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## ACTIVITIES OF A FOREIGN LANGUAGE TEACHER AND PROFESSIONAL PEDAGOGICAL COMPETENCE

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## ДЕЯТЕЛЬНОСТЬ УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА И ПРОФЕССИОНАЛЬНО ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ

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*Abstract.* The article discusses the professional pedagogical competence and activities of foreign language teachers. Modern education depends on innovative activity, creativity and adequacy of teachers. Creativity is not only to generate new ideas, but to use essence aspects in the life and to develop spiritual world of the person. Scientists who based on the activities of foreign language teachers defined the competencies of foreign language teachers: professional competence, communicative competence, general cultural competence. The main competencies which were approved within the standard of Kyrgyz Republic: information competence, social - communicative competence, self-organising and problem solving competence. The effectiveness of teachers. Communicative competence also was reflected on the basis of practical observation.

*Аннотация.* В статье рассматривается профессиональная педагогическая компетентность и деятельность учителя иностранного языка. Современное образование зависит от инновационной деятельности, творчества, креативности и адекватности. Креативность - это не только создание новых идей но и умение использовать креативность в жизни важных аспектов и играет значимую роль в развитии духовного мира человека. Ученые опираясь на деятельность учителя иностранного языка определили компетенции учителя иностранного языка: профессиональная компетентность, коммуникативная компетентность, общекультурная компетентность. Основные компетенции утвержденные в стандарте Киргизской Республики: информационная компетенция, социально-коммуникативная компетенция, самоорганизация и решение проблем. На основе практических наблюдений выяснилось об эффективности коммуникативной компетенции.

*Ключевые слова:* инновационная деятельность, созидательность, креативность, адекватность, компетентность, педагогика, навык, исследование, мышление.

*Keywords:* innovative activity, creativity, adequacy, competence, pedagogy, skill, investigation, reasoning.

The changes taking place in our state in all spheres of socio-economic development make the issue of educating a person with completely new intellectual abilities, achievements and education relevant. The task of teachers is to educate young people who are able to carry incomparable national traditions and modern images. A high school foreign language teacher plays a big role in this area. The development of the professional activity of foreign language teachers depends on several qualities.

1. Personal qualities include virtue, decency, tolerance, punctuality, humanity, breadth, punctuality, patriotism, accuracy, discipline, insight, initiative, respect for elders, maintaining interethnic harmony, etc.

2. Professional qualities include the ability to easily teach students complex knowledge based on modern pedagogical and information technologies, students' organization in a short time, sociability, punctuality, education, love for their profession, the ability to sincerely teach students, leave behind the best students

3. Educational qualities include the ability to flexibly apply in practice the knowledge, skills and abilities that students need to master.

The formation of the above-mentioned knowledge in the field of a foreign language, in our opinion, should ensure the achievement of closely interrelated practical, educational, educational and developmental goals. As a guide in this study, we will highlight a practical goal. A foreign language teacher should also form the following types of activities. The current era of globalization also has a positive impact on the processes of pedagogical innovation. If earlier it was necessary to go to the city from another state or county, spend time and money on learning a new method, now there is no need for this. Take a course with instructions and post it on YouTube or Facebook to find out how many people are watching and expressing their opinion [1]. In pedagogical science, innovative activity is understood as purposeful pedagogical activity, the purpose of which is to gain new knowledge, increase one's own pedagogical experience by changing and developing educational processes while introducing other high-quality pedagogical practice. Considering the question of the readiness of education for innovation, it is possible to give such a characteristic, according to many researchers:

- demanding creative approach to the knowledge of options for their professional behavior;
- the ability to organize productive activities in conditions of cooperation and readiness for adequate means and methods of self-development;
- the ability to freely navigate the system of methods of pedagogical activity.

Readiness to implement innovative activity, motivation of its components, creativity, adaptability and reflexivity can exist only in the design of the context of the basic structural unity. The problem under consideration requires the solution of two common tasks-the formation of pedagogical readiness in the development of the ability to accept new things and try new things. Thus, innovative activity in education is the basis of modernization.

