



**Feruz ERKULOVA,**  
Teacher, PhD, Namangan State Institute of Foreign Languages  
E-mail:feruzaerkulovauzb@gmail.com

*BuxDU professori Bobokalonov R. taqrizi asosida*

## DEVELOPMENT OF METHODOLOGICAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS - AS A SOCIAL-PEDAGOGICAL PROBLEM

Annotation

This article provides full information about the important stage of the research work and its importance and analysis of developing the skills of working with educational materials in the development of methodological preparation of future foreign language teachers and developing the most effective educational technology for this pedagogical process, testing its effectiveness.

**Key words:** pedagogical process, scientific hypothesis, innovation, effective method, analytical analysis.

## РАЗВИТИЕ МЕТОДИЧЕСКОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА - КАК СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Аннотация

В данной статье представлена полная информация о важном этапе исследовательской работы и его значении, а также анализ развития навыков работы с учебными материалами в развитии методической подготовки будущих учителей иностранного языка и разработка наиболее эффективной образовательной технологии для данного педагогического процесса, тестирование ее результативности.

**Ключевые слова:** педагогический процесс, научная гипотеза, инновация, эффективный метод, аналитический анализ.

## BO'LAJAK CHET TILI O'QITUVCHILARINING USLUBIY TAYYORGARLIGINI RIVOJLANTIRISH-IJTIMOYIY-PEDAGOGIK MUAMMO SIFATIDA

Аннотация

Ushbu maqolada bo'lajak chet tili o'qituvchilarining uslubiy tayyorgarligini rivojlantirishda o'quv materiallari bilan ishlash ko'nikmalarini rivojlantirish va ushbu pedagogik jarayon uchun eng samarali ta'lim texnologiyasini ishlab chiqish, uning samaradorligini sinovdan o'tkazishda ilmiy-tadqiqot ishining muhim bosqichi va uning ahamiyati va tahlili haqida to'liq ma'lumot berilgan.

**Kalit so'zlar:** pedagogik jarayon, ilmiy gipoteza, innovatsiya, samarali usul, analitik tahlil.

**Introduction.** In the development of methodological training of future foreign language teachers, the formation of skills for working with educational materials and the development of the most effective educational technology for this pedagogical process and testing its effectiveness is an important stage of research work. In this process, one of the important tasks is to test the scientific hypothesis of the research work, to determine its effectiveness and to develop the principles of popularization. This research work is also aimed at revealing pedagogical aspects on the basis of reforming the system of training future foreign language teachers.

The purpose of the research work is to determine the effectiveness of the methodical training of future foreign language teachers. As part of the dissertation work, it is necessary to analyze the innovative methods of future foreign language teachers in experimental work, to test the effective methods and means of forming the skills of analytical and critical thinking, logical conclusion in working with information in pedagogical practice. For this, it is also intended to be considered as part of the research work.

**Materials and methodology.** Experimental and test work in the organization of pedagogical activities, methodical work, in learning foreign languages, in the use of various Internet network opportunities, in the formation of a critical and analytical attitude to information, news, messages, in various news media it was found that it protects against threats and aggression. The level of formation of future foreign language teachers' "fact-checking" skills, worldview, way of thinking, problem-solving skills, specially prepared tests and determined on the basis of questionnaires.

During the experiment, the educational methodology was used to improve the methodological preparation of the future foreign language teachers. Development of methodical training of future foreign language teachers according to the results of

experimental work carried out in four stages efficiency was determined.

- social and humanitarian sciences, especially pedagogy, psychology based on the level of knowledge and intellectual potential of subjects;

- critical and analytical way of thinking and scientific outlook;

- the ability to effectively use the opportunities of the global Internet network in learning foreign languages and to find various other materials formation[1];

- according to the state of development of methodical preparation.

Information received on the directions mentioned compared and summarized.

Experimental work was carried out in three stages:

1. The main goal of the first stage of experimental work is to study the state of development of methodological training of future foreign language teachers, analyze shortcomings and identify existing conflicts. Based on the goal, the following tasks were defined and implemented:

- the state of formation of students' critical and analytical attitude to information was studied, tests and questionnaires were developed based on it released;

-methodological training of future foreign language teachers potential of professors and teachers was determined the level of training and scientific methodological and pedagogical

-with the help of questionnaires and test questions, the system of knowledge, skills and qualifications of students of higher education to form a critical and analytical attitude to information was studied;

-got acquainted with the educational-methodical and pedagogical process and the process of organizing independent education for the development of methodological training of future foreign language teachers. During the scientific-theoretical

analysis of the results of these experiments, the main attention was paid to the following:

1. The availability of literature, textbooks and training manuals for the development of methodological training of future foreign language teachers, their level, as well as the level of provision of scientific literature in advanced foreign HEIs were analyzed and determined.

2. "Fact-checking" skills in future foreign language teachers in order to determine the effectiveness of the methodology based on the formation, the questionnaire questions were analyzed and the results obtained summarized[2].

3. In the course of experimental work, the shortcomings were identified and measures to eliminate them were developed.

Changes in value orientations in all spheres of life of the world community required a new approach to the formation of a future professional in any field of public life. In this regard, one of the directions of modernization of education has become the provision of conditions for the constant positive advancement of the student along a personally significant educational trajectory for him.

