



LINGUODIDACTIC COMPETENCE AS A MODERN TYPE OF TEACHER'S PROFESSIONAL COMPETENCE

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Article history:	Abstract:
Received: 6 th March 2021 Accepted: 24 ^h March 2021 Published: 8 th April 2021	This article discusses the role of linguodidactical competencies in modern teaching and professional competence. The use of linguodidactical competencies in the classroom, along with the formation of a culture of oral communication between teachers and students, also raises the quality of each lesson. Therefore, one of our main tasks today is to teach students to effectively use different types of skills acquired in personal, professional and social situations through linguodidactical competencies, to independently search for the necessary information about science, to analyze the basic knowledge. formation of features such as highlighting of relevant materials.

Keywords: Linguodidactics, competence, competence, professional competence, new pedagogical technology, psychological approach, linguistic knowledge, teaching methods, listening comprehension, information knowledge.

1. INTRODUCTION.

In the evolving age of technology, every educator is required, first of all, to live in harmony with the times, to have a perfect knowledge of information and communication and foreign languages. While modern pedagogical technologies serve to reveal the content of the lesson in different ways, foreign languages accelerate the development of the teacher's linguodidactical competencies in the workplace in connection with professional competence. We know that the concept of competence generalizes the content of the application of theoretical knowledge, skills and abilities acquired by the student in a particular subject in solving practical and theoretical problems encountered in everyday life, while linguodidactical competence is foreign. can be the basis for modernizing teaching methods through the use of foreign languages. The use of linguodidactical competencies in the classroom, along with the formation of a culture of oral communication between teachers and students, also raises the quality of each lesson. Therefore, one of our main tasks today is to teach students to effectively use different types of skills acquired in personal, professional and social situations through linguodidactical competencies, to independently search for the necessary information about science, to analyze the basic knowledge. formation of features such as highlighting of relevant materials. Teaching foreign languages is carried out not only through the use of pedagogical methods, but also on the basis of in-depth knowledge of the psychological aspects of students. Mental and verbal skills and competencies nurture students.

2. THE MAIN PART.

Linguodidactic competencies during practical activities serve to highlight the effective use of theoretical knowledge, the ability to demonstrate a high level of professional ability. Analyzed from a professional point of view, linguodidactic competencies generalize the process of integrating knowledge, skills, and experience. Professional competencies as well as linguodidactical competencies require a teacher to have a number of skills:

- Teachers are able to develop and influence the activity, emotions and behavior of young people by setting an example in their work.

-Select material for each lesson, consider its complexity and ensure its connection with the previous and next, improve the lesson, game, work assignments.

-Planning the pedagogical process using a set of teaching aids, including work with the teaching staff and students.

-Organize your own workplace, develop different methods based on linguodidactical competencies using the capabilities of a foreign language.

From a psychological point of view, linguodidactical competencies also analyze unusual situations in the process of practical work with students, how they behave in unexpected situations, and how they communicate. The use of

the spiritual heritage of Eastern thinkers in foreign language teaching further enhances linguodidactic competencies. Because the application of their scientific heritage in science in different foreign languages reveals the scientific and popular nature of the sources. In the new education system, linguodidactical competencies not only shape students into hard workers, but also help them feel part of society. In this case, the student is directly involved in the learning process. The growing number of non-traditional lessons in secondary schools, classes with psychologists, lessons on the formation of a culture of communication, interesting methods of group and individual learning serve as a basis for new and modern linguodidactical competencies. The difference between a foreign language and other subjects in the education system is that it is also a means of education. Linguo-didactic competencies show that the acquisition of speaking skills (listening, speaking, reading, writing) in the language is a goal of education, but the established language is a means of obtaining and conveying new and useful information (information). will be. The common denominator between languages is that in them the student is engaged in speech activity. In other words, language subjects perform a communicative function. Psychological (age) characteristics of students, language skills are also taken into account.

