

Modeling the Pedagogical Experience of England as a Factor of Improving the Quality of Training Future Teachers

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Abstract--- *The article is devoted to studying the pedagogical experience of England as the most progressive in Europe and the possibilities of its implementation in the process of improving the preparation of future teachers of English in pedagogical universities of Uzbekistan.*

Keywords--- *Foreign Pedagogical Experience, Professional Competence, Tutoring, Individual Approach, Tutoring, Online Tutoring, Student Tutoring.*

I. INTRODUCTION

The draft strategy for the innovative development of the Republic of Uzbekistan includes, among one of the main areas, strengthening the relationship between universities and research institutes with foreign partners, participating in international internship programs for students and scientists, expanding the program of funds and scholarships for teaching students in foreign universities and more [1].

Studying foreign experience will help protect against incorrect decisions, reveal an additional source of new approaches, and create the prerequisites for rejecting accepted stereotypes in the field of training and education. Appeal to the best foreign experience will play a significant role in bridging the existing gap between the domestic education system and global trends in educational reforms, which creates favorable conditions for improving the quality of human potential.

A number of scientists indicate that students of pedagogical specialties are interested, no less than other graduates, in intensive international professional communication and need targeted preparation for it [2,3,4]. Through the possession of professional foreign terminology that is being specified, the terminological and conceptual content of professionally relevant disciplines is being clarified, which contributes to the development of professional intelligence, and through it, the intellect as a whole. The process of teaching professional communication is long and is not limited to the framework of study at a university. It continues in professional activities, ensuring the continuity between training and independent professional activities of specialists [5, c.116-117].

II. THE MAIN RESULTS AND FINDINGS

The pilot study involved 360 senior students of pedagogical universities of our republic. We have undertaken a study of the level of formation of foreign language professional competence among senior students of faculties of foreign languages. To this end, students were offered a package of diagnostic materials, including questionnaires,

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requirements, methods, exercises to determine the general pedagogical and motivational factors in the preparation of future English teachers. The study also used the observation method, the statistical method and the content analysis method, comparative comparative analysis and generalization of the sources and data used, the scientific interpretation and synthesis of specific factual materials, the synthesis of inductive and deductive methods in their unity.

As a result of the studies, it was found that, although the changed approaches to training a specialist have set the task of language education to form a professional foreign-language communicative competence, the mastery of a foreign language in everyday communication without taking into account the specifics of a profession, without teaching speech and behavioral strategies in a specific professional context, does not correspond requirements of the modern labor market.

During the study, the following data were obtained:

Language training in the spirit of the traditional “professional orientation” does not reach the expected goal, the level of professional foreign language competence of graduates continues to be very low, and there is an acute shortage of specialists in the labor market who have a certain register of foreign language knowledge necessary for professional activity. The level of development of communicative professional competence in the system of university teacher education remains not fully understood. The role and scope of professional communication in the structure of higher education and the future professional activities of students, their life self-determination and self-realization is not defined. The features and conditions for organizing the process of “business communication” in the system of higher education are not clearly defined.

The main gaps in the professional communication of students include lack of consistency and competence in the field of professional communication, lack of language, lack of logic in the construction of a business statement, inability to clearly formulate a professionally put forward position, etc.

University graduates, even those with a high level of professional and scientific knowledge, experience significant difficulties of equal access to a foreign language professional environment, which is caused by ignorance of the ethics of professional communication; inability to use professional terminology, correctly and convincingly defend one’s point of view, collegially discuss and come to a solution to a professional problem.

The main reason for the existing gaps in the preparation of specialists for effective foreign language communication in the professional environment is the lack of unity in the development of professional and language experience in the process of foreign language training at a university. Their integration is carried out only in the form of work with special literature. In addition, many students do not see the prospects of using a foreign language in their professional activities, since the educational process is not filled with personal meaning, and is often divorced from the reality in which future specialists will exist.

As practice shows, graduates of pedagogical universities do not have a sufficient level of development of foreign language communicative competence, and above all, the uneven formation of its individual vital components responsible for the success of communication in an intercultural aspect is of concern. This is evidenced by the poor

preparedness of the majority of young teachers in the conditions of real intercultural communication in a foreign language environment, insufficient breadth of views, bias in assessments, lack of knowledge in the field of everyday communication, inability to adapt to new communication conditions, inability to analyze or even realize the presence of misunderstanding associated with the difference in cultures .

