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Significance of Foreign Pedagogical Experience in Preparing English Language Teachers

Key words: *fundamental competence, special competence, professional competence, professional work, motivation, personal perfection, concepts of professional-pedagogical preparation.*

Annotation: *the modern teacher, except possession of system fundamental, special and professional competence, should be guided freely in the pedagogical validity, be able to develop own strategy and professional work tactics, to be ready to realization of various pedagogical technologies, decision-making during performance of complex of pedagogical problems. In modern conditions from the teacher of high education is required, continuous vocational training, updating of knowledge that, in turn, it is impossible without presence of interest to a trade corresponding to motivation and requirement for personal perfection.*

Nowadays there is a problem of preparation of broad specialists with deep both fundamental theoretical knowledge and practical preparation. One of directions of activity of classical universities is professional-pedagogical preparation of the graduate for work in higher educational institutions. It explains necessity of realization for universities of new, wider approach to vocational training, education, development of masters and demands special attention to formation of personal qualities of the future scientific and pedagogical shots in their training in master degree.

Ways of reforming of higher education are reflected in the state standard documents. Features of activity of the graduate student of classical university – is the young teacher of a higher educational institution at the present stage consist that it includes some the interconnected kinds which differ the form, the maintenance, in the ways of execution, the time characteristic and a functional orientation. The teacher of high institutions carries out pedagogical, research, organizational, administrative and methodical activity.

The modern teacher, except possession of system fundamental, special and professional competence, should be guided freely in the pedagogical validity, be able to develop own strategy and professional work tactics, to be ready to realization of various pedagogical technologies, decision-making during performance of a complex of pedagogical problems.

Development of professional-pedagogical orientation of master degrees' students assumes formation of steadily positive relation to the future trade, interest, requirements, abilities to it, aspiration to constant perfection of qualification, realization of as persons in the course of professional work. It stimulates to the analysis and reconsideration theoretical-methodological bases and conceptual approaches to the personal-focused preparation of teachers of high schools, maintenance of its conformity to requirements of modern paradigm of formation.

Problem and degree of its readiness. In proceedings various approaches to perfection of vocational training of teachers of higher educational institutions in the conditions of master degree were defined.

Basic value of the decision of the given problem have fundamental and applied researches of philosophers, teachers and psychologists in following directions:

- Conceptual bases of is professional-pedagogical preparation of teachers, including in the conditions of classical universities;
- Psychological and pedagogical bases of the organization of teaching and educational process in high school;
- Activity and personality of the teacher of the higher school, formation of its competence, professional-pedagogical culture, creativity, skill and authority;
- Vocational training and improvement of professional skill of the teacher in system of continuous pedagogical education;
- Technologies of training of students and masters in the professional higher school as practical activities area.

In the theory and higher education practice the numerous workings out, concerning formations of professional orientation of pedagogical staffs, including teachers-philologists. At the same time, among considerable quantity of the works considering the given problem, there are no any works devoted to preparation of masters - the future teachers of foreign languages. For modern professional-pedagogical practice is characteristic that process of training of the master degree fully does not promote formation to professional-pedagogical field. Thus, scientific realizing of theoretical and actual material, necessity of research and the decision of the designated problem, its urgency is caused by contradictions between:

- Presence of the state order for preparation of masters of-teachers of high institutions and absence of modern concept of its professional-pedagogical preparation of experts for system of the higher vocational training;
- Social requirement for effective system of preparation of masters to foreign language teaching in high institutions and insufficient methodological, theoretical and practical validity of substantive provisions of the concept of formation of their professional-pedagogical competence;

In this connection the problem of effective functioning of system of preparation of masters - the future teachers of high schools in the conditions of classical university, formation at them professional-pedagogical orientation gets special urgency.

In higher institutions there are little studied various aspects of a problem of formation with masters of steady interest to pedagogical trades, developments of their motivation and requirements to development of bases of pedagogical skill, emotional enthusiasm and initiative which in an end result will allow to prepare the expert possessing creative activity, independence, problem style of thinking.

Teaching personnel for higher education system, especially in the field of humanitarian, natural and mathematical sciences urged to prepare classical universities. Among other characteristic

lines of classical universities, it is possible to note such as: large-scale preparation of scientific and pedagogical shots through postgraduate study and doctoral studies, release of masters of new level. All listed lines testify that modern classical universities are capable to realize numerous ideas including idea of continuous formation, formations during all life.

In the modern world university as the special pedagogical system provides deep theoretical preparation of graduates for forthcoming scientifically-practical and pedagogical activity, including a close combination of educational and research work.

The concept «professional competence» at the present stage of development of education system is multidimensional and is constantly supplemented with new components.

Nowadays in a pedagogical science also there is no uniform treatment of terms "competence" and "competence". Terms "competence" and "competence" of English language «competence» and «competency» - are synonyms, as creates mess with their use. One authors use the term "competence", meaning under it that others designate as "competence". Such situation complicates selection of criteria for a qualitative and quantitative estimation of professional competence of the teacher. Competence is a set of personal qualities (valuable orientations, knowledge, abilities, skills, abilities), it is ability to activity in certain personal-significant sphere (1).

Thus, competence of the teacher of a foreign language can be defined as set of professional and personal qualities (competence) the teacher, defining efficiency.

We suggest estimating professional competence of the teacher of foreign language on the basis of the following base competence: communicative, professional and common cultural.

Having analysed various forms of activity of teachers of foreign language from a position of their efficiency for increase of professional competence, I have come to conclusion, that all of them are based on self-education and moreover it is system component.

Self-education stars for increasing of professional competence of teachers of foreign language of higher institutions and is one of the most important directions of activity of methodical work. Specially organized, regular informative activity of the teachers directed on achievement of the planned personal-professional purposes, brings the positive and high results.

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