Teachers should combine creative quality and/or activity with innovative activity.

Today, creativity is considered a quality aimed at creativity, innovation. The word creative (from English. "create" - to cause to come into existence, the ability to create), which characterizes a person's ability to create, the degree of creativity, readiness to create fundamentally new ideas, far from traditional or far from the individual's thinking system, is also a positive ability to solve

mistakes in another way, quickly and easily get out of various situations.

American scientist D. Wexler described "one of these types of creative thinking that helps a person realize that, unlike repetitive thinking when solving a problem, the essence of things and situations is a feature, an exceptional isolation [2].

Today we can also say that being a creative teacher means having advantages, for example, standing out from other ordinary teachers, being a more interesting interlocutor than anyone else, being an exceptional way out of situations that arise both in life and in the learning process. Creativity is not only the creation of new ideas, but also the use of aspects of life that are considered special, and also play an important role in the development of the inner world of a person.

A. Maslow also attributes creativity - a property that is assigned at birth to every person, but he believes that this is an ability that is often lost due to various factors of living conditions [3].

Pedagogical creativity is a quality that ensures the productivity of the educational process in contrast to the traditional thinking of the teacher, characterizing the willingness to generate new ideas, as well as successfully perform pedagogical tasks.

1) identification of lessons that the teacher considers poorly learned, boring for students, and involvement, interest in these lessons.

2) propose strategies to support the results of creative thinking and creative activity of students and create opportunities for their use in the classroom.

Due to the fact that a foreign language teacher does not have creative qualities, students may have interesting and unique ideas, but they cannot use them. For this reason, the methods used in education serve to form students' skills of free, independent thinking. Summing up, we can say that teachers of a foreign language have the above-mentioned most necessary qualities, which, when carrying out activities, contribute to improving their professional competence.

Modern development requires creative knowledge and experience from each teacher individually. This puts a lot of responsibility on foreign language teachers in their place. Educating free-thinking students and teaching them creativity leads to a closer connection between student and teacher. Based on the above goal, teaching a foreign language includes the activities of a teacher specified in the state standard. Consequently, the more skillfully and purposefully a foreign language teacher uses pedagogical technologies in his lesson, the more productive the lesson will be. Every teacher today benefits from the specifics of their subject and uses various interactive methods in the learning process. We intend to engage in pedagogical activity and teach using interactive methods, unlike other subject teachers. As you know, science and technology and information exchange industries are developing rapidly today. Both in studies and in professional training, the acquisition of knowledge, experience and skills that have been acquired in various aspects of everyday life is becoming a requirement of the era.

The basic curriculum for the 2018-2019 academic year was developed in accordance with the Law of the Kyrgyz Republic "On Education", the Decree of the Government of the Kyrgyz Republic "On approval of the State educational standard of secondary general education in the Kyrgyz Republic" dated July 21, 2014 No. 403, where foreign language teaching is conducted in grades 3-11. In schools where instruction is conducted in Kyrgyz and Russian, 5 hours a week were allocated for learning a foreign language in 5th grade, 4 hours in 6th grade, and 2 hours in other classes.

Pedagogical, psychological requirements for teachers are imposed for the implementation of teaching foreign languages at a high level in secondary educational institutions of the country, starting from the 3rd grade. The question is raised about who the teacher teaches, what he teaches and what methods he teaches. To do this, a foreign language teacher can first teach a student to

compare a foreign language only if he knows the phonetics and grammar of his native language at an excellent level. In order for a foreign language to be taught in schools at the proper level and meet the requirements of modern society, a teacher is required to know the methods of teaching foreign languages. Of course, in this case, a high level of activity and professionalism is required from the teacher. The teacher's activity - the teacher's property, quality, ability - includes his attitude to the student, psychological state. This is one of the activities that generate skills and motivation in the student, that is, inspire and develop interest in a foreign language lesson.