Our study showed that at present, the formation of foreign-language sociocultural competence of students of a pedagogical university is at a low level. With high motivation and a fairly positive attitude towards his profession and representatives of the people of the country of the studied language, the student of a pedagogical university is not sufficiently prepared.

Future teachers demonstrate a lack of linguistic and regionally colored vocabulary reflecting the culture of the country of the language being studied, have poor training in the field of knowledge of sociocultural models of verbal and nonverbal behavior, are not familiar with the way of everyday life and life in the countries of the language being studied, overestimate the degree of similarity between the native and foreign cultures, their speech does not meet the requirements of authenticity. The data obtained indicate that the student of a pedagogical university does not meet the new requirements for a modern teacher in terms of his preparation in the field of foreign-language sociocultural competence.

At the same time, it is necessary to note the high interest of students in their future professional activities and the desire to communicate on professional topics. 46% of respondents are interested in everything related to their future profession, 24% have fragmentary ideas about their future profession, 23% are not satisfied with everything in it, but would not be exchanged for another. And only 5% of students do not like their future profession, and 2% do not know anything about it.

Questionnaires and surveys of students revealed the following factors, which, in their opinion, are necessary for the teacher to improve the quality of teaching and more effective teaching for foreign-language career-oriented communication: more live communication between the teacher and students - (16%); teacher's ability to interest students - (36%); give more creative tasks - (7%); use new techniques, model communication situations (for example, group discussions based on competition) - (37%); create a favorable atmosphere for communication (do not arrange "interrogations" in the classroom, be friendlier, "closer" to students, understand them, help overcome the psychological barrier in communication) - (18%); increase the volume of educational material, give more tasks, increase exactingness - (7%); readily available material - (6%); find an individual approach to students - (9%); discuss professional topics in parallel with special subjects - (10%).

The study of students' opinions showed the high need for students to improve the quality of teaching and increase the level of motivation to learn foreign professional communication.

Among the teachers, a rather low interest in targeted training in professional communication was revealed due to the lack of appropriate attitudes and insufficient methodological support for such work. The same opinion is shared by most students. Nevertheless, 91% of respondents consider it necessary to include in the curriculum in a foreign language a special course on teaching professionally oriented communication.

It is no coincidence that when clarifying the reasons for the lack of training in foreign-language vocational-oriented communication, students of pedagogical universities put low motivation (27%) in the first place, followed by insufficient communication practice in the language (20%), poor teaching quality (14%), insufficient teaching hours by discipline (12%); then such factors as laziness of students, lack of high-quality teaching aids, special techniques, lack of a favorable psychological situation in the lesson, conducive to communication, lack of an individual approach, etc. follow.

Based on the data of the study, as well as the analysis of educational documentation and literature, it can be concluded that there is a need for purposeful and specially organized activities for teaching students of pedagogical universities of the republic foreign-language professionally-oriented communication as an important component in the process of forming a highly qualified specialist. The importance of such training consists in adapting to a change in the nature of professional activity, which increasingly requires a person to dynamism, constant self-improvement, readiness for constructive interaction (to work in a team), ability to choose, adequate perception of failure, etc.

The analysis underwent a modern and promising direction of the pedagogical experience of England - tutoring. Tutoring is a tradition of the British school, based on individual work with pupils. Classes of students with tutors are traditionally given great importance. Such classes create a strong contact between students and teachers. A teacher (tutor) personally attached to the student not only transfers knowledge, but also teaches his ward to act and think independently [6].

Tutoring allows, along with teachers, the participation of graduate students who have shown the ability to mentor. A tutor is a historically established special pedagogical position that ensures the development of individual educational programs for pupils and students and accompanies the process of individual education at school, university, as well as in the system of additional and continuing education [7.8, p. 4.].

In the educational policy of the United Kingdom, to a greater extent than in the CIS countries, including Uzbekistan, an individual approach to learning is distinguished, orienting teachers (lecturers) to high expectations of the results of each student's learning, to deep knowledge and consideration of their individual needs, abilities and everyone's aspirations, which requires learning ability to use different learning strategies.

In the educational system of Uzbekistan, the tutor figure as such has never been introduced. However, it would be wrong to say that the values of individually oriented pedagogy as a way of developing personal responsibility for the realization of one's own destiny were not represented in the history of national education. Having a long historical roots and recently spreading mentoring system "Ustoz-shogird", forms of individual work with gifted students, tutoring existed and exist, but they lack a system, a more complete coverage of students and an open educational space.

