

DISCIPLINES IN THE SPECIALTY AS A MEANS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF THE RUSSIAN LANGUAGE

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Abstract.

The article provides information on the development of professional competence of future teachers of the Russian language in the class for the study of disciplines in the specialty, at all stages of education in a higher educational institution, and also analyzes the compliance of the content of the training module with the requirements of the State Educational Standard of the Republic of Uzbekistan.

Keywords: competence, professional competence, specialty disciplines, educational module, module means, interactive methods, student-centered technology.

In the modern era of globalization and digitalization of information processes, significant reforms of the world's educational systems are needed to change the entire pedagogical paradigm. The analysis of these systems shows that the improvement of curricula does not always contribute to the practical increase in the effectiveness of teaching and learning processes. Formal approaches to the learning process, divorced from the requirements of real practical activity, do not contribute to the professional development of future teachers. The modern school expects from pedagogical universities not just teachers who own the subject and innovative pedagogical skills, but teachers who are able to form students' skills to adapt to new living conditions. In our opinion, this concept also meets the requirements for a modern school in our country.

Reforming the education system in our country is an important task of the state policy aimed at achieving the world level of education and training of highly qualified, competitive personnel. But it is worth noting that the process of personality formation does not begin at the university and not even from the school bench, but from the very early beginning of education and upbringing. In this connection, it is necessary to provide preschool educational institutions and schools with qualified specialists who are able not only to transfer their knowledge, skills and abilities, but to inspire the younger generation to independently search, discover and master new knowledge, not only to receive a positive assessment of their activities and first of all, for personal

growth, formation and development, self-awareness and self-improvement throughout life. One of the goals of the Decree of the President of the Republic of Uzbekistan No. UP-60 “On the Development Strategy of the New Uzbekistan for 2022-2026”, approved on January 28, 2022, is “improving the quality of school education, increasing the level of knowledge and qualifications of teaching staff to the international level”. To achieve this goal, it is necessary to identify ways to further improve the professional competence of future teachers, i.e. improve the ways of formation and development of their professional skills and abilities. On the basis of theoretical studies, it was concluded that for the practical implementation of the goal set by the state, it is necessary to solve the following tasks:

a) create the necessary conditions for determining the professional activities of future teachers of the Russian language;

b) pay special attention to the development of professional and personal qualities and competencies necessary for undergraduate students studying in the specialty direction 60111700 - Russian language in foreign language groups, for successful future professional pedagogical activity;

The professional competence of future teachers of the Russian language consists of three main competencies: content, technical and personal. General professional subjects and special disciplines in the Russian language and Russian literature, offered in the curriculum of the undergraduate specialty direction 60111700 - Russian language in foreign language groups, occupy an important place in the preparation of future teachers of this educational direction and the formation of their professional competence. To confirm what has been said, let us consider the general requirements for the professional competence of Russian language teachers in groups with other languages of instruction, presented in the State Educational Standard.

General requirements for professional competencies of undergraduate graduates in the specialty direction 60111700 - Russian language in foreign language groups:

- possession of a body of knowledge on the scientific worldview;
- knowledge of the basics of the general methodology and topical issues of public policy;
- acquisition of the ability to independently analyze social problems and processes;
- the ability to verbally or in writing express views on national, spiritual and universal values;
- recognition of the theoretical foundations of national ideals;
- knowledge of the essence of the basic principle of "building a free and prosperous Motherland, a free and prosperous life";

- understanding of the processes and phenomena occurring in the mental image of nature, society and man, and their use in life, professional activity and modern scientific research;
- use in professional activities of legal and moral norms that regulate relations between a person and society, between a person and the environment;
- assimilation and accumulation of new knowledge, organization of work on a scientific basis;
- understanding and analysis of problems of social importance
- use of regulatory and legal documents in their activities;
- the ability to express their thoughts orally and in writing;
- the ability to think critically, analyze the information received and use it in scientific activities;
- awareness of responsibility for the results of their scientific activities;
- the use in scientific activity of the basic laws of the area under study, the classification of methods and the methodology of scientific research;
- know how to collect, store, process and use information;
- the ability to make independent judgments in professional activities on the basis of a sufficient evidence base;
- the ability to distinguish between such concepts as information, knowledge, education and the use of information technology;
- the ability to distinguish between such concepts as the essence and significance of information technology in the modern information society; awareness of the dangers and threats of information attacks;
- the ability to comply with the basic requirements of information security;
- possession of basic skills for obtaining, storing and processing information from the Internet; computer skills as a means of information management.

