# DIDACTIC PRINCIPLES OF IMPROVING PRAGMATIC COMPETENCES IN FUTURE TEACHERS

**Istamova Dilnoza Sadullaevna,**
Teacher
Navoi State Pedagogical Institute
Uzbekistan

| Article history: | | Abstract: |
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| | | When studying the pedagogical features of the development of pragmatic competences in future teachers in a scientific article, it was found that the complexity and versatility of the professional activity of a modern teacher requires the development of various pedagogical researches in the work process. It is time to effectively use innovative pedagogical technologies and ensure their results for the perfect development of future teachers. This process requires great skill and deep knowledge from the teacher. In order to develop pragmatic competences in future English language teachers, it is desirable to enrich English classes with multimedia electronic programs of all categories. |

English language teachers in our republic should be able to use various pedagogical innovations and information technologies in each lesson and be able to organize the lesson.

Regarding the category of technology, different opinions are expressed in theoretical and pedagogical sources. One of them is considered as a process that makes sure the sequence of implementing the result activity of the teacher and the student in implementing a specific educational goal. Accordingly, if the question of what the teacher should do to develop pragmatic competences in future teachers is determined by the content, on the other hand, it is embodied in the question of what actions the student should perform for the realization of this goal. Consequently, the answer to these questions is reflected in the result that the pedagogical goal will be effective if the educational process is conducted and organized.

Because of our observations, it was shown that there are a lot of shortcomings, defects, and weaknesses in the pragmatic views of future teachers. In particular, the lack of independent thinking in students, the weakness of the student's thinking ability, the lack of formation of the thinking style, etc. The main reason for this is that the factors of providing independent thinking in the higher education system are not sufficiently studied from a psychological point of view. Also, one of the important defects in students' educational activity is that they continue to think irrationally, that developing independent thinking skills is not properly implemented.

In recent years, in our republic, organization of activities and system of passing universally recognized tests on the results of studies in English is recognized as an urgent task. Therefore, the Department of Assessment of Knowledge and Acquisition of Foreign Languages was established within the State Test Center under the Cabinet of Ministers. The need to develop and introduce a national test system for assessing the level of knowledge of foreign languages by the requirements of internationally recognized standards was determined.

Foreign language teaching technologies are in the process of regular development and improvement. Developing modern information and communication systems will not fail to have a positive impact on pedagogical education and its forms and methods. Developing information and communication requires the establishment of new standards in the educational system. Teaching and learning processes are becoming one of the fastest growing and changing forms, tools and methods. Accordingly, new technologies are required in teaching foreign languages.

The results of the analysis show that 67 percent of pedagogues still use traditional methods in their work.

The author's methods of teaching foreign languages, which are fast and effective, are rarely developed. But this does not mean that the skills and potential of foreign language teachers working in our country are low. Maybe it means something else. This objective situation means, first, lack of necessary conditions for teachers of foreign languages in creating innovative methods; lack of skills to work with informational, digital, multimedia equipment for their inventive activity.

The active method is based on the ability of the student to get into various problem situations related to the foreign language and to get out of them. This method is based on the need for independent self-development of the

student. That is, the student is transformed into a person who develops his knowledge of a foreign language. The active method is now widely used in teaching foreign languages. Because any learning process is inextricably linked with the student's ability to think. This requires the pedagogue to use various innovative technologies. It consists of a set of cognitive, positive, emotional, motivated, optimistic, and technological methods. All of them are aimed at developing the student's personality in all aspects from a broad language perspective.

It has been a long time since the process of fully using information and communication capabilities in teaching foreign languages. Information and communication opportunities are developing very widely, and their introduction into the educational process is becoming very active and rapid. Among them, you can list the following:

✓ Effective use of multimedia in teaching English;
✓ Implementation of interactive whiteboard opportunities in teaching English;
✓ Implementation of electronic resources in English language teaching and effective use of them;
✓ Effective use of opportunities of linguistic materials in English;
✓ Organizing direct communication with English speakers via the Internet;
✓ Participation in various international internet conferences via the Internet;
✓ Uploading various self-made materials, including slide shows, to the Internet.

