



## THE SIGNIFICANCE OF PROFESSIONAL-GNOSTIC PREPARING OF THE FUTURE FOREIGN LANGUAGE INSTRUCTOR

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**Abstract:** The article gives data on competence, which is one of the foremost genuine issues in pedagogics nowadays. Suppositions on the proficient and gnostic competence of a future English teacher was analyzed and proposals were created.

**Key words:** educational and scientific activities of students, the educational component of teaching, professional development and self-improvement, extracurricular activities.

One of the salient priorities in the current stage of national development pertains to the assurance of top-notch quality and esteemed standing of the educational sector in Uzbekistan. The attainment of this objective is intrinsically associated with the modernization of the Uzbek higher education sector, consequent to the integration of the underlying principles of the Bologna process.

Currently, there is a noticeable tendency of replacing the phrase "methods of teaching foreign languages" with the term "linguodidactics," as well as an increase in their interchangeability. For example, several higher education institutions have chosen to rebrand their methodology department as linguodidactics. However, it is important to emphasize that this assumption is not entirely accurate. The methodology is a scientific field that is based on the educational process and consists of several fundamental aspects, including: - teaching activities of the teacher; - organization of the educational process (goals, content, methods, techniques and means); - educational and scientific activities of students.



The subject of the teaching methodology of the English language broadly entails a range of complex issues such as the language itself, the methods and techniques used in the teaching and acquisition of the said language, the theoretical underpinnings that guide the teaching process, the scientific objectives that inform such endeavors, the content and supportive materials used in the teaching process, the sequencing of instructional activities, and the educational components that support the efficacy of these methods.

Furthermore, the scientific tenets of the methodology are derived from theoretical information and outcomes obtained from scientific investigations within fundamental scientific disciplines that are closely associated with the methodology, such as pedagogy, linguistics, psycholinguistics, psychology, and didactics. Additionally, cultural studies, defectology, computer science, cybernetics, mathematics, and related fields also contribute significantly to the foundation of the methodology. Drawing on the foregoing discussion, it is imperative to underscore the salience of an analytical, synthetic and generalizing approach to fulfilling the mandate of the professional-gnostic function.

The results of linguodidactic research are important for the methodology of teaching English. For example, such linguodidactic models as "communicative competence" and "linguistic personality" were of great importance for the methodology.

"Communicative competence" became widespread among methodologists, since it was focused mainly on the communicative and pragmatic nature, contributing to the formation of a person's communicative ability.

Now through this thesis, we are going to state the conclusions we have drawn from our research.

In modern society, the key role in organizing the educational process belongs to the teacher, therefore, professional development and self-improvement is becoming the main priority for every teacher today. The prospective development of education is connected not only with the introduction of innovative approaches to the content of education and



educational technologies, but with an increase in the level of the teacher's professional competence.

1. The resolution of practical tasks takes precedence over general educational and upbringing tasks and is addressed through the execution of a professional-cognitive activity at varying levels. Specifically, the competence to engage in intercultural communication is paramount. The overarching objective of the education process is the formation of linguistic proficiency. The formation of professional and pedagogical competence is achieved through the integration of general cultural, general pedagogical, and intercultural competences. Each of these competences possesses a cognitive component. The professional-gnostic competence of an English teacher is the basis for the implementation of all competencies that are part of the professional-pedagogical competence. It determines the structure of didactic activities to prepare students for real intercultural communication. This competence is understood as the ability to implement the fundamental professional functions of an English teacher.

2. A necessary condition for the development of an English teacher's personality is the intentional formation of professional-gnostic competence as a multifactorial integrative whole, implying mastery of linguistic, speech, discursive, socio-cultural, and compensatory competences, as well as a specific set of regional and sociolinguistic knowledge and skills.

3. The realization of the professional-gnostic competence of an English teacher is manifested in their professional-pedagogical activities, which can be categorized into two groups, namely, goal-setting functions and operational-structural functions. The efficacious execution of these instructional functions is contingent upon the acquisition of the commensurate set of general pedagogical and methodological proficiencies as well as an adequate body of knowledge, which ought to be cultivated through the delivery of occupation-oriented instruction to students enrolled in linguistic faculties.

4. In the realm of English language teacher training, effective language instruction should be geared towards the formation and development of professional-gnostic



competency, as defined by an overarching framework. The acquisition of professional-gnostic competence plays a paramount role in the teaching of English, as it serves as a fundamental component for the successful incorporation of other competencies that are essential to an English teacher's practice.

5. The system of organizing professional and gnostic teaching of English at the language faculty is based on the implementation of the following basic principles:

- 1) functionality in the professional pedagogical sphere;
- 2) professional and gnostic situational awareness;
- 3) creative application of the English language in situations of professional-pedagogical communication;
- 4) the multifunctionality of professionally oriented exercises;
- 5) professionally-oriented role-based organization of the process of teaching English;
- 6) a combination of educational and extracurricular activities of students to master professional and gnostic competence;
- 7) interdisciplinary communication of linguistic and methodological training.

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