The requirements for professional competencies of bachelors of the specialty direction 60111700 - Russian language in foreign language groups are as follows: the use of information and pedagogical technologies in pedagogical activities; knowledge of the family ties of the language and its typological relationships with other languages, its history, current state and development trends; the ability to identify and analyze units of different levels of the language system in the unity of their semantics, structure and functioning of speech; the ability to perceive language as a system, taking into account traditions and modern research in the field of linguistics; ability to work with different types of dictionaries and other linguistic literature; the ability to competently use language units in oral and written speech; the ability to analyze the artistic merits of the masterpieces of Russian classical literature; the ability to identify and analyze the linguistic features of texts of different styles and communicate in accordance with

stylistic norms; have knowledge about the categories and concepts of literary theory, about the main directions and scientific schools in literary science, modern domestic and foreign concepts of theoretical literary criticism; willingness to analyze and interpret foreign works of art in the context of world culture and socio-historical experience, taking into account the evolution of artistic consciousness and the national specifics of the creative process of representatives of foreign literature; possession of the means and methods of professional activity of a teacher and teacher of Russian as a non-native language, as well as the laws of the processes of teaching and learning Russian as a non-native language; possession of methods and techniques for creating, analyzing and interpreting different types and types of texts; implementation of practical activities related to the use of knowledge and skills in the field of philology in educational institutions, culture, management, the media, in the field of linguistic and socio-cultural communication and other areas of social and humanitarian activities. It should be noted that the requirements of the customer are also taken into account when developing curricula and programs for undergraduate programs.

So, in the curriculum of the bachelor's program number 60111700 - Russian in foreign language groups, 177 credits out of 20 modules are allocated for the block of compulsory disciplines, 43 credits out of 10 modules for the block of elective disciplines, but only 4 credits are allocated for the discipline "Application of information technologies in professional activities". out of 220 credits. In our opinion, the era of information globalization and digitalization requires not only changes in the curriculum, but also changes in the modular program in order to increase the number of disciplines and topics related to the use of digital resources in professional activities to form and develop the professional competence of future teachers of the Russian language.

It should be noted once again that the regulatory requirements for the knowledge, skills, abilities and competencies of students as a result of studying a block of mandatory modules that have scientific, theoretical and practical significance in a specific area of teaching the Russian language in foreign language groups, in particular, knowledge of modern achievements in science and technology and technologies in the field of teaching Russian as a non-native, foreign language, as well as optional modules, imply taking into account the requirements of personnel customers, their structure and content are determined and approved by the specialists of the Council of the higher educational institution. Thus, the requirements for the assimilation of mandatory modules, as well as elective modules, to a certain extent, serve to prepare future teachers of the Russian language in foreign language groups and develop their professional and pedagogical competence.

The formation of the professional competence of future teachers of Russian as a non-native language on the basis of increasing the professional orientation of subject training through the introduction of digital learning technologies and improving the literacy of teachers in the field of searching, storing, applying and transforming information, in our opinion, can be solved by introducing technology into the educational process formation and development of professional competence of future teachers.

To test the above in practice, as the basis of the study, the methodology for developing the professional competence of future teachers of the Russian language through the module "Methods of teaching the Russian language" was considered.

The purpose of the course is to consider general and specific issues of teaching methodology and gain knowledge about the methods and techniques of teaching the Russian language, as well as the specific content of teaching the Russian language in general education schools, vocational schools and foreign language groups in an academic lyceum.