According to I. A. Zimni, motivation is the trigger mechanism of any human activity (be it work, communication or recognition). Motivation is supported and encouraged by his tangible, realistic and step-by-step final achievements. Each subject has a problem of motivation, and textbooks describe ways to improve it and attract it, taking into account the specifics of the subject. Among them, motivation to learn a foreign language remains one of the most important problems [4].

Young people studying a foreign language, who are just learning a foreign language, show a very strong interest, they are very interested in speaking a foreign language, singing, dancing, communicating with friends in this language. A foreign language teacher should maintain interest in the lesson by motivating the student.

This problem is solved by weighing the 3 components in learning, that is, we can solve it by balancing the activity of the student, the means of teaching, the activity of the teacher. Students begin to feel satisfied when they make some progress in their work. A competent teacher should have organizational qualities and abilities. Such qualities include activity, punctuality, diligence, sociability, diligence. These qualities should be considered by students as an example of conscious imitation. For a competent teacher, "I didn't have time to check, I didn't have time to find out..." there should be no formulations." The teacher's lateness to classes, inaccuracy, rudeness also have a negative impact on students. In this case, what can be demanded from students if the teacher himself gives them a negative example?

A foreign language teacher should know the methods and techniques of teaching a foreign language in his profession. The most effective method of teaching a foreign language is a communicative approach.

The teacher wants his students to be able to use language in communication. Such teachers consider it necessary that students learn to use the language automatically, and not thoughtlessly. Their students can achieve this by overcoming old skills related to their native language.

The teacher participates in the role of a methodologist. This is an activity class or niche. One of his main tasks is to create situations conducive to communication. Students, even if they lack knowledge about this, actively participate in communication, striving to convey the necessary information. They learn to communicate [5].

The teacher is the initiator of actions, but does not always participate in interaction with students. Sometimes he acts as an interviewer, but more often he creates situations that require communication between two or more students. The main thing is that students interact with each other. Almost all the work is done for communication purposes. Students use the language through games, role-playing games and solutions, as well as through assigned tasks. Authentic, authentic materials are used, students often work in small groups [6].

Form errors are allowed, and they are considered as a natural result of the development of communication skills. Students can become successful communicators even if they have linguistically limited knowledge.

The teacher evaluates not only the correctness of push-ups of students, but also push-ups from

the ball. He will act as a consultant and will be able to informally assess the progress of students. For a formal assessment, the teacher uses a communicative test. For example, write a letter to a friend. He should be able to work with a group, resourcefully transmit the necessary information to those who gain knowledge in training. For students, information should be presented in an accessible and easy-to-understand, memorize and reason form. A boring, repetitive lesson during the day cannot give the necessary result for the qualitative assimilation of the lesson. They are stored in their memory only when they associate the theory they received in class with life.

It is necessary to know that teachers who consider it right to read the entire written text without taking their eyes off the book, make mistakes when speaking in a foreign language, have poor diction, incorrect manners, gestures and are unpleasant to students. The teacher-practitioner skillfully and expediently uses all the possibilities of presenting educational material.

The organization, involvement and involvement of students in the educational process are the key skills of a teacher. This is achieved by including interesting facts in the material under consideration, facts from real life (from the field of science, politics, culture, economics), depending on the discipline, the use of authentic visual aids, the use of illustrative handouts, the use of multimedia presentations and filmstrips. The teacher can also turn to the dialogical form of teaching. The key factor in this is the psychological and professional readiness of the teacher to communicate with his student.

