



ta'limni muvaffaqiyatli amalga oshirish uchun asosiy yo'nalishlarni belgilaydi, kelgusi o'zgarishlar esa jamiyat va iqtisodiy o'sishga ijobiy ta'sir qiladi.

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ENHANCING FOREIGN LANGUAGE TEACHING IN PROFESSIONAL DEVELOPMENT: INNOVATIONS AND STRATEGIES FOR QUALITY IMPROVEMENT

Akhbutayeva Feruza Gofurovna

Doctoral student of Institute for Retraining and Professional
Development of Higher Education Personnel

Abstract: This article deals with problems of teaching foreign languages in professional development system. It is devoted to the analysis of the specifics of linguistic teaching, the directions, types and forms of foreign language teaching which raising it to a new level of quality, introducing advanced pedagogical and information technologies to it.

Keywords: foreign languages, competence, linguistics, four language skills, self-development, professional development.

Introduction



Nowadays, modernizing the educational process in higher education institutions, developing the professional competence of teachers in improving the quality of the personnel training system, arming them with modern professional knowledge, qualifications and skills in the field, independently and creatively using scientific and technical innovations and development of skills to solve prospective tasks is considered one of the important tasks. Because globalization and rapid development of science and technology require rapid adaptation of specialists to modern requirements and professional innovations. This, in turn, forms a responsible attitude to one of the types of continuous education - the improvement of personnel qualifications and their retraining.

Significant changes are taking place in the education system of Uzbekistan. From this point of view, we started researching pedagogical problems within the topic by studying literature. During the research, the process of studying the literature made it possible to find out which aspects of the pedagogical problems of improving the lexical competence of pedagogues have been well resolved, and which issues have not been resolved.

The field of linguistics is one of the fields of science that many people are interested in. Linguistics is a field of science that talks about the ins and outs of language with its various branches. Phonology is a basic branch of linguistics that discusses the problem of language sounds. Morphology is the second branch of linguistics that discusses the ins and outs of words and their formation. Syntax is a branch of linguistics that discusses the problems of phrases, clauses, and sentences. Discourse is also a branch of linguistics that discusses the paragraph level. Other branches of linguistics, namely semantics which discusses the issue of meaning, pragmatics which discusses meaning in context, and semiotics which discusses the meaning of signs. In addition, there are also branches of linguistics that are a combination of other branches of science, such as sociolinguistics which is a combination of linguistics and sociology, neurolinguistics which is a combination of linguistics and neuro, psycholinguistics which is a branch of linguistics from a combination of linguistics and psychology, lexicography which studies matters related to dictionary making, and there are still many more branches of science in linguistics (Yang & Hu, 2022).



Linguistic competence is needed by every individual because this skill is a model for developing ones' intellectual, character, and social abilities. Therefore, one should be able to improve the four language skills through language learning, namely speaking, listening, reading, and writing skills. Speaking and writing skills are productive skills. Listening and reading skills are receptive skills. To support improving linguistic competence, the learning design must be related to students' language intelligence (Cai et al., 2021; Allami & Naeimi, 2011; Bender, 2005). Gardner suggests that there are eight types of multiple intelligences, namely: verbal linguistic intelligence, logical mathematical intelligence, visual-spatial intelligence, musical-rhythmic intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Of the eight bits of intelligence, the most related to language skills is verbal-linguistic intelligence.

According to A.T. Khrolenko, “the presence of a significant number of research methods requires, firstly, clarification of the very concept of “method of linguistics”, and, secondly, raises the question of their classification. Both of these questions are closely related to each other and have not yet been resolved by modern linguistics. It was noted that the term method is ambiguous: it denotes an aspect of the study, methodology, techniques, methods of description, etc. Naturally, with such an undifferentiated approach to the definition of methods, it is difficult to create any scientific classification of linguistic methods.

I.V. Arnold[1] emphasizes (along with others) and examines in detail such "methods and procedures of linguistic analysis": hypothetical-deductive method, opposition method, distributive analysis, distributive-statistical analysis, component analysis. As an independent research method, he singles out “the method of automatic text analysis using computers”. As can be seen from all that has been said above, in modern linguistics there is no sufficiently clear understanding of the concept of the method of scientific research, there is no complete clarity in the issue of distinguishing between research methods and other related phenomena.

The term “competence” was adopted in 1996 in Strasbourg with the Council of Europe as part of the research on teaching in the scope of communicatively oriented education to determine the level of foreign language acquisition in relation to foreign languages. At that



time, “competence” was defined as the ability to perform some activity based on the knowledge, skills and abilities acquired in training.

G.Selevko gives the following description of competence: “...competency consists of knowledge, skills and abilities formed as a result of language education, it represents the integral characteristics of a person”.

The present day, the word competence means ability, competent ability, and competence and competence in education are education aimed at forming the ability to apply acquired knowledge, skills and qualifications in personal, professional and social activities is understood. The competence approach in language education is the ability of learners to use the language materials they learn and the information they receive in their life activities, to express their thoughts in this language independently orally and in writing, and to use lexical units in accordance with speech situations. It consists in forming the ability to use the language in a purposeful and practical way.

