

SCIENCE
PROBLEMS.UZ

ISSN 2181-1342

Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/3(4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабобевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

MUNDARIJA

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

Volume 4, Special Issue 3 (may, 2024). -430 p.

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Received: 05 May 2024
Accepted: 10 May 2024
Published: 25 May 2024

Article / Original Paper

DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF TEACHERS OF TECHNICAL UNIVERSITIES IN THE PROCESS OF LEARNING AND TEACHING ENGLISH FOR SPECIAL PURPOSES

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Abstract. In the age of modern science and technology, the demand for the specialty "English language teacher" is increasing in society. The new status of the English language teacher set the task of significantly changing the professional training of professors, updating the content and technology of linguistic education, and improving the quality of higher education. In order to effectively carry out his professional activity, an English teacher must not only have a good command of a foreign language, but also have basic professional competence in a certain area of English for specific purposes. The article reveals the problems of developing the pedagogical competencies of teachers of technical higher education institutions in the process of learning and teaching English for special purposes.

Keywords: competence, foreign language teacher, English for Special Purposes, training, experience.

MAXSUS MAQSADLARDA INGLIZ TILINI O'RGANISH VA O'RGATISH JARAYONIDA TEXNIKA OLIY O'QUV YURTLARI O'QITUVCHILARINING PEDAGOGIK KOMPETENSIYASINI RIVOJLANTIRISH

Ibragimova Dildora

Samarqand davlat arxitektura-qurilish universiteti dotsenti

Annotasiya. Jamiyatda, zamonaviy ilm-fan va texnologiya asrida "ingliz tili o'qituvchisi" mutaxassisligiga talab ortib bormoqda. Ingliz tili o'qituvchisining yangi maqomi professor-o'qituvchilarning kasbiy tayyorgarligini sezilarli darajada o'zgartirish, lingvistik ta'lim mazmuni va texnologiyasini yangilash, oliy ta'lim sifatini oshirish vazifasini qo'ydi. Ingliz tili o'qituvchisi o'z kasbiy faoliyatini samarali amalga oshirish uchun nafaqat chet tilini yaxshi bilishi, balki aniq maqsadlar uchun ingliz tilining ma'lum bir yo'nalishi bo'yicha asosiy kasbiy kompetensiyalarga ega bo'lishi kerak. Maqolada maxsus maqsadlarda ingliz tilini o'rganish va o'qitish jarayonida texnika oliy o'quv yurtlari o'qituvchilarining pedagogik kompetensiyalarini rivojlantirish muammolari ochib berilgan.

Kalit so'zlar: kompetentsiya, chet tili o'qituvchisi, maxsus maqsadlar uchun ingliz tili, malaka oshirish, tajriba.

DOI: <https://doi.org/10.47390/SPR1342V4SI3Y2024N60>

Introduction. Modern society makes ever-higher demands on each individual in connection with the progress of technology, science, and the changing nature of social relations. This makes it necessary to constantly develop and improve the training of any specialist. Achieving this goal focuses on addressing the problem of professional competence of teachers of a foreign language of a higher educational institution, since at the present stage of development of our society, a foreign language is becoming a powerful factor in social progress.

Considering that a foreign language ceases to be a means of assimilating ready-made generally recognized knowledge, but becomes a way of information exchange of an individual with the outside world in any sphere, the role of the personality of the ESP (English for specific purposes) teacher remains the focus of all ongoing changes. Today the issues of professional competence remain the subject of close study of scientists. Many of them, including V.V. Safonova, V.A. Adolf emphasized in their works that the quality of mastering the main types of training in obtaining a teaching profession directly affects the level of formation of general professional competencies, such as communicative, subject, psychological and pedagogical, social, methodological [3, 45].

The notion of the teacher's professional competence has different interpretations. From the point of view of N. K. Sergeev, E. F. Zeer, A. K. Markova, the structural and professional competence of a teacher has possible components: cognitive - a high level of skills, abilities and knowledge acquired at the technical university; personal - motivation and reflection; social and professional adaptation and communication. The ability to perceive a large amount of information that flows in a continuous stream in a social society is established depending on the quality of the individual, which is ultimately cognition and development. The absence or insufficient level leads to the formation of an imperfect teacher who is not ready for the development and adaptation of the younger generation to the modern world [6, 3].

Scholars B.M. Bim-Bad, S.I. Zmeev, M. Knowles and others are convinced that it is becoming increasingly difficult for a person to cope with changes in the world around him and with the pace of these changes due to an insufficient level of competence, and propose to create a large-scale program to bring the competence of a generation of adults to the level that is necessary for their activities in the context of constant changes in the surrounding world .

They create the necessary conditions for effective activity in the educational process. Modeling the algorithm for the formation of professional and pedagogical competencies is the first step towards preparing a qualified pre-professional education teacher who is ready to instantly respond to the ever-changing needs of society.