The fear of making a mistake by speaking publicly, and the lack of confidence in their own knowledge lead to the fact that the teacher avoids using this technique. The psychological and pedagogical qualities of a teacher are manifested in his morality, correctness and accuracy. Let's look at an example when a teacher checks test papers for plagiarism, i.e. he noticed that a student copied from another well-prepared student or something incomprehensible, for example, texts taken from the Internet, or something that did not correspond to the task. Students regretfully and irritably give low grades, often unsatisfactory. A teacher may get upset and angry at such a student and say something offensive and personal, but this is not normal. A teacher should not express dissatisfaction with his student in this form. Because correctness, self-control is the rule of a qualified teacher. Conscientiousness, accuracy, praise, support, approval of the teacher – all this constitutes a special position in the group, his state of trust and confidence of students in their abilities to achieve their goals. Based on the activities carried out by foreign language teachers, the researchers found out the competence of a foreign language teacher. Russian methodologists V. V. Safonov call the main competencies of a foreign language teacher:

- 1) communicative competence
- 2) professional competence
- 3) general cultural competence [7].

A. V. Khutorskaya believes that the main competencies of a foreign language teacher are social, communicative, subject, informational, socio-cultural [8].

Key competencies in the State Standard of the Kyrgyz Republic:

1. Information
2. Social communication
3. Self-organization and problem solving.

Competence in the field of a foreign language is called:

1. Speech competence
2. Language competence

Based on the considerations of the above-mentioned scientists and the subject competence of a foreign language specified in the state standard, we named the main competencies of a foreign



language teacher: social, informational, communicative, socio-cultural competencies. Among the listed competencies, we have identified communicative competence.

Communicative competence is one of the main competencies of a foreign language teacher, the formation of which should be closely related to all subject areas of the educational process and provided by these areas. At a foreign language lesson, such conditions are organized in which each student regularly acquires communicative and practical skills. During the lesson, students should master communication skills with others, the ability to talk, respect older and younger people, communication etiquette, the ability to appreciate and respect each other, oral and written communication skills using lexical, grammatical material, speech culture, the ability to listen to others, be able to prove and defend their opinion, point of view [9].

The scientific literature says that there are many theories and variants of the composition of communicative competence. K. A. Biyaliev gave the following definition of communicative competence: "the ability to carry out speech activity depending on the goals and circumstances of this interview" [10].

In the 70-90s of the 20th century, there were several descriptive (illustrating, demonstrating the stages of linguistics) models of the communicative competence of languages. D. Hymes was one of the first to explain that knowledge of a language means not only grammar and vocabulary, but also its use in more distant social conditions [11].

Communicative competence in the field of languages includes the following competencies:

Linguistic (rules for the correct use of language), sociolinguistic (rules for speaking a dialect); discursive (rule for correcting internal speech); strategic (rule for maintaining proper contact with the interlocutor with whom you are talking); linguistics (rules for the correct use of language) is "knowledge of vocabulary units and knowledge of certain formal rules, using which dictionary units are transformed into understandable utterances." the correct equipment of statements from the point of view of the norms of the studied language predicts the ability of partners to correctly perceive statements.

Sociolinguistic (dialect-speech rules) are "the ability to apply and change language forms in accordance with the situation." organization of speech interaction in accordance with one's communicative goal, desire; achievement of the set goal, exerting a certain influence on the interlocutor; identification of the partner's communicative goal and acceptance of the interlocutor's statement in accordance with it; establishment and maintenance of communication with the interlocutor; implementation of one's own communicative activities taking into account the communication situation. building speech and non-speech behavior in accordance with the role and role of the interviewer; changing speech and non-speech behavior depending on the position of the partner and the communication situation; characterized by the skills of creating a favorable attitude to communication, which contributes to mutual understanding.

Discursive (the rule of internal correction) — "the ability to understand and achieve consistency of individual statements in meaningful communicative models" — implements the communicative ability to recreate various types of discourses and choose those that correspond to the communicative purpose and situation of communication, as well as perceive them by ear.

Strategic (rules for maintaining proper contact with the interlocutor -) is characterized by the ability to use "verbal and non-verbal strategies to fill (compensate) gaps in the user's knowledge of the code" and involves the ability to use compensating means: asking again, mimicry, gestures during language difficulties.

