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PSYCHOLOGICAL AND PEDAGOGICAL BASES OF DEVELOPING THE PROFESSIONAL COMPETENCE OF THE FOREIGN LANGUAGE TEACHER

Abstract

The purpose of providing language awareness to teacher candidates, which is one of the main elements of preparing professional foreign language teacher candidates, is not just to give teacher candidates knowledge about that language, but to ensure that they learn on their own, develop themselves with research-based approaches to develop themselves. Teaching is a team effort and each teacher is responsible for the development of other teachers. Collaborative teachers share, use and develop knowledge for the benefit of their students. In the article, the pedagogical and psychological foundations of the training of professional foreign language teachers are investigated and analyzed.

Keywords: *professional, foreign language teacher, psychological-pedagogical competence, experience, student*

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Xarici dil müəlliminin peşəkar səriştəsinin formalaşdırılmasının psixoloji-pedaqoji əsasları

Xülasə

Peşəkar xarici dil müəllim namizədlərini hazırlamağın əsas ünsürlərindən olan müəllim namizədlərinə dil məlumatlılığı qazandırmanın məqsədi, sadəcə müəllim namizədlərinə o dil haqqında bilik vermək deyil, onların öz-özlərinə öyrənmələrini, özlərini inkişaf etdirmələri üçün araşdırma əsaslı yanaşmalarla özlərini inkişaf etdirmələrini təmin etməkdir. Təlim bir qrup işidir və hər bir müəllim digər müəllimlərin inkişafına cavabdehdir. Əməkdaşlıq içində işləyən müəllimlər biliyi paylaşır, şagirdlərinin xeyrinə istifadə edir və inkişaf etdirir. Məqalədə peşəkar xarici dil müəllimlərinin hazırlanmasının pedaqoji və psixoloji əsasları araşdırılaraq təhlilə cəlb edilir.

Açar sözlər: *peşəkar, xarici dil müəllimi, psixoloji-pedaqoji səriştə, təcrübə, tələbə*

Introduction

The analysis of the current experience allows us to come to the conclusion that the professional level of a foreign language teacher can be increased in two ways: through professional development courses without leaving teaching and by independent work without leaving teaching. If the first form is applied compulsorily according to the plan, the second form is performed voluntarily according to the teacher's spiritual needs and needs. A teacher can improve his professional skills without leaving teaching in various ways, of which the following are considered more effective (Ataunal, 2003):

1. Through independent reading. Building education based on new principles (result-oriented, student-oriented, demand-oriented, integrative) led to radical changes in the content and organization of education. It turned out that the curriculum reform carried out in general education schools serves to replace the traditional training model aimed at instilling academic knowledge with a new training model that emphasizes the formation of life skills as a goal. If in traditional training, the teacher used to transfer knowledge from one source (textbook) to another source (student

memory) as a goal, now he is trying to apply the ways of obtaining relevant knowledge and skills through the exchange of ideas on training materials. Therefore, the new training model, which is calculated to work the student's thinking more intensively, pushes the teacher to constantly work on himself and search (Cakmak, 2009: 45).

A foreign language teacher can't master the intricacies of his profession at the proper level without demanding himself. The reputation of a theoretically and practically prepared teacher is much higher than that of irresponsible teachers. Professionalism is the main source of respect earned among both teachers and students, a certain part of which comes from humanity, sincere communication, and a certain part from scientific-methodical activity, hard work and dedication. New training conducted with interactive training methods is possible by involving students in research and thereby creating an atmosphere of cognitive activity in the classroom. Also, to ensure logical connection between the stages of the lesson, the teacher should be a researcher himself. Therefore, avoiding self-repetition, applying new teaching methods that interest students every time, requires the teacher to grow as a researcher.

A modern foreign language teacher must demonstrate the ability to objectively evaluate not only the knowledge and skills of his students, but also his own performance. He should be able to see his successes as well as his shortcomings and correct them in time. A real creative teacher should not be satisfied with his achievements, but should work with enthusiasm to bring innovations to the learning process. Therefore, daily reading can be valued as a source of energy for teacher professionalism (Akyeampong, Lewin, 2002: 56).

2. Through the study of advanced work experience. In addition to increasing theoretical and methodological knowledge, the study of advanced practice is also important in improving the professional training of a foreign language teacher. It is an undeniable fact that the reforms carried out in the education of Azerbaijan, based on the work experience of the advanced schools of the developed world and our republic, reflect the problem of teacher training, along with the organization, management, content determination and other important issues. It is clear that professional development courses, trainings, scientific-practical conferences and seminars play an exceptional role in the development of a teacher as a competent specialist. At the same time, other forms of work are also widely used to familiarize the teacher with advanced work practices without leaving the teaching process.

In the "State Strategy for the Development of Education in the Republic of Azerbaijan", special attention was paid to the issues of competent teacher training. This important state document states: "...in the formation of the content of education, along with academic knowledge, the importance of practical knowledge and skills, competence is highlighted. Competence is the ability to effectively and efficiently apply acquired knowledge and skills in practical activities. It ensures that the knowledge and skills acquired by a person become the result of a concrete activity. Competence-based education provides a more effective service to socio-economic development."