While working with the book, the process of understanding the language at a deep, thinking level is created in the student; the steps of reading, looking up, synopsis, analysis, systematization, and conclusion are considered active. Working with books is one of the traditional methods. While working with the book, students can ask questions, discuss the educational material, give their opinions, and organize debates on the educational material.

In understanding a foreign language at the level of deep linguistic thinking, both visual, that is, through the organs of vision, and intellectual, that is, through the organs of the mind and brain, and interpretation, that is, the re-expression of the foreign language through the vocal organs, the process of reshaping the language, and the language material through the lake familiarity occurs, for example, in the performance of written work. This is how all the organs of a person work together in learning a foreign language, and it naturally shows its results. Thus, using reproductive methods in working with the book gives good results. Reproductive methods require, on the one hand, the reception of educational material and information, their recovery in practical training, their practical application, and on the other hand, regular repetition of the educational material by the teacher through various linguistic and grammatical exercises.

In preparing teachers for pedagogical innovation activity, it is necessary to apply the general methodical features of the song.

The practical method means that the practical life of knowledge is formed based on experience. The role of this set of methods in teaching foreign languages is very important and unique. Practical methods are the main factor in shaping the communicative function in a foreign language.

It is known that interactive methods help to increase the effectiveness of training. In teaching English, the student's freedom and independence often serve as the basis for his thorough acquisition of English language skills and abilities. Freedom of speech can only be achieved if there is freedom of perception and individuality. If a person is not inclined to show his freedom, his language will not be free either. Only if the student can express and demonstrate his skills freely, fearlessly and independently during training and training, he will be able to freely apply his knowledge in real situations in the future.

Demonstration methods are a set of methods that facilitate, speed up and facilitate understanding of new educational material, its understanding and acceptance in the educational process. The teacher plays the main role in this process. Various visual aids, including slide shows, pictures, illustrations, diagrams, clusters, cognitive maps, tables and charts, video and audio materials, movies, cartoons, colorful practical experiences, role-playing games that provide deep penetration into the linguistic material, are used for the teacher's task. Through explaining the educational material, controlling it, conducting training, evaluating students' knowledge, assigning homework, etc. Students are assigned a passive role, not an active one, when developing new educational material with visual aids. However, when students are tasked with working with educational exhibits, they move out of the passive phase and into the active phase. In educational practice, visual aids are often used at the stage of explaining new educational material.

Oral methods are among the main methods of teaching foreign languages. A foreign language teacher himself cannot organize this foreign language without mastering deep oral speech. Therefore, a teacher is required to have very strong and rich oral skills and abilities in a foreign language. As long as the teacher is not able to show freedom in his oral speech, the students taught by this teacher are also not able to show the skills of oral speech in practical life. In the educational process, oral methods are widely used to explain new training material to students; for example, to explain grammatical theoretical topics. At the same time, the process of mutual communication is carried out in the oral speech of a foreign language.

Oral speech practice is very important in the formation, development, and improvement of students' communicative functions. Through speaking, students learn to understand the linguistic differences between foreign language dialects, regional dialects, and pronunciations in different countries.

The teacher can create a friendly atmosphere in the audience through the following factors in teaching English:

Organizing the educational process in an atmosphere of democracy, nationalism, mutual equality;

Reasonable use of methods that create a liberal style while abandoning the authoritarian style in the educational process;

Creating an atmosphere of cooperation and harmony, exchange of ideas, and free expression of all opinions in the audience.

Creating conditions for students' independent thoughts and independent performance of tasks, work in groups for today, brainstorming, perception map, ladder, cluster, intellectual analysis, discussion, problem monitoring, independent work, individual tasks, student in the role of a teacher, problem-based teaching effective use of methods and technologies.

In teaching English, only if the teacher can create a friendly environment, the environment will be created for the student to demonstrate his inner intellectual and logical level of knowledge. If such a friendly atmosphere is not created between the teacher and the student, the student, even if he knows the material and has the skills, will be afraid and afraid to freely demonstrate them precisely within the framework of training and practice.

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