Socio-cultural competence as "a certain degree of familiarity with the socio-cultural context" implies the ability to organize communication, participate in it taking into account the norms,

traditions of speech and non-speech behavior in the country of the language being studied. Finally, social competence – as "the desire to act together with others and have self-confidence" - includes the ability to put oneself in the place of another and the ability to cope with situations in society.

In 1975, Jan Van Eck's explanation of communicative competence was submitted to the Council of Europe. He argues that communicative competence consists of the following components: linguistic competence (grammatical rules and vocabulary knowledge); sociolinguistic competence (the ability to use one's knowledge and disseminate language forms depending on the situation or context); discursive competence (understanding the acquired knowledge and logical expression of one's opinion for the purpose of any meaningful communication); strategic competence (ability to use verbal and non-verbal strategic compensation of modern knowledge) – social; competence (desire and willingness, depending on the circumstances, to co-manage with others) (<https://goo.su/xUUIJdYa>).

The use of the term "communicative competence" in Russian linguodidactics by M. N. Vyatutnev, who introduced it into scientific circulation and at the same time practiced it. Vyatutnev divided competencies into two types: linguistic and Communicative [12].

Another linguodidactic point about communicative competence. Doyer proposed the following competencies: speech competence (lexical, grammatical); written competence (lexical, grammatical, spelling); reading is also a competence (various graphic symbols, grammatical, lexical) [12].

The most frequently presented concepts of communicative competence refers to L. Bachman. He introduced the term "communicative language methods used in the interpretation of the following competencies: linguistic; discursivity (coherence, consistency); pragmatic (communicative due to the social context to be able to provide the content of the blog); conversation (at the usual slow pace without tension, for a long time without words, the ability to speak in connection with procrastination of the conversation); socio-linguistic (knowledge of the word instead of the word).

Studies of all the scientists listed above show that communicative competence has the following subcompetencies: linguistic, socio-cultural, sociolinguistic, pragmatic, discursive-strategic. And now, if we pay attention to the concept of "linguistic communicative competence", scientists from different countries have given several definitions at different times: M. A. K. Halliday argues that skills and internal readiness for language communication are the definition of communicative competence [13]. Communicative competence, according to I. A. Zimnya, is the orientation to the subject of a person's communicative abilities [4].

After generalizing the variety of approaches to the study of the structure of communicative competence in accordance with the research of scientists, the following divisions were obtained:

1. systematic study of linguistic (vocabulary, phonetics, spelling) grammatical rules, vocabulary units and phonology.

2. discursive (combining oral and written texts) - the ability to build a logical whole from the functional styles of oral and written speech based on the understanding of various types of texts when reading, the choice of language means in relation to the type of narrative.

3. pragmatic (successful achievement of a communicative goal).

4. strategic (overcoming difficulties in communication).

5. socio-cultural (compliance with socio-cultural norms) determines the cultural characteristics of a native speaker, his customs, norms of behavior and morality, in the process of communication.