Analysis. Analyzing the current state of professional training of ESP teachers in technical universities, one can identify the following difficulties that reflect the general trends in higher professional education in Uzbekistan:

- Reducing teacher training to its external procedural characteristics - setting goals, selecting material, control and analytical operations, etc.
- as well as insufficient focus of knowledge on the requirements of modern educational practice.

Meanwhile, the “tools of labor” of a technical university teacher are not only knowledge, which acts as a means of personal development, but also the types of activities in which the teacher includes students. As a result, a graduate of technical university, starting real pedagogical practice, begins to experience a state of uncertainty, since he is, first of all, a researcher and, to a lesser extent, a practitioner, which leads to difficulties in implementing his own pedagogical activity. The most important condition for the professional and personal improvement of an ESP teacher is to increase the level of his competence. Professional competence is a complex education, including a complex of knowledge, skills, properties and qualities of a person, which provide variability, optimality, and effectiveness of the educational

process. In psychological and pedagogical research by great scholar like V.A. Slastyonin, N.F. Talyzina, N.G. Pechenyuk, L.B. Khikhlovsky works` a great place is given to the development of ways and methods for the formation of professional competence of teachers . A variety of methods for the formation of professional competence is the development of models analogues of a certain fragment of social reality .

A number of factors complicates modeling in pedagogy. They are connected: firstly, with the multifactorial nature of social phenomena and processes.

Secondly, with the presence of a subjective factor, due to which the models, as a rule, are not deterministic, but stochastic; Thirdly, with the fact that the factors and conditions that determine social phenomena usually consist of their qualitative features, which are more difficult to quantify than is the case in natural processes.

Discussions and results. From our practice, we can assume that the most effective condition for the development of the pedagogical competence of ESP teachers is advanced training courses, within which it is implemented in such forms of interaction as a lecture-dialogue, business and role-playing games, a kaleidoscope of pedagogical and methodological ideas, round tables, master -classes, etc. At the same time, a commonality of meanings, goals, ways to achieve results and form self-regulation of individual activity is created by changing the forms of cooperation of all participants in the learning process. Considering the model of professional competence as a system of requirements for a technical university teacher, one should approach the issue of development as a design of a system of properties and qualities, knowledge, and skills required of a person by the teaching profession . The development of requirements will allow technical university teachers to:

a) objectively and comprehensively assess the level of development of a teacher's professional competence

b) teachers with the help of these requirements will be able to objectively assess themselves, which will contribute to the formation of subjective readiness for further self-education. With this approach, the development of indicators of the professional competence of a technical university teacher (model) becomes not an end in itself, but one of the very important components of the teaching system in ESP classes.

Achieving results is possible only with a holistic approach to the educational process on the part of the teacher. Only a holistic personality, as we know, can effectively self-develop and be creative in their professional activities.

A sign of the whole is the obligatory presence of a common structure that unites individual elements. The development of the pedagogical competence of an ESP teacher at a technical university is impossible without the development and improvement of scientific pedagogical and methodological tools, without the involvement of sound statistical data, which are also necessary for a comprehensive study of professional and personal characteristics .

Therefore, we have developed a model of pedagogical competence of an ESP teacher as a system of normative indicators (properties, qualities, knowledge and skills of a teacher), which characterizes all aspects of professional competence. They are the followings:

1. Positive attitude and need to improve language knowledge and skills; possession of linguodidactic competencies; interact with representatives of other cultures, tolerance and discretion; ability to social and cultural interaction.

2. The desire to work in the language field, to feel and realize the need to acquire foreign language knowledge, skills and abilities.

3. Development of traits of a secondary linguistic personality; knowledge of the language system, basic linguistic and linguodidactic categories; knowledge of the culture of the country of the language being studied, its history and modern development problems, the main provisions of the general educational concept in a foreign language (FL); patterns of assimilation and learning ESP;

4. Possession of a certain "repertoire" of terms and expressions of English; selection and development of methods, forms and means of teaching a foreign language; development of intellectual and cognitive abilities.

5. Developing nature of teaching ESP; to model the process of mastering ESP English as a creative one; stimulation of their creative abilities and students on the basis of pedagogical foresight.

6. Be able to use ICT as a means of communication; to model situations of verbal communication; build the entire educational process in English; authentic, normative and expressive speech in a foreign language; adaptation of speech in English; planning of speech communication in the educational process;

7. Position I am a teacher in terms of working on the language; reflective analysis of personal experience of studying a foreign language; disclosure and development of their personal characteristics in the field of ESP.

Conclusion. The organization of educational and professional activities, the subject of which is not only educational, but also professional tasks, in our opinion, optimally ensures the formation of professional competence of an ESP teacher and in the future, undoubtedly, facilitates the process of adaptation of young specialists to the conditions of real professional pedagogical activity at a technical university. For a technical university teacher, the model is an indicative basis for diagnosing the level of training; planning the content of self-education and self-development. This is the practical significance of the model of professional competence of a technical university teacher in the process of learning and teaching ESP.

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№ S/3(4) – 2024

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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