From this point of view, one of the indicators of the quality of education is competence. Competence is not only a set of knowledge and skills, but is characterized by the ability to mobilize the acquired knowledge and apply it in practice in specific situations. In order for a person to be able to engage in personal, social, economic and professional relationships, to take his place in society, to solve the problems he faces, to have a broad outlook and knowledge in all aspects, first of all, it is necessary to integrate the teaching of subjects, study in society and in order to engage in mutual communication, it is necessary to master a foreign language perfectly and to improve the competence of being able to use it effectively in communication.

As claimed by, the “National Encyclopedia of Uzbekistan”: “competence (lot.competo - I achieve, I am worthy) means a law, regulation or other document of a certain state body (local self-government body) or an official scope of powers, rights and duties defined by; it means knowledge and experience in one or another field”. Summarizing, taking into account the above descriptions, competence is a set of various interrelated abilities and characteristics of a person, necessary for effective work in a certain field.



The term of “Competence” In the “Explanatory Dictionary of the Uzbek Language” is also defined as follows: “competence (Latin competere - capable, to be worthy) the range of powers of a certain body or official defined in official documents, authority; is a person's awareness of a certain area, the level of knowledge of this area”. Competence is the manifestation of an algorithm that ensures effectiveness through human capabilities, and the goal-oriented action of a person as a specialist that fully demonstrates his capabilities.

According to B.Kh.Khodjaev,[2] competence is the ability to use acquired knowledge, skills and abilities in everyday and professional activities.

According to K.J.Riskulova, “competency” means a set of professional laws, principles, requirements, rules, duties, tasks and obligations, as well as personal deontological norms, necessary for the owner of this or that profession. Competence is related to a person's practical activity, and it is the ability to demonstrate competence norms in work experience based on creativity based on the requirements of society. The main criterion of competence is determined by effective activity, training of competitive personnel. In contrast to the systematization of the results of a person's cognitive activity, knowledge that exists in the form of concepts and ideas, competence is determined only in practice. In general, competence is the practical application of existing knowledge, skills, and abilities, the ability to provide missing knowledge, and the necessary knowledge, skills, and abilities that are characterized by the manifestation of one's capabilities. In the National Encyclopedia of Uzbekistan, the term competence is derived from the Latin word “competere” and is defined as “I achieve”, “I am worthy”, and according to A.Belkin, it means having awareness, knowledge and experience in the field. In particular, G.Garfinkel [3] understands competence as a person's knowledge, skills and experiences, social-professional, that is, compatibility with the professional position he occupies in society, ability to perform his duties and solve related problems. From his opinion in this regard, competence is assumed to be a person's possession of certain knowledge and skills and effective work in this or that situation.

Professor N. Muslimov [4] expresses the opinion that private competence is a competence related to the field in the process of mastering each academic subject in education, based on



its specificity and content of the subject. In particular, learning English requires the formation of speech, linguistic, lexical, socio-cultural or discourse and strategic competencies in language learners. It should be noted that basic and private competencies are inextricably linked, and they will produce effective results only if they are formed while complementing each other.

In order for a person to be able to engage in personal, social, economic and professional relationships, to take his place in society, to solve the problems he faces, to have a broad outlook and knowledge in all aspects, first of all, it is necessary to integrate the teaching of subjects, study in society and in order to engage in mutual communication, it is necessary to master a foreign language perfectly and to improve the competence of being able to use it effectively in communication.[5]

Conclusion. In conclusion, the model of the formation and development of linguistic competence is the basis for many studies in the world of science. As the linguistic reserve of foreign language learners should be able to improve the four language skills through language learning, namely speaking, listening, reading, and writing skills.

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OLIV TA'LIM MUASSASALARI RAHBAR KADRLARINING INNOVATSION TADBIRKORLIGINI TAKOMILLASHTIRISH METODOLOGIYALARI VA KONSEPSIYALARI

Normatova Fotima Ismoilovna

*Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy ta'lim tizimi kadrlarini qayta
tayyorlash va malakasini oshirish instituti doktranti*

Anotatsiya: O'zbekiston Respublikasini innovatsion rivojlantirish strategiyasining amalga oshirilishi natijasida iqtisodiyot tarmoqlari va ijtimoiy sohada, shu jumladan qishloq xo'jaligi, energetika, agrar, qurilish, ta'lim, sog'liqni saqlashda innovatsion va texnologik rivojlanishni ta'minlash va rag'batlantirish borasida katta yutuqlarga erishilmoqda va Bundan ko'zlangan asosiy maqsad: Turli sohalarda yosh olimlar safini kengaytirish, kichik tadbirkorlikni yanada faollashtirib innovatsion faolligini oshirish orqali hududlarning ijtimoiy-iqtisodiy jadal o'sishini rivojlantirish ko'zda tutilgan.

Annotation: As a result of the implementation of the innovative development strategy of the Republic of Uzbekistan, economic sectors and social spheres, including agriculture, great progress is being made in terms of ensuring and stimulating innovative and technological development in energy, agriculture, construction, education, and health care and The main goal: to expand the ranks of young scientists in various fields, to increase the innovative activity of small businesses by increasing the socio-economic activity of the regions

Kalit so'zlar: innovatsion, strategiya, iqtisodiyot, ijtimoiy, energetika, agrar, ta'lim, tadbirkorlar.