

TECHNOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL SKILLS OF FUTURE TEACHERS OF THE RUSSIAN LANGUAGE BASED ON INNOVATIVE APPROACHES

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Abstract

The article deals with the basic concept of innovative approach to professional and methodological training of a future foreign language teacher of a new formation. The authors of the scientific work highlight the formation of methodical activism as the main goal of the innovative approach. The article also considers pedagogical conditions and means of formation of methodical credo of a new formation foreign language teacher: development of methodical thinking of a future teacher; development of ability of a teacher to adequately assess a specific pedagogical situation; development of ability to make professional methodical decisions; development of personal qualities of a new formation teacher: sociability, charisma, empathy, emotionality. The formation of the individual methodological credo of a creative teacher is provided by the integration of competence and reflexive approaches to the implementation of the course of linguodidactics in the universities of the pedagogical profile.

Keywords: foreign language teacher, methodical thinking, new formation teachers, pedagogical situation, methodical solution, personal qualities of a new formation teacher.

Introduction

For vocational education in the current digital stage of society development, the task of using computer capabilities in modelling research and professional activities is of paramount importance. However, despite the accumulated practical experience in the field of information as well as innovative technologies application in the process of foreign speech teaching, such studies aren't unified by the common methodological conceptual approach. Until presently there is number unified system for these purposes of strategy, the issues of using innovative approaches are poorly connected with curricula and programs, psycho-pedagogical aspects of their introduction into the educational process are insufficiently studied and worked out [1–13]. Relevance. Based on the study of experience in developing foreign speech professional competence of students, analysis of new forms, approaches, methods and technologies of teaching, state educational standards, modern labour market and requirements imposed by this market to specialists, it's possible to identify the main contradictions: between the requirements of modern society to the level of professional competence of a specialist and mainly conservative didactic models of foreign speech teaching that don't get into account these issues. The above-mentioned systemic aspects of education highlight the relevance of this problem in the training system for future foreign language teachers. We should also note that the above approaches do not fully reveal the overall system of innovative methods and concepts, which shows the relevance of the given scientific paper. Aims and objectives. Thus, for decades a



system of professional and methodological training of a foreign speech instructor has been formed, which has number analogues in the world practice of instructor training. The aim of this research paper is to reveal the meaningful aspects of an innovative approach to teaching, namely in the training of future foreign language teachers. The very process of preparing future teachers requires special approaches and techniques that correspond to the new interpretation of teaching. The aim of this paper is to reveal significant techniques and methods of this approach in the preparation of future foreign language teachers. The main aims of innovative learning are: the development of creative thinking, intellectual, communicative, linguistic and creative abilities of students; formation of students' personal qualities; development of skills that influence learning and cognitive activities and their transition to level of productive creativity; the formation of students' key competences. Adhering to the above ideas, we highlight the following objectives: optimisation of the teaching and learning process; Creating a collaborative environment between the student and the teacher; Developing a long-term positive motivation to learn a long-term positive motivation for learning; Scientific novelty: All the given aims offers concrete selection of material and ways of presenting the novelty of this article. The uniqueness of the domestic system of professional training of a foreign speech instructor lies in its methodological foundations, providing at first three aspects of professional quality of a foreign language teacher, with the development of multimedia technologies – four, including: 1) the linguistic aspect – the future teacher's proficiency in a foreign speech at the professional level; 2) psycho-pedagogical aspect – common pedagogical, psychological, methodical training of a future teacher; 3) common humanitarian (worldview) preparation of a future teacher; 4) computer literacy of a modern teacher [2, c. 91]. The uniqueness of the professional and methodological system also lies in the fact that foreign languages in educational organizations of any type in our country are taught by professionally trained specialists, and not by native speakers, as is customary in many countries. In the post-Soviet period, education in common and linguistic education in specific has undergone changes, both positive and negative. The most significant positive changes can rightly be regarded as; 1) the transition an imperative to an attentive pedagogy; 2) democratization in education; 3) Creation of conditions for teachers' pedagogical creativity; 4) the opportunity of a teacher's choice of textbook or teaching materials; 5) the definition of a new goal of foreign speech teaching – the formation of foreign speech communicative competence with all its components [3, c. 47]. Theoretical and practical significant: as the theoretical significance of this article we refer to the following points: Professional and methodological training of foreign speech teachers has always been relevant and occupied the minds of the brightest representatives of the domestic methodology of teaching foreign languages, for which the XX cent was a period of a true renaissance, as it's marked by scientific work of outstanding specialists, including I.L. Bim, P.B. Gurvich, N.I. Gez, R.K. Minyar-Beloruchev, A.A. Mirolyubov, O.E. Mikhailova, E.I. Passov, V.S. Tsetlin, S.F. Shatilov. S. S. Kunanbaeva is widely acknowledged as the boss of the national methodology. Academician Kunanbaeva, her colleagues and pupils were well alert of the fact, that number matter how perfect methods of teaching foreign languages were d, they'd not give the expected results, if they fell into the hands of an instructor with number professional skills. The problem of professional training of foreign speech teachers was therefore seen as a priority by the methodologists. A high level of professionalism was set in



the Professionogram of a foreign speech instructor developed by S.F. Shatilov, K.I. Salamatov, E.S. Rabunsky [1, c. 23]. It's required to specify the changes of a negative nature, primarily the reduction of the period of training of a foreign speech instructor to four years, changing its academic status – Bachelor of Education, Bachelor of Linguistics, reducing the no of teaching hours to master foreign languages, reducing the period of pedagogical practice, simplifying its content. It's obvious that the new conditions of foreign speech instructor training require new scientific approaches and concepts. In accordance with the modern level of development of methodological science, the approach to professional and methodological training of a foreign speech instructor of a new formation should be innovative in nature. The innovative approach to professional and methodological training of a foreign speech instructor of a new formation is developed by the author of this article taking into account the achievements of domestic methodology of foreign speech teaching, fruitful ideas of Kunanbaeva S.S. and several other authors on the subject, the basic provisions of plural linguodidactics, the results of scientific research of the dept of intercultural communication, linguodidactics, pedagogical technologies of teaching and the results of the research of the Department of Intercultural Communication, Linguodidactics and Pedagogical linguistic University [1, c. 158]. In the process of developing an innovative concept of professional and methodological training of a foreign speech instructor a critical analysis of the theory and practice of different time periods was required. In particular, it was confirmed that in the Soviet pedagogy of higher education the lecture was treated as the main form of teaching, accordingly the lecture course in foreign speech teaching methodology had priority. Today, attitudes to the lecture have changed in view of the fact that human science has established proof that most individuals hear only twenty-five percent of what they perceive by ear [4]. If we consider another objective fact that learners as a rule don't have the skill to listen, then it's legitimate to conclude that lecture as a form of learning is of low efficiency. These considerations are particularly relevant to the lectures on foreign speech teaching methodology. As a result of mastering foreign speech teaching methodology a future teacher shouldn't only know how to teach, but also be able to do it practically, that's to master the professional competence perfectly, which is possible only in seminars, practical and laboratory classes. At the same time, it's known that for many decades the main methodological technique in seminars and practical classes in foreign speech teaching methodology has been imitation. A methodology instructor in a seminar or a practical class demonstrated how to introduce a new lexical unit to a pupil, how to warm up a speech, how to work on a foreign speech text (i.e. authentic materials) in three stages. Thus, the imitative way of acquiring methodological skills and abilities hindered the development of creativity in the professional action of the future teacher [5, c. 9].

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