DEVELOPMENT MODEL OF PEDAGOGICAL COMPETENCE OF ARABIC LANGUAGE TEACHER

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It is known that improving the quality and efficiency of Arabic language teaching cannot be imagined without first developing a model aimed at increasing the teacher's pedagogical competence by the purpose of this research. In this regard, it is necessary to determine the most important points that we rely on when creating a model of pedagogical competence formation.

First of all, the model studies the system in terms of the unity and interaction of its elements, and reflects the important features of the studied object, its characteristics, structure, dynamics, and performance characteristics of real objects, because «it contains potential knowledge that a person can study and visualize uses for its purposes».

A. N. Daxin understands the educational model as «a logically coherent system of related elements, such as educational goals, educational content, pedagogical technology, and educational process management technology, curriculum and program design». G.A. Atanov, I.N. Pustynnikova, the learner's model means «the student's knowledge used in the organization of the educational process». The model of the pedagogical system should describe the educational process as a whole, taking into account all possible and important connections of its components. We adhere to the point of view of B. A. Shtoff, according to him, the model is «a means of reflecting this or that part of reality for deeper knowledge».

The model for the development of the pedagogical competence of the Arabic language teacher consists of goal-oriented, content-related, operational, and performance assessment blocks.

In the content of the goal-oriented block, the goal of the model was defined as the development of proposals and recommendations for the development of the pedagogical competence of Arabic language teachers. The tasks of the model are to develop methods, tools, and forms of pedagogical competence development and its correction. The principles of the model are as follows:
- integration of innovative technologies with traditional pedagogical technologies;
- the creation of active and intensive pedagogical conditions of education;
- use of modern and effective teaching methods;
- relying on collaborative pedagogy.

In the model of pedagogical competence development of the Arabic language teacher, the systematic approach defines the process of pedagogical competence development as a whole system.

A personal activity-oriented approach allows the development of pedagogical competence, ensuring the harmony of the goals of the teacher of the Arabic language.

The competency approach assumes that students achieve a high level of mastery of the Arabic language. In the activity approach, the goal of developing the pedagogical competence of the Arabic language teacher is to select and teach planning, organization, and regulation of activities, control, self-analysis, and evaluation of activity results.

Setting pedagogical tasks and goals, changing them, comparing and classifying pedagogical situations, decision-making, and pedagogical reflection are taken into account in the contents of the content-related block.

The content of the operational block of the model includes teaching programs, teaching forms, methods, and tools for the development of the pedagogical competence of the Arabic language teacher.

Problem-based lessons - in which the teacher purposefully creates situations for organizing students' research activities in acquiring or strengthening new knowledge and new methods of activity. The peculiarity is that the repetition of the covered material in many cases is combined with the learning of a new one, resulting in the assimilation of new knowledge, an increase in the volume of knowledge, and its deepening.

Programmed lessons - consists of regularly integrating the lesson with special electronic programs on the computer. This allows the teacher to significantly diversify the learning process, making it more interesting and intense. The teacher will be able to control and manage the learning process from the main computer.

Non-traditional forms of lessons - as a rule, after studying a topic or several topics, they are carried out after performing the functions of monitoring education and evaluating student knowledge. Classes are also held in a special environment. Such a change in the usual situation is desirable, because it creates a festive atmosphere when summarizing the work done, and reduces the psychological barrier that appears in traditional conditions due to the fear of making a mistake.

Teaching methods are oral, written, demonstrative, practical, problem-based research, independent work, reproductive heuristic, inductive and deductive, control and self-control.

Educational tools are divided into six types - text, image, audio-visual, educational technical, television, and model tools. The textual means of education include textbooks, educational literature, dictionaries, instructional maps, and didactic materials.

The performance evaluation block of the model includes the development of the pedagogical competence of the Arabic language teacher, the competence of organizing a lesson at the low, middle, and high levels, the competence of conducting a lesson, and evaluations of student's mastery of the subject.

> **Social Order:** Competency Requirements for Developing the Pedagogical Competence of Arabic Language Teachers

> **The purpose** of the study is to develop recommendations for improving the pedagogical competence of the Arabic language teacher

Goal focus block

The goal	Tasks	Principles	Approaches
pedagogy of Arabic language teachers. development of competence	development of methods, means, forms of pedagogical competence development and its correction	integration of innovative technologies with traditional pedagogical technologies; creation of active and intensive pedagogical conditions of education; use of modern and effective teaching methods; reliance on cooperative pedagogy.	systematic, oriented, competent, active approach to personal activity

Content block

Stage 1	Stage 2	Stage 3	Stage 4
pedagogical task and setting goals, changing it, pedagogical comparing and classifying situations, decision making	pedagogical thinking and pedagogical intuition, analysis, evaluation,	pedagogical reflection	pedagogy of teachers. development of competence

Operational block

Training programs	Forms	Methods	Means
Problematic, programmatic, intensive training	Illustrative and explanatory, problematic, programmed, non-standard lessons	Oral, written, demonstrative, practical, problem-based research, independent work, reproductive heuristic, inductive and deductive, control and self-control methods of education.	Text, image, audio-visual, educational technical, tele means

Performance evaluation block

high	medium	low
Assessment of students' mastery of science	Evaluation of the competence of the lesson	Evaluation of competence of lesson organization

Result: pedagogy of Arabic language teachers. development of competence

Therefore, the production of the model for the development of the pedagogical competence of the Arabic language teacher is of great importance in the development of the teacher's pedagogical competence.

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