Professionalism is not only that the teacher knows and teaches his specialty well. Professionalism is deep knowledge of the intricacies of the teaching profession, being able to foresee the pedagogical situation, evaluate and define one's position and defend one's position with reasonable arguments. A professional teacher performs creative activities, constantly raises the prestige and honor of his profession in the society, shows selflessness in shaping the students and pupils he trains as a personality and a worthy person (Cooper, 2004: 37).

Professionalism develops not suddenly, but gradually through pedagogical experiences, situations, studies.

The development trend and levels of professionalism can be determined as follows:

- The pre-professional stage. This is the stage when a young teacher starts teaching. Its pedagogical indicators and productivity are not yet sufficient.
- The process of professional acquisition of pedagogical activity. At this stage, the teacher's pedagogical activity is positively received.

- High level of professionalism. It can also be called pedagogical mastery. In some of our pedagogical literature, the phrase "Master pedagogue" is also used.

- The next stage of professionalism. Here, the teacher - pedagogic consultant, as an experienced person, gives advice to his colleagues, fellow teachers, shows the right way. This is the "Facilitator" approach in the modern pedagogical approach (Brookhart, Freeman, 1992: 56).

In modern times, a teacher who teaches a foreign language should first of all be a person who can ensure the creation of effective conditions for the formation of students' communicative competence in the taught foreign language and who provides comprehensive assistance to learners in this direction. In this regard, determining the actual level of knowledge, skills and habits of foreign language teachers in this field becomes a very urgent problem. Today, any teacher who teaches a foreign language must first of all have communicative competence, that is, he must have the ability to use the taught language adequately in real communication with both native speakers and people from other cultures.

Foreign language teachers should know that their role in the development of students is very important. A language teacher's job is to help learners reach their highest level of achievement in the language by providing comprehensive support. The teacher must have a positive attitude towards the students. The teacher should also be able to approach each student individually. The teacher-student relationship is one of the main factors of the foreign language teaching process. These relations should be based on mutual respect, responsibility and cooperation. To achieve the goal of improving the quality of foreign language teaching, the following conditions should be taken into account:

- Goals should be realistic.
- Innovative methods and techniques should be effectively applied to the teaching process.
- The teacher should have knowledge about the wishes, interests and needs of language learners.
- A foreign language teacher's enthusiastic approach to the subject he teaches is one of the main conditions that ensure the success of this teaching process.

The teacher should know what, how and for what purpose the students learn, that is, information about the goals, methods and methods of teaching (Covino, Iwanicki, 1996: 45).

The Law of the Republic of Azerbaijan "On Education" makes it necessary to raise the quality of education in our country, where human capital is highly valued, and to approach its content and organization in terms of globalization and informatization requirements. According to the requirements reflected in Article 11 of the Law, students should adapt to the requirements and conditions of the time, be competitive, live and work in the information society, learn the ability to create communication, receive continuous education, have knowledge and outlook corresponding to modern standards, high intellectual level and practical work ability, they must master new technology.

The tasks that this important state document sets before the educational stages are directly related to the solution of training and upbringing problems directed to the future development of the society as a whole. As a final result, the preparation of highly qualified, national-human moral and ethical values and qualities of citizens and their effective functioning in life requires the solution of a number of issues, and a related, complex solution.

Pedagogical practice is a process that has a special place in the curriculum of a higher (secondary specialty) school. During the first three semesters, bachelors and sub-bachelors, who master the basics of specialized subjects, pedagogy and psychology, enter the field of practical activity with the theoretical knowledge, methodological information, pedagogical and psychological values they have gained. The beginning of this educational stage begins with a kind of testimony and methodical recommendations of the higher (secondary specialty) school management, members of the scientific (pedagogical) council. In fact, the pedagogical experience as a whole is a means to reveal the results of the scientific-pedagogical work of the professor-teacher (pedagogical collective in secondary specialized schools) at a certain stage. Moreover, pedagogical experience is a field of

activity that will reveal the degree and level of worthiness of tomorrow's teachers for this profession, it is one of the forms of teacher training (Capa, Cil, 2000: 54).

In fact, experience in the formation of the professional competence of a foreign language teacher is a social asset, and the process of pedagogical experience of young people who will become pedagogues is of two essences:

1. In this process, students acquire these socio-pedagogical values by observing the teaching system of foreign language teachers at school and participating in their classes.
2. Students test themselves in this process by applying the theoretical knowledge, skills and habits they have gained, they contribute to the enrichment of that social wealth in a classroom space, on a small group scale, with successful tests and zaxot lessons.

Pedagogical experience is a very useful, reliable, tested form of studying and observing the results of the aspects and points of the large-scale training and education process that cannot be checked and evaluated in exams and tests, revealing and evaluating them in the life-school arena, filling the gaps and correcting problems in the remaining later stages of education, is important as a means and a factor.

