

STAGES OF DEVELOPMENT REFLECTIVE COMPETENCE OF FUTURE FOREIGN
LANGUAGE TEACHERS

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Abstract. *The article describes the stages of development of reflexive competence of future foreign language teachers, professional activity, methodical tasks and professional characteristics.*

Key words: *reflexive competence, cognitive, reflexive stages, professional skills, self-development.*

The development of professional and methodological competence of future foreign language teachers in accordance with the reflexive approach is not the only, but very effective, condition for effective work. It ensures the development of professional skills of the future specialist and his readiness to perform teaching functions. There is a connection between improving the professional and methodological skills of future foreign language teachers and improving the quality of foreign language teaching in general. However, this study does not end the problem under study. We believe that in the future, research perspectives can be directed to a detailed study of ways to develop other professionally important competencies of future foreign language teachers within the framework of reflexive competence.

In the research of D.T. Pardayeva, self-reflexive is defined as a synonym of reflexive activity as follows - activity of a future teacher consisting of the following skills: self-observation, self-reflection control, self-control. Self-observation allows the future teacher to notice his mistakes during the presentation. Self-monitoring helps to identify the cause and nature of errors and difficulties. He emphasized that self-control and self-regulation help the future teacher to draw conclusions based on the analysis of his mistakes and regulate his speech during the preparation or speech [1; p. 98].

The idea of competence-based education is one of the priorities of modernization of modern education. The essence of the competence-based approach in vocational education lies in the development of reflexive competence in future foreign language teachers as a combination of basic and special competences.

The process of improving the qualification of a specialist and developing his reflexive competence can be conditionally divided into three stages.

Professional activity - focused on the development of basic competencies in the context of future professional activity. Core competencies, manifested in the ability to solve reflexive problems based on the use of information, are necessary for any professional activity and are related to the success of an individual in a rapidly changing world.

Methodical tasks - the future foreign language teacher is buried in tasks, helps to develop solution methods and develop reflexive competence based on the main ones. At this stage, the integration of basic and special competencies takes place.

Professional characteristic is the development of reflexive special competence of specific features of a certain subject or non-subject field of professional activity.

In addition to the prescribed positions, one of the priority tasks of language education is the development of the ability of future foreign language teachers to learn and learn independently, and the ability to design and implement self-professional education, that is, the development of reflexive and cognitive competence is important.

Cognitive competence is a set of competences of future foreign language teachers in the field of independent knowledge, which includes elements of logical, methodological, general educational activities related to real knowledge objects. It includes the knowledge and skills of goal setting, planning, analysis, thinking, organizing self-assessment of educational and cognitive activities. In relation to the studied objects, the future foreign language teacher acquires creative skills and effective activity skills: learning directly from reality, ways of acting in non-standard situations, solving problems mastering heuristic methods of doing [2; p. 67.].

At the time, B.A. Lapidus was an important factor in the educational process, and the future foreign language teachers had unique "learning skills" in the process of learning a foreign language, i.e. He emphasized the development of the skills of allocating time and effectively mastering the language, being able to organize one's work, and doing things rationally [3; p. 56].

I. L. Bim agrees with this opinion and proposes to distinguish the following skill blocks of listeners in the framework of reflexive and cognitive competence:

1) the ability to actively use the environment and create a favorable environment for increasing the efficiency of learning a foreign language (active participation in all aspects of the educational process, learning a foreign language not only in the audience, but also in the desired object);

2) the ability to determine the method and time of learning certain material, analyze one's own activity and independently build one's own educational direction, self-presentation (reflexive);

3) ability to work in a group with adequate relationship with other subjects of the educational process; extracting useful information for yourself while working on collective projects;

4) the ability to use various means of communication;

5) the ability to independently overcome the difficulties that arise in the process of learning a foreign language [4; p. 56.].

Thus, the content of reflexive and cognitive competence includes the development of general education and special education skills that allow to develop educational activities in foreign language acquisition, as well as to satisfy cognitive interests in other areas of knowledge with their help.

An important component of the educational and cognitive competence of future foreign language teachers is their reflexive ability. From the point of view of a structurally meaningful consideration of the problem, reflexive competence is an analytical and evaluation block of educational and cognitive competence, which includes the ability to

understand and evaluate the progress and results of independent activities aimed at mastering a foreign professionally oriented language. contains z.

This means that the future foreign language teacher should be able to determine the positive and negative aspects of his educational work, compare the achieved results with the intended goals and objectives, realistically understand his capabilities and, in connection with all this, plan the program should properly plan and implement for the optimal acquisition of a foreign language.

Here we emphasize again that reflexive operations occur when the future foreign language teacher performs self-directed control and evaluation activities. In general, reflection is not only self-knowledge or understanding, but how much and how others (future foreign language teachers, teacher) know and understand the reflecting person, his personal characteristics, emotional reactions and cognitive abilities.

According to our author, reflexive competence is focused on the development of knowledge about the ways of professional self-development; the ability to realize the level of one's activity, one's abilities; the ability to see the causes of shortcomings in one's own work; striving for self-development, mastering a foreign language and the ability to use the mechanism of self-evaluation of one's achievements in the professional scientific field.

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