**Results and analysis.** On the basis of these works, the practical situation and ways of development of methodological preparation of future foreign language teachers were determined. Information was collected on the road map for the development of methodological training of future foreign language teachers, the content, forms and methods of developing their skills and qualifications for working with information at the level of world standards.

Scientific-theoretical data on the problem, teaching-methodical materials were collected, the experience of advanced foreign HEIs was studied. The obtained results were summarized, conclusions were drawn, and permanent monitoring was established within the framework of the problem[3].

Questionnaire surveys conducted with professors and teachers as part of the research showed that the development of methodical preparation of future foreign language teachers requires an analytical and critical attitude. Innovative technology is effective in forming. In this regard, they highly appreciated the importance of giving students academic freedom, developing their worldview, changing their way of thinking, forming the ability to freely express their opinions, and the way to work independently with information. It can be seen that it is appropriate to pay special attention to the development of methodological training of future foreign language teachers.

2. In the second stage of the pilot-testing process, the main goal was to eliminate the problems, conflicts and shortcomings identified during the first pilot-testing work, to test innovative methods of developing methodical training of future foreign language teachers, effective methods, forms, and tools of teaching in practice. According to the scientific hypothesis of the research work, the results of the second stage of experimental tests are different from the first stage, teaching critical and analytical thinking, analytical analysis, and problem solving skills will increase the ability of future foreign language teachers to work with information. In this regard, the following tasks were defined[4]:

-determination of experimental and control groups. Providing respondents with information about the purpose, tasks and their role in this process;

-organization of the lesson process in experimental groups based on criteria, methodology and educational materials that serve to form "fact-checking" skills of future foreign language teachers;

-creating and continuing continuous monitoring of the process of formation of "fact-checking" skills of future foreign language teachers, comparing the results of experimental and control groups and analysis;

-elimination of deficiencies identified in the course of experimental work;

-development of criteria that determine the possibilities of technology for the development of methodical training of future foreign language teachers.

The second stage of experimental work was carried out in 2 groups selected from Namangan State Institute of Foreign

Languages. It was conducted in selected groups on the basis of technology, on the basis of special educational methodology. The results obtained at the end of the second stage of experimental work summarized and analyzed.

3. Special attention was paid to the third test work as it was the last and important stage in this process. At this stage, the developed theory, criteria and methodology for the development of methodological training of future foreign language teachers identification of achievements and shortcomings, improvement and objective evaluation of efficiency level was taken as the main goal. According to the analysis of experimental work carried out in selected higher education institutions, it was shown that the system of working with information for future foreign language teachers does not meet the national educational standard, the criteria of the advanced foreign higher education institution, and the Bologna Convention. Experimental work proved the correctness of the hypothesis of scientific work.

**Discussion.** There have been changes in the content and structure of educational programs. The priority is the implementation of a competence-based approach in the development of not only the main educational programs as a whole, but also of each academic discipline included in the program, the development of calendar and thematic plans for each discipline, indicating the content and forms of organization and conduct of classroom classes and independent work of students.

The organization of the educational process is being transformed, the principle of individualization of learning is being implemented, the volume of compulsory disciplines is being reduced and the number of disciplines chosen by both the university and the student is increasing. Individual learning trajectories and corresponding curricula are being formed, the nonlinear organization of the educational process, the institute of academic consultants (tutoring) is gradually being introduced.

The transition to a two-level system of higher education actualizes the provisions of the competence approach, which in modern conditions acquires the importance of pedagogical methodology due to the fact that it defines the essence and targets of teacher training at different educational levels and is an essential pedagogical prerequisite for its modernization[5].

The competence approach marks the reorientation of the dominant educational paradigm with its predominant translation of knowledge and the formation of skills to create conditions for mastering a set of competencies, meaning the graduate's ability to sustain life in a modern multifactorial socio-political, market-economic, information and communication space.

Practice shows that a modern graduate of a pedagogical university who has received the best professional training will soon lose a number of the most professionally significant competencies if he does not have a need for constant updating and improvement of professional competence. Therefore, competence in the field of independent cognitive activity, based on the assimilation of ways to acquire knowledge from various sources of information and allowing to form the need for pedagogical self-education and self-improvement, should be key for a modern teacher.

Methodical work with teachers who do not have sufficient pedagogical experience should be focused on consolidating a positive attitude to pedagogical activity, improving theoretical knowledge and practical skills. During the period of study at a pedagogical university, elective courses will serve as the means, and after graduation, at the beginning of an independent pedagogical path, work in methodological laboratories of the university, advanced training and various specializations in the system of additional professional education, attracting graduates to participate in scientific and practical activities of universities. At the same time, one should not forget that the involvement of experienced teachers in such events and the exchange of pedagogical experience stimulates their orientation towards pedagogical creativity, the creation of an individual methodological system and the transfer of existing experience to less experienced colleagues.

**Conclusion.** That is, the creation of the necessary conditions for the formation of the analytical and critical attitude of future foreign language teachers to information, the Socratic

debate method that teaches critical thinking based on the "fact-checking" technology, deep thinking through analytical analyzes and logical actions, debating based on scientific analysis, expressing one's opinion. We have proven that creating an environment of free expression is highly effective.

Comparing the essence of the above concepts allows us to state that the professional and methodological competence of a

future foreign language teacher in the process of appropriate training is formed as a complex system of interrelated personal and professional qualities, skills and abilities based on the teacher's ability to choose and implement an appropriate methodology for teaching a subject in accordance with the new meanings of foreign language education as a sphere of his professional activity.

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