

## INTERRELATION AND INTERDEPENDENCE OF PEDAGOGICAL CULTURE AND COMPETENCE OF FOREIGN LANGUAGE TEACHERS

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### Abstract

The world practice of teaching English has demonstrated great interest in the study of the pedagogical competence of an English language teacher of a higher educational institution, since pedagogical competence and pedagogical culture are today considered as the most important attributes of the implementation of professional and educational activities. This article describes about interrelation and interdependence of pedagogical culture and competence of foreign language teachers.

**Keywords:** professional pedagogical culture, pedagogical competence, types of competence, pedagogical commitment

Teaching a foreign language involves a constant comparison of cultures, which means that it is necessary that some cultural universals be identified by which they can be compared. Such universals can be the components from which various cultures are composed and by which the value orientations of a particular culture are determined. W. Humboldt believes that human activity depends on his ideas, through which he creates language; every language functions around the people to which it belongs [1, 99]. G.V. Elizarova believes that such parameters include attitudes to: nature, time, space, activity, the nature of communication, the nature of argumentation during communication, personal freedom and autonomy of the individual, competition, power, human nature.

The teacher acts as a subject representing a certain national community and implements the goals and objectives of a certain ethnocultural society. Such goals and objectives are the reproduction and transmission of ethnic and universal culture to the younger generation [2, 152].

The issue of teacher competence is not clearly resolved in pedagogical science, since there are different interpretations of the concept of "professional competence". Studying the essence of this concept, scientists pay attention to both general and specialized knowledge of the teacher, his professionalism and personal qualities. All this, undoubtedly, is important in the formation of the professional competence of a teacher.

There are five requirements for a teacher in the educational system:

1. Skills and abilities of a teacher.
2. General outlook.
3. Knowledge of the subject itself.
4. Pedagogical and psychological knowledge.
5. Pedagogical excellence

In the monograph N.V. Kuzmina, entitled "Professionalism of the personality of a teacher and industrial training master" pedagogical competence is considered as a personality property. The author identifies five types of competence:

1. Special competence in the field of the taught discipline. Special competence implies professional knowledge, experience and qualifications in the taught discipline.
2. Methodological competence in the field of methods of forming knowledge and skills. Methodological competence includes teaching methods, techniques and mechanisms used in the learning process.
3. Socio-psychological competence in the field of interpersonal communication processes. Socio-psychological competence includes the skills of forming pedagogically adequate relationships between the teacher and students. Here it is important to take into account knowledge of interpersonal and pedagogical communication.
4. Differential psychological competence in the field of motives, abilities, directions of students. Differential psychological competence implies the ability to determine the personal qualities of students, as well as the motives of their activities.
5. Autopsychological competence in the field of advantages and disadvantages of one's own activities and personality. Auto-psychological competence implies the ability to evaluate one's own activities and be able to self-criticize one's shortcomings [3, 56-57].

Let's consider the definition of professional competence in the interpretation of A.K. Markova, who identifies four main blocks in the structure of this concept:

1. Professional knowledge.
2. Professional skills.
3. Professional positions and attitudes of the teacher.
4. Personal qualities of the teacher [4, 32].

I.A. Zimnyaya distinguishes three main groups of pedagogical competence:

1. Personal competence related to the life of a teacher.
2. Social competence, which implies the interpersonal relationships of the teacher with other members of society.
3. Professional competence related to human activity [5, 37].

Thus, the professional competence of a teacher is defined as the ability to achieve positive pedagogical results and self-development within the framework of value systems. In turn, pedagogical professionalism is based on a set of pedagogical and personal-moral criteria. Those who believe that teaching is a life calling are not mistaken. A teacher who meets modern requirements of the methodology feels satisfaction from achieving high results in his teaching work. He fully involves all his strength and abilities in the educational process in order to achieve fruitful results. Culture is a unique quality of a person and manifests itself in extraordinary diversity. The elements of culture are numerous and interconnected. There are different interpretations of this concept. Some consider it a high level of development of the pedagogical personality, others imply a social characteristic of the teacher, revealing his intelligence, professionalism and personal qualities [6, 68]. Culture is a set of spiritual and material values of education and ways of carrying out pedagogical activities. The concept of "culture" is associated with the level of spiritual and material values and opportunities that meet the requirements of modern pedagogical science. Scientists distinguish between general and private pedagogical culture. They explain pedagogical culture as the degree of correspondence between the personal development and professionalism of the teacher in the implementation of his teaching activities. Teachers differ in their level of pedagogical culture. There is a pedagogical proverb: "All

lecturers are divided into three groups: some cannot be listened to, others can be listened to, and others cannot but be listened to.”

An integral part of the effectiveness of the educational process is the pedagogical culture of the teacher, which contributes to the productivity of his teaching and educational function. The culture of a teacher is built on high professionalism and internal qualities of a teacher. It is part of universal human culture and ensures the successful work of a teacher in the social, educational, and educational aspects.

