

THE LEVEL OF FORMATION OF PROFESSIONAL COMPETENCE OF THE FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: *This article examines the level of professional competence formation among future English language teachers. It explores the essential components of professional competence, including pedagogical skills, linguistic proficiency, and cultural awareness. Through a comprehensive analysis of current educational practices and training programs, the study identifies the key factors that influence the development of these competencies. The findings highlight the importance of an integrated approach that combines theoretical knowledge with practical experience. Recommendations are made for enhancing teacher training programs to better equip future educators with the necessary skills to meet the demands of a dynamic educational environment.*

Keywords: *Professional competence, English language teachers, teacher training, pedagogical skills, linguistic proficiency, cultural awareness, educational practices.*

Currently, consideration of the current state of educational systems and the interaction of development trends is gaining particular importance. If previously the problems of pedagogy were mainly considered within the framework of specific characteristics for each country, in the current conditions, the study of the interaction of pedagogical processes on a global scale is of urgent importance.

As one of the main directions in the project of the Innovative Development Strategy of the Republic of Uzbekistan, the strengthening of cooperation relations of higher education institutions and research institutes with foreign partners, participation in international scientific projects for students and scientists, expansion of the program of funds and scholarships for the education of students in foreign universities, etc. [9].

In our republic, it is necessary to find realistic ways to improve the process and quality of education in pre-school, secondary, secondary special and, especially, higher education institutions. Comparative pedagogical studies aimed at studying modern world educational processes and trends in its development are undoubtedly relevant. In this regard, the study of foreign experience helps to protect against wrong decisions, to open an additional source of new approaches, and to create conditions for rejecting accepted stereotypes in the field of education and upbringing. Reference to the best foreign experiences plays an important role in bridging the existing gap between the national

education system and global trends in educational reforms. The solution to this task requires a radical revision of the existing approaches to the concept of "21st century teacher" in general, and approaches to pedagogical education in particular.

The level of formation of students' professional competence in a foreign language was evaluated in three dimensions (productive, productive-reproductive and reproductive).

Despite the fact that, as a result of the researches, the changing approaches to the training of specialists assign the task of forming professional-communicative competence to language education, learning a foreign language only for everyday communication, without taking into account the specific characteristics of a certain profession, without acquiring speech and behavioral strategies in a certain professional context, is a modern work. It was found that it does not meet the requirements of the market and complicates international cooperation processes.

The analysis of the State Education Standard of the Continuing Education System of the Republic of Uzbekistan, approved by the Decision of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013, shows that a certain level of professional competence in a foreign language of undergraduate and graduate students in terms of requirements for foreign language preparation levels for graduates of all levels of education. The need to occupy it is determined.

In the process of studying the initial state of the problem, the following information was obtained by conducting interviews, observations and surveys with students and professors of the Higher Education Institution.

Teaching a foreign language in the spirit of traditional "vocational guidance" does not give the expected result, the level of professional competence of graduates remains low, and the labor market has a high need for specialists with certain knowledge of a foreign language necessary for professional activities.

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