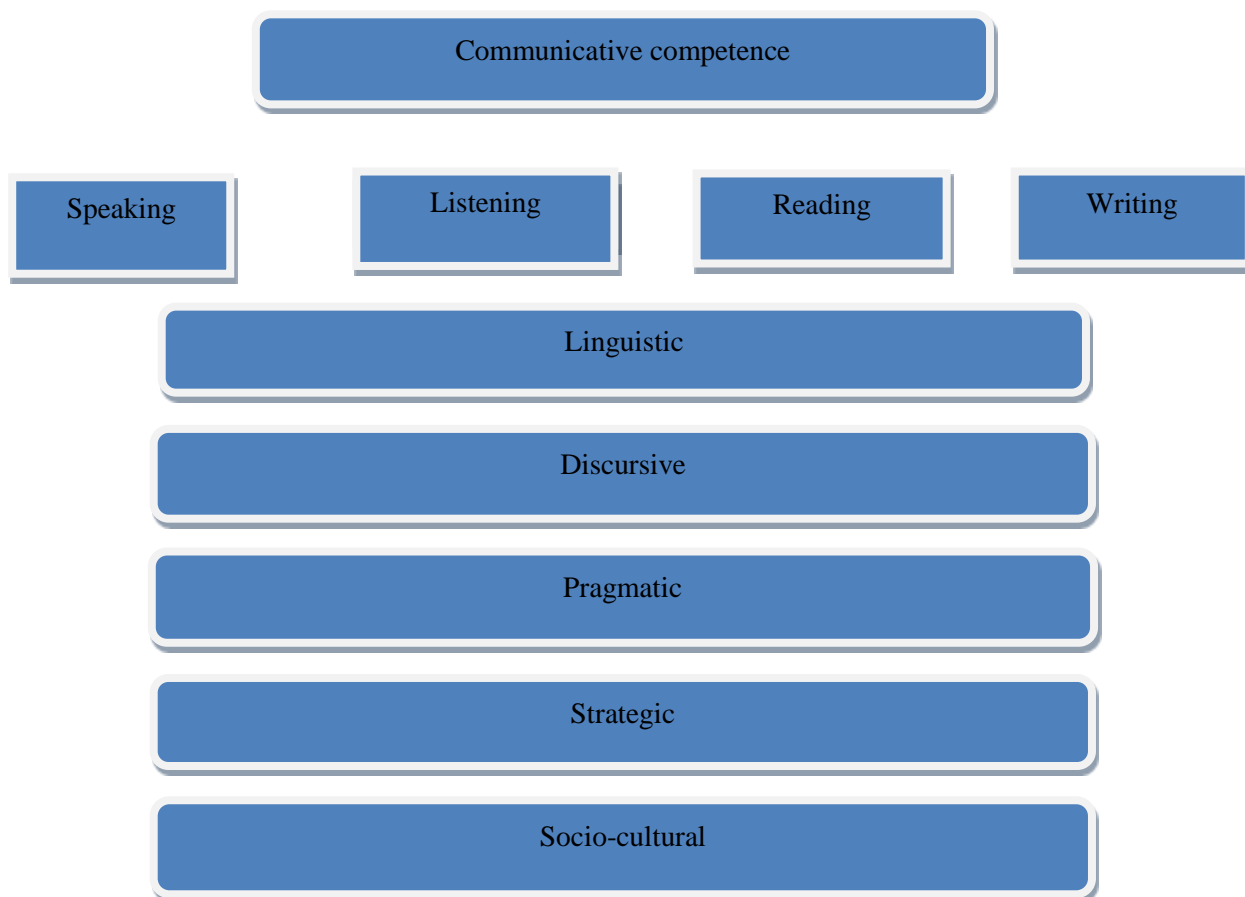


Figure. Components of communicative competence

When preparing future teachers, it is necessary to take into account that by forming their communicative competence, it is possible to improve the educational process in the country [3].

Scientists divide the ways of formation of communicative competence in the education system into 3 stages.

Stage 1. Corresponds to level A1. Language learning in general primary education. Students have elementary elements of a foreign language, and they learn to read. In listening skills, he understands some familiar words and very simple phrases when he speaks slowly and clearly about himself, his family and those around him in everyday communicative situations. In reading skills, he can understand ads, familiar names on posters or catalogs, words, as well as very simple sentences. In writing skills, he can write simple postcards (for example, congratulations on a holiday), can write a name, nationality, address.

Level 2 corresponds to level A2. Can use a foreign language on the basis of cooperation. In listening skills, he understands certain phrases and frequently used words related to important topics (for example, basic information about himself and family, shopping, place of residence, work). Understands short and simple texts in reading skills. In everyday communication, he can easily find information in simple texts: ads, brochures, menus, schedules, understand simple notes of an individual nature. In writing skills, he can write simple short letters and messages.