Pedagogical culture represents the teacher’s ability to successfully perform this function, as well as a number of functions that include the transfer of knowledge and skills to students and the development of their worldview. The culture of a teacher has a positive effect on the formation and development of intellectual abilities and strong-willed qualities of students. As part of the cultural communication of a teacher or educator with his “wards”, their aesthetic attitude to the world around them and the conscious assimilation of principles and patterns of behavior are formed. In modern pedagogical science, four levels of pedagogical culture are distinguished:

- highest professional;
- average professional;
- low or entry-level professional;
- pre-professional

Pedagogical culture is a set of qualities such as high performance, patience, self-improvement, organizational qualities of a teacher and pedagogical skill. The latter presupposes highly developed thinking, professional knowledge and skills that allow the teacher to solve problems in the educational process. It is pedagogical skill that is an integral element of pedagogical culture, which, in turn, is manifested in pedagogical exactingness within the framework of the correct treatment and tact of the teacher.

Pedagogical culture contributes to the achievement of high results in the teaching, educational and educational activities of the teacher. The presence of a pedagogical culture indicates a broad outlook, erudition and competence of the teacher. Such a teacher knows how to respect the personal dignity of students, show love and care for them, and be respectable in the performance of their teaching duties. Pedagogical culture also represents the teacher’s skills and habits to correctly use out-of-class time for the purpose of self-improvement and work on oneself. A teacher must be able to plan his free time to update his pedagogical knowledge and obtain new information and work materials.

A highly cultured teacher treats his work as a civic duty and way of life. Let's consider the elements of pedagogical culture:

1. Creative activity – a humane, spiritual and pedagogical worldview.
2. Pedagogical commitment - an expression of love and care for students, their upbringing within the framework of a civilized, humane society.
3. Pedagogical interest - manifests itself in the form of a teacher’s interest in the future of society as a whole, as well as the desire to make a personal contribution to its development.
4. Pedagogical passion - complete dedication, desire for the effectiveness of the educational process, constant search and work on oneself.
5. Pedagogical unselfishness - benevolence, objectivity, selflessness in working with students, respect for the human person without benefit for oneself [8, 167].

A cultural teacher, first of all, shows his good manners in addressing his students. The low level of pedagogical culture leads to a formal-bureaucratic approach to teaching. Such a teacher is harmful to the educational process, since education and training are the calling of selfless people who are looking for something new. Pedagogical culture implies love for students, involving them in the educational process and motivation to obtain positive results. The elements of pedagogical culture are: fairness, patience, ability to listen, openness, sociability, logic and development of thinking, high speech culture. A developed teacher has knowledge of the existing literature within the discipline being taught and easily navigates pedagogical problems. Pedagogical skills contribute to the ability to correctly use methodological recommendations and didactic materials in the educational process. Closely related to the concept of “pedagogical skill” is the concept of “pedagogical enlightenment,” which is the level of education and knowledge of general pedagogy [6, 201]. Pedagogical skill affects social competence and includes the ability to perform different types of methodological work using effective teaching techniques. E.V. Bondarevskaya attributes the following to the elements of pedagogical culture:

- humanistic attitude of the teacher towards students;
- pedagogical thinking and competence;
- mastery of the taught discipline;
- creative approach to education;
- ability to design the learning process;
- high level of culture of communication and behavior [7, 203]

In professional pedagogical culture, three interrelated components are distinguished: informational (knowledge), technological (skills and abilities) and axiological (human values). Thus, the axiological component is based on pedagogical values, consisting of pedagogical concepts, knowledge and skills. The technological component represents the nature of pedagogical activity, built on the methods and techniques of teaching, the choice of information and educational means and the culture of communication. The cognitive component is the totality of the teacher’s personal experience, the skills of synthesis and analysis, classification and communication, the logic of thinking and the system of background knowledge. Pedagogical culture is the totality of the culture of thinking, speech, behavior and interpersonal relationships. The external expression of a person's culture is an indicator of his level of development. One of the factors in the development of a teacher’s culture is the process of accumulation and transfer of professional experience, as well as the exchange of professional knowledge and skills, cooperation between teachers. To develop the pedagogical culture and competence of students of language universities, it is necessary to take into account their spiritual and moral preparation. This approach to learning is called humanistic. Pedagogical culture contains the following components:

1. Pedagogical qualities of the teacher.
2. Professional knowledge, skills and abilities.
3. Personal qualities of the teacher.

Pedagogical qualities mean the ability to organize the educational process and solve various pedagogical problems. This is a kind of pedagogical skill of transferring knowledge to students within the framework of speech and cultural communication. Professional skills and knowledge include creativity and creativity, reflection and a wide range of pedagogical innovations. Today, unfortunately,

not all teachers have a level of psychological culture that meets the modern requirements of the educational process. A low level of psychological culture manifests itself in the form of a lack of analysis and inability to detect changes in interpersonal relationships. Lack of psychological culture leads to cognitive and communication disorders. It follows that psychological culture represents a person's meaningful existence and a factor in the self-development of the individual, as well as the basis of culturally oriented professional activity.

All of the listed features of psychological health must be taken into account in the educational process. It is from this perspective that a competent teacher carries out his professional activities aimed at developing the psychological health of students.

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