To achieve the objectives of this module, it is necessary to solve the following questions step by step:

- a) the study of theoretical concepts necessary for the practical assimilation of the required knowledge, skills and abilities in the field of teaching Russian as a non-native language;
- b) preparing students for future practical activities in teaching the Russian language;
- c) preparing students for the practical application of the best practices of subject teachers;
- d) developing students' abilities to create a presentation of educational material based on various teaching methods;
- e) development of the professional competence of the future teacher of the Russian language through the active inclusion in the educational process of well-chosen material from Internet resources and content.

A hypothesis is put forward that the professional competence of future teachers of the Russian language can be developed through the successful implementation of tasks arising from the goals of the subject.

In accordance with the principles of teaching Russian as a foreign language, the content of the educational module, which future teachers of the Russian language should master, generalizes pedagogical and psychological knowledge and, accordingly, generalizes the methodology for teaching various sections of Russian linguistics. The content of the module is recommended to be mastered in stages, for which it is necessary to divide the module into three sections: the theoretical

foundations of didactics, the theoretical foundations of the methods of teaching foreign languages and the methods of teaching various sections of Russian linguistics. Within the framework of the material of each section of the module, various tasks will be provided aimed at developing critical thinking, creativity, information literacy and independence in the search, selection and preparation of presentation material in future teachers.

The practical consolidation of the skills acquired at the seminars and the improvement of the qualifications of future teachers of the Russian language will be carried out during the teaching practice of students.

Our recommendations and comments imply that the content of the module "Methods of teaching the Russian language" is not only subject-oriented, but also aimed at creating favorable pedagogical conditions for the development of subjectivity of the future teacher. The set goal will be achieved only if the following pedagogical factors are observed: a) increased attention to the content of the classroom and extracurricular work of the student, development of the learning objectives of the module, appeal to the personal experience of the future teacher, motivation for acquiring professional skills and constant monitoring of the quality of education (including self-control); b) creating conditions for a student's personality-oriented educational and professional activities, improving his creative abilities; c) the focus of classes not only on the accumulation of information, but also on their practical application, taking into account the personal characteristics of each student.

It should be noted that the professional development of future teachers of the Russian language is directly related to the development of other modules of the mandatory part of the curriculum. However, the development of the module "Methods of teaching the Russian language" involves not only the formation of skills to apply existing methods of teaching the Russian language, but also the development of skills to develop their own special teaching methods based on existing knowledge and experience, taking into account the characteristics of the contingent of students (region, motivation to learn the language, abilities and the level of individual creativity), as well as the transformation, adaptation and improvement of the best world experience in teaching the Russian language in their own practice.

The study found that an important role in the formation of the professional competence of future teachers of the Russian language is played by the use of interactive and student-centered teaching methods used in a complex for effective assimilation of material in lectures, seminars and independent work of students.

Interactive teaching methods, actively used in seminars, directly contribute to the formation of the professional competence of future teachers of the Russian language. Most importantly, these methods contribute to the formation of students' skills to work

in a team, independently and critically comprehend professional activities, a communicative culture and the ability to draw appropriate scientific and practical conclusions.

The results of the experience in developing the professional competence of future teachers of the Russian language through the module “Methods of teaching the Russian language” show that for the formation and development of professional competence, it is important to apply various types of interaction of each participant in the educational process. Development of teamwork skills, the ability to distribute appropriate roles among members of academic groups, the development of student project activities, search and research activities and the ability to evaluate the quality of information received from the Internet, a positive and creative attitude to completing tasks, setting and defining appropriate goals for tasks, offered by student groups guarantees the formation of professional competence of future specialists.

As a result of the study, the following conclusions were drawn:

1) in the context of digitalization of education, it is necessary to significantly change the content and requirements for the level of professional competence of future teachers of the Russian language;

2) the use of interactive teaching methods in the classroom helps to activate students and motivate them to further independent search and research activities to achieve the best personal results;

3) the use of reflection at all stages of the training of future teachers of the Russian language allows students to better understand the features of their subsequent professional and pedagogical activities, the nature of professionally significant qualities and the level of development of these qualities in each of them.

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