal), cognitive (availability of methodological knowledge, skills, abilities, application of them in new conditions, the ability to solve methodological problems, learn best practices in the field of methodology), technological, reflective (methodological reflection, self-criticism, self-control, self-esteem), evaluative [1, p. 324].

Two types of competencies are rightfully distinguished in the structure of methodological competence. General methodological competencies represent a set of competencies such as: motivational, reflecting personal interest in self-design of methodological training; cognitive, characterizing the ability to improve one's methodological skills; informational, reflecting the presence of skills in obtaining, processing and applying information in the process of self-design of methodological training at a modern theoretical and methodological level; communicative, characterizing the ability to design and establish

pedagogically appropriate relationships; social, characterizing the awareness of the social significance of one's own methodological development.

Special methodological competencies are determined by the subject of training: target competence presupposes the teacher's ability to determine learning goals; content - the ability to determine the content of training; design - the ability to design the educational process; reflexive - the ability to substantiate the effectiveness of selected methods; monitoring - the ability to track learning results[2; p. 34].

The structure of methodological competence presupposes the process of its formation in movement from one level to another. According to many researchers, there are the following levels of formation of methodological competence: adaptive, reproductive, pragmatic, integrative (Yazykova M.V., Makeeva S.N., Kozhukhov K.Yu., Bondarenko I.V., Nadtocheva E.S., Kuzmina N.V., Solovova N.V. and others).

The adaptive level is characterized by the focus of methodological knowledge and skills on solving methodological problems, taking into account the student population and emerging difficulties.

The reproductive level of methodological competence indicates that the teacher has developed holistic ideas about methodological activities, methodological support and support of the educational process, and knowledge about the methods of teaching the academic discipline.

The pragmatic/modeling level is characterized by greater focus, stability and awareness of the ways and means of methodological activity. Methodical thinking is at a high level of development (the ability to plan, determine goals, choose the optimal means and methods of activity, analyze the results obtained)[3; p. 76]. A high level of methodological creativity allows the introduction of active

teaching methods, modern educational technologies that implement a competency-based approach. One's own activity is distinguished by search and readiness to share one's experience with others. The level of methodological reflection allows you to adequately assess your own activities and make decisions independently and responsibly.

The integrative level is characterized by a high degree of activity of teachers and the effectiveness of methodological activities. A high level of pedagogical reflection, creative independence and pedagogical abilities creates conditions for effective self-realization in productive methodological creativity. N.V. Kuzmina and N.V. Solovova distinguish local modeling and system modeling levels [4; p. 5].

The local-modeling level of methodological competence indicates a pronounced need to carry out pedagogical activities. At this level, interest in methodological work appears; knowledge obtained as a result of one's own scientific and methodological activities is formed; the ability to evaluate the quality of methodological activities is developed; solve methodological problems: predict difficulties in studying educational material, learning outcomes; the ability to analyze and self-assessment of methodological experience appears.

The system-modeling level of methodological competence is characterized by reflective and evaluative components of methodological competence. At this stage, there is a need to develop methodological skills and abilities; the ability to use innovative teaching methods and technologies and model them for the classroom is developed; ability to conduct expert and methodological activities to evaluate methodological support of educational programs[5; p.45].

As a result of the analysis of scientific literature

and by comparing the structures and specifics of methodological competence of different researchers, we considered it logical to combine the components of methodological competence with the stages of its formation. We distinguish four stages in the formation of methodological competence: receptive, reproductive, productive, reflective.

The receptive stage is characterized primarily by knowledge of the taught discipline. Methodological competence is reduced to theoretical knowledge; professional experience at this stage is absent or insufficient. The receptive stage is characterized by the manifestation of a tendency towards a stable value attitude towards methodological activity; the role of methodological knowledge is more highly valued and recognized. At this stage, cognitive-analytical competence is formed, which indicates that the future teacher has developed holistic ideas about methodological activities, methodological support and support of the educational process, the presence of knowledge about the methods of teaching the academic discipline, the requirements for methodological support of the educational process, the requirements for methodological activities, interest in methodological literature appears.

The reproductive stage is characterized by the focus of methodological knowledge and skills on solving methodological problems, as well as the implementation of actions based on existing schemes and algorithmic instructions. At this stage, the value of methodological knowledge is realized, the need for scientific and methodological activity and the ability to self-assessment develops, special methodological knowledge is formed (principles for selecting educational material), the ability to anticipate and evaluate the results of introducing innovative teaching methods and technologies, and design traditional forms of training sessions, design methodological support

for the academic discipline, evaluate the quality of methodological support for the training course and the quality of teaching, as well as the ability to organize independent and individual work of students and solve methodological problems.

At the productive stage, there is an analysis of a specific educational situation, material from textbooks and other teaching aids, analysis of speech material in order to predict the difficulties of its assimilation, the level of language proficiency of students, putting forward hypotheses regarding the conditions or methods of solving a problem, and choosing a strategy. The educational process is being designed, including with the help of modern information technologies. At this stage, the design component of methodological competence is implemented. Design competence is the ability and readiness, based on an analysis of the innovative educational environment of an educational institution, to specify learning goals in a technological lesson map, a cycle of lessons, and to organize students' learning actions in the course of solving a methodological problem.

At the reflective stage, the teacher analyzes the achieved results from the point of view of their compliance with the task. At the same time, the teacher realizes reflexive-gnostic competence - the ability and willingness to solve strategic and tactical problems through reflection of his activities in implementing the planned lesson plan, analysis, comprehension and evaluation of its effectiveness for the formation of foreign language communicative competence of the student, determining strategies for its improvement.

E.V. Chernobay notes that "the objects of self-analysis can be both the activities of the teacher directly in the lesson, and the elements of the project he draws up, which determine the quality of his subsequent work, namely: the formulation of specific didactic tasks, the selection of content and methods of its transformation and presentation ;

the choice of methods and techniques that determine the sequence of movement of the teacher and student towards the goal, etc.” [6; p. 56]

In general, the opinion is true that the success of a teacher’s activity largely depends on how deeply and correctly he can analyze its quality. The formation of the reflexive component of methodological competence contributes to the development of the innovative potential of the teacher - his ability to perceive new information and find solutions to non-standard problems. Reflexive-gnostic competence presupposes: the ability to self-assess the ways of introducing innovative technologies; ability to analyze the methodological experience of university teachers; ability to self-assess methodological experience.

Thus, the identification of the structural components of methodological competence and their relationship with the identified stages allows us to clearly present the structural-functional model of the formation of methodological competence, the mastery of which will allow the future foreign language teacher to solve professional problems.

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