Level 3 corresponds to level B1. Can study a full high school program. I understand the basic concepts of clearly formulated sentences within the framework of literary norms in listening skills, at work, at school, at leisure and on other familiar topics that need to be touched upon. He understands what is being said about recent events in most radio and television programs, as well as in programs related to his personal or professional interests. In reading skills, he understands texts



created on the individual language material of everyday and professional communication. Understands the narration of events, feelings, views in works of an individual nature. As for writing skills, he can write simple coherent texts on familiar or interesting topics.

Communicative competence is formed when the level of language proficiency reaches the B1 level. This is because the student can conduct conversations in a foreign language. Scientist R. P. Milrud explains that communicative competence is an integrated personal resource that ensures the success of communicative activity [14].

This means that a teacher with communicative competence also knows the communicative method of teaching flawlessly. The communicative method is the main one in the process of learning a second language. A specific feature of the communicative teaching method is the approximation of the learning process to real communication. This circumstance determines the behavior of the teacher and students interested in communication during the lesson, the objectivity of the communication process, manifested in a thorough analysis of speech intentions, and at the same time communication situations that reflect the practical needs and interests of students. This method has five basic principles: the principle of speech orientation, the principle of individuality, the principle of functionality, the situational principle, the principle of novelty. The principle of speech orientation explains the use of communicatively valuable speech material. The lesson uses various sentences and phrases that are closely related to the current communicative situation, for which certain lexical material is given during the lesson.

The principle of individuality should take into account the characteristics of the student. A person expresses his attitude to the environment through speech. Since the attitude to the environment is always individual, the speech itself is also individual. A speech task can be an individual reaction only if it corresponds to the interests and needs of a person. For the communicative method, individuality (personification) it is the main means of creating interest and activity. The essence of the principle of functionality is that any speech unit performs any speech function in the process of communication. Often students are not aware of words and grammatical forms after the course of study, but they cannot use them all in their speech, because they cannot transfer what they know into this situation, for example, from pre-filling a word or form, separating them from the speech function they perform. They are not associated with a speech task.

Functionality determines the choice and organization of the material suitable for the communication process. Approaching the needs of communication is possible only when organizing the material around situations, speech tasks and consideration of speech means, and not around the topics of conversation and grammatical phenomena. In accordance with this, it is necessary to ensure the unity of the phonetic, lexical and grammatical aspects of speech. The situational principle is based on the fact that communication requires situational learning. Situational learning is necessary as a method of speech stimulation, and as a prerequisite for the development of speech skills. The situation is able to create a communicative reality and thereby create authenticity of speech and maintain interest. The principle of novelty is associated with a process characterized by a change of topic, circumstances and tasks of the conversation. Novelty provides flexibility of speech skills, without which it is impossible to attribute one speech skill to another speech skill, as well as the development of speech skills, especially its dynamism (methodically unprepared speech), reversibility (quality of productivity), holistic mechanism, initiative in speech, pace of speech, strategy and tactics of a particular speaker. To do this, it is necessary to regularly change the speech situation. The principles of the communicative method can be illustrated in the table as follows.

The content side of the principles of the communicative method of teaching.

№	Principle	Content
1	The principle of speech orientation	Phrases and sentences + current communication situation
2	The principle of individuality	The speech task corresponds to the interests and needs of the student
3	The principle of functionality	A speech unit performs a speech function
4	Situational principle	Correspondence of speech communicators to their relationships
5	The principle of novelty	Changing the type of speech situation

The table shows that the communicative method of teaching is based on the principles according to which speech units are tools that can serve only in the case of constantly updated communicative situations that correspond to the interests of students and their relationships. In other words, the central concept in the conversation is the student himself. In this case, there is not only a replenishment of the lexical stock, but also training in the use of speech units in communication, which distinguishes the lesson of teaching a foreign language from other subjects. The fact that a foreign language teacher teaches using a communicative method can be considered as the presence of his communicative competence.

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