Through the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, teaching the younger generation in foreign languages, radically improving the system of training specialists who are fluent in these languages, and on this basis , conditions and opportunities have been created for their achievements in world civilization and the wide use of world information resources, the development of international cooperation and dialogue. In the conditions of the independent Republic, public education is experiencing a unique period of development. This uniqueness is, first of all, the nationalization of the content of education, that is, the nationalization of our very rich history, culture, science, language, which, by its very nature, has a very beautiful, high human moral content. we have been fortunate enough to educate the younger generation who are the future of our society based on our traditions. It creates a sense of pride in the hearts of all of us teachers, as well as teachers. In this context, we all need to raise the young generation of our society in the spirit of high patriotism, nationalism and national pride. This requires a new approach to the educational process, as well as the use of new methods and content, forms and tools. You can't do new things the old way. As you know, traditional teaching methods are widespread in our country. However, in the implementation of education reforms, we can see that traditional education has not been able to solve important educational problems, and a number of advanced pedagogical practices have not been popularized. This means that practical results cannot be achieved in the education system with the old traditional methods. Therefore, the adaptation of new pedagogical technologies to professional competence in the development of linguodidactical competencies brings us closer to the expected result. Teaching using modern pedagogical technologies has many advantages and helps to improve linguodidactic competencies. This approach is especially important in foreign language teaching. The problem of forming the activity of students' interaction in a foreign language in the methodology is the formation of students' interest in learning, motivation of the learning process, organization of students' learning activities through pair work, group work, new it is known that it has been developed in many methods and techniques, such as the organization of students' learning collaboration in mastering the material. However, many years of practical experience in this area have not led to the expected results, and students are still unable to speak foreign languages. The old way of teaching is teacher-centered, with the teacher at the center. This is an authoritarian way of teaching.

In the case of a foreign language, in this method of teaching, the teacher provides theoretical information, and the knowledge imparted is only biblical knowledge, and the ability to apply it in practice does not exist at all. As a result, students apply the knowledge only in the classroom, and because they do not use it at all, they have a lot of problems when they are exposed to a real foreign language environment. This, in turn, demonstrates the ineffectiveness of the grammar-based translation method, which has been preserved for years in foreign language teaching. All types of speaking activities should be used when teaching a foreign language. The grammar-based translation method focuses only on receptive speech units.

The lessons were based on the units of speech activity, such as reading, translation and correct pronunciation of words. This, in turn, caused a lot of inconvenience when communicating with a real speaker. Insufficient communication with native speakers has led to problems in listening and understanding and using a foreign language. Because we did not use productive types of speech activity units. Not enough conversation and communication in a foreign language. If we teach a language based on a competency-based approach to teaching, if we use all types of speech activity units, both receptive and productive, and if we apply the acquired knowledge, skills and competencies in daily activities, we will learn a foreign language based on practice. If we taught, our children today would be able to speak a foreign language fluently. Through the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, teaching the younger generation in foreign languages, radically improving the system of training specialists who are fluent in these languages, and on this basis , conditions and opportunities have been created for their achievements in world civilization and the wide use of world information resources, the development of international cooperation and dialogue.

In the conditions of the independent Republic, public education is experiencing a unique period of development. This uniqueness is, first of all, the nationalization of the content of education, that is, the nationalization of our very rich history, culture, science, language, which, by its very nature, has a very beautiful, high human moral content. We have been fortunate enough to educate the younger generation who are the future of our society based on our traditions. It creates a sense of pride in the hearts of all of us teachers, as well as teachers. In this context, we all need to raise the young generation of our society in the spirit of high patriotism, nationalism and national pride. This requires a new approach to the educational process, as well as the use of new methods and content, forms and tools. You can't do new things the old way. As you know, traditional teaching methods are widespread in our country. However, in the implementation of education reforms, we can see that traditional education has not been able to solve important educational problems, and a number of advanced pedagogical practices have not been popularized. This means that practical results cannot be achieved in the education system with the old traditional methods. Therefore, the adaptation of new pedagogical technologies to professional competence in the development of linguodidactical competencies brings us closer to the expected result. New pedagogical technology in Linguodidactical Competences (NAPT) is not an abstract, intangible, intuitive thing, but a complex, long-term process. This process is the pinnacle of mastery that any teacher can achieve as a result of extremely hard work, such as the gradual acquisition of pedagogical skills by a teacher and his or her promotion to a higher pedagogical level. Naturally, there are challenges specific to each type of speech activity. There are many difficulties in listening comprehension that are part of linguodidactical competence. Knowing them is one of the key conditions in teaching a foreign language.

3.CONCLUSION.

Problems of perception, including speech perception, have been developed in great detail in world psychology. The subject of foreign language teaching methods effectively uses the existing theoretical considerations. The higher the level of listening comprehension in the school environment, the better the development of linguodidactical competence. In short, linguodidactical competencies as a modern form of teacher professional competence not only strengthen the knowledge of the younger generation on linguistics, but also are an important factor in shaping them as students with a deep understanding of foreign languages and the ability to communicate freely.

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