Various factors are important in the effective organization of pedagogical experience in the formation of the professional competence of a foreign language teacher. One of them is the control of the school management over the organization and conduct of pedagogical practice.

In the existing pedagogical literature, the purpose of intra-school control is connected with the content of the work of the areas related to the school structure, it is noted that it is determined for each specific situation (Aydogan, Cilsal, 2007: 76).

At a time when the search for humanization, democratization, and secularization of education is expanded, there is a need to change the parties involved in the system of school control. Thus, mandatory education in areas to be controlled in pedagogical literature; teaching of individual subjects; implementation of state programs; the level of students' knowledge, skills and habits; extracurricular and extracurricular activities; family and community work; financial and economic activities of the school, etc. is included. In that source, one of the areas is formulated as "methodical work, study and generalization of advanced practice". When planning the issues of annual control, the control of the period from the beginning to the end of the pedagogical experience should be taken into account.

It is clear from our observations that the system of internal control in all schools is not planned from the very beginning of the school year. If this is one side of the problem, another side is a set of issues related to the activities of those who come to pedagogical practice.

The arrival of Methodist teachers, pedagogical leaders and interns to the school should, in fact, create a sense of responsibility and creativity in the educational institution. The school management, the pedagogical team should accept this as the trust and confidence of the higher school (secondary specialization) rectorship (directorate), teaching department, faculty deanery to the high school team.

Forms of intra-school control of the school management are summarized in the pedagogical literature. It includes such forms as thematic, frontal, warning, personal, sequential, overview, class-generalizing, studying the lesson of two or three teachers on the same subject in the same specialty, listening to a mutual lesson (Bondi, 1999: 76).

These forms of control are typical for the school and the pedagogical collective and can be applied. During pedagogical practice, school management (principal, deputy for educational affairs) can use frontal control to have a positive effect on the course of pedagogical practice from a pedagogical and psychological point of view. For this, the director can consult with the pedagogical leader and the methodist teacher and express his desire to take over the lessons of two or three selected students - interns. After general agreement, a frontal control plan is drawn up. Management gets acquainted with the intern's diary and overview; listens to his lessons in two or three classes; reveals the teacher's ability to use new learning technologies, interactive and integrative methods; participates in subsequent classes and reveals the level of mastery of the subjects passed by the

intern; checks the homework notebooks of individual students; studies the student's activity in the school's social life; he is interested in what he is doing with the students and talks with the students; the student-practitioner is interested in the level of reading pedagogical and scientific literature; reveals his interest in self-education and profession. Of course, this process is carried out through selection. This type of work carried out by the school management, pedagogical leader and Methodist teacher union:

- pedagogical experience increases the sense of responsibility of the participants;
- intern students deepen their sense of systematically working with established teachers - future colleagues;
- inculcates in students a serious attitude towards the work of those who come for pedagogical experience;
- has a strong influence on the more efficient, effective, creative organization of pedagogical experience in general.

Of course, one of the most valuable points of this work is the evaluation and documentation of the student's good work as a fact of advanced experience in the whole school, the creation of a stand called "Lessons of Experienced Students", and the presentation of written letters of thanks to such young people at the end of the experience.

Acquaintance with the positive experience of advanced schools in this field, observing the lessons of individual subject teachers, and studying the documents of higher schools related to the conducted experiences show that the pedagogical experience should not be left out of the internal control of the school (Nunan, Richards, 1990: 56).

So:

- the effectiveness of the pedagogical experience in the formation of the professional competence of the foreign language teacher is related to the creation of favorable conditions for its organization and conduct;
- the effectiveness of the pedagogical experience, the participation of competent and creative teachers is effective and important in the training stage of young people who have chosen to become a foreign language teacher;
- the positive attitude of the school administration and subject teachers to the trainee students is one of the important factors for their normal and orderly passing of tests and test lessons;
- the pedagogical experience of students who actively participate in teachers' classes, who pass their classes at the level of modern requirements, who manage to organize interesting events with students, is evaluated by the school administration as a fact of advanced practice and documented as a standing in the school lobby is a moral incentive for the effective work of those who come for pedagogical experience in the following years;
- letters of consent of the school staff to the higher school management and the dean of the faculty regarding the students who have successfully completed the pedagogical experience become a psychological factor that deepens the interest and inclination to the profession in future teachers.

Conclusion

When training foreign language teachers abroad, it is very important at which school level they will be trained. Classes at the universities or teachers' colleges they attend may therefore vary. However, in our country, teacher candidates are prepared in the same way regardless of the level of the training institutions where they will be trained. Therefore, it is important for teacher training institutions to review their programs and include activities that will develop their professional skills in a positive direction starting from the first year. In order for foreign language teachers to have an investigative spirit and to develop the habits of working in cooperation, it is necessary for teacher training institutions to prepare work programs in this direction. In order to provide a high level of training, teacher training must come first. It is for this reason that the academicians who provide training and develop programs in the faculties of education must make efforts to train teachers in such a way that they will meet the needs of the country and have a world-standard equipment.

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