The tutor's work requires some training, but due to the non-proliferation of this type of pedagogical activity in the domestic education system, there are no criteria for selecting tutors, training courses and advanced training for these workers. Meanwhile, an analysis of the influence of the tutorial system of education on solving the problem of improving the quality of education in our republic seems important and necessary. It will help to identify

opportunities for using the experience of the tutoring system of education in England in the educational system of Uzbekistan.

As our analysis showed, the provision of various forms of psychological and pedagogical support in higher education encounters the following most common problems: often the teacher takes for a problem what is not a problem in the student's mind; often the teacher does not see the problem in what the student perceives as a problem; sometimes the teacher transfers responsibility to the student; sometimes the relationship between teacher and student is far from humanistic norms; there is no consensus among teachers about how to deal with a student who does not fit into the general requirements of the system (this can be either an underperforming, ill-bred, or a talented student); many teachers note that their education is not enough for effective work on pedagogical support.

In the course of organizing the experimental work, the following tasks were set: to justify and verify the system of pedagogical conditions for effective teaching of foreign-language professionally oriented communication based on a communicative-activity approach; successful application of tutor support for teacher training; Strengthening the practical orientation of the training of future English teachers.

The requirements for a graduate of a pedagogical university — the future English teacher — are in possession of professional competencies in the translation of original literature in the specialty, in conducting lessons, giving lectures and reports, writing scientific articles in a foreign language, as well as achieving his ability to continue his education and professional activities in a foreign language environment.

The essence of the process of teaching foreign professionally-oriented communication based on a communicative-active approach is to integrate the goals of vocational training and the goals of mastering foreign language communication skills. This process is an integration of professional knowledge and skills, where the integrator is a foreign language as a means of education and professional communication [9].

The pedagogical management of the process of formation of professional communicative competence in teaching a foreign language at a pedagogical university is to create special conditions in which a student, based on acquired knowledge, independently solves communicative problems using a foreign language in the process of modeling professional communication situations or in the process of finding solutions when reading scientific literature.

In the process of forming a foreign language communicative competence of a future specialist, the specifics of teaching a foreign language at a pedagogical university should be taken into account, in connection with which it is necessary to provide the following areas of training:

- Determination of the content of communicative competence in the analysis of relevant professional activities;
- Stages of formation of foreign language communicative competence;
- Intensification of the process of formation of foreign language communicative competence;
- Immersion in a foreign language environment through conferences, role-playing and business games, reading original literature;

- Expanding professional horizons through reading special (professional) literature;
- Conducting lessons (or fragments thereof) during practice in high school in English.

The content of communicative professional competence includes:

- Mastery of the terminology in the field of linguodidactics in English and its free use in the framework of professionally oriented communication;
- Development of skills in the selection of didactic materials, the preparation and analysis of lessons in English, including in the context of intercultural communication;
- Development of skills to implement the principle of taking into account intercultural characteristics in the design of the educational process in the framework of teaching the English language;
- Willingness to carry out professional communication in oral and written forms in their native, Russian and English languages to solve the problems of professional activity.

In our opinion, the phased formation of the necessary knowledge and skills contributes to the development of professional and communicative skills and updates the professional knowledge of students in problem-communicative situations, as well as the effective use of educational technologies that imitate the process of inclusion in professional activities.

Based on the concept of developing education, and also taking into account the level structure of communication, we can argue that the development of professional and communicative skills of future specialists occurs in several interrelated and interdependent stages in the context of professional and personal formation of students. When solving innovative pedagogical problems, students were offered options for using a foreign language for professional purposes: a dialogue about the pedagogical situation, annotating pedagogical texts, modeling situations, fragments of lessons and educational events.

To form a communicative competence outside the language environment, it is not enough to saturate a lesson in conditionally-communicative or communicative exercises that allow one to solve communicative problems. It is important to provide students with the opportunity to think, solve any problems that give rise to thought, and discuss possible solutions to these problems, so that students focus on the content of their statement, so that the focus is on thought, and language acts in its direct function - the formation and formulation of these thoughts.

For students to perceive the language as a means of professional interaction, it is necessary not only to acquaint them with the professional terminology and pedagogical topics of the country of the language being studied, but also to look for ways to include them in the active dialogue of cultures, so that in practice they can learn the features of the functioning of the language in a new culture.

In the process of experimental work, we selected the most appropriate and effective methods and technologies for the formation of foreign language professional competence, such as: search and selection of linguistic and professional information; problem-design approach; innovative pedagogical situation; development of speech skills; determination of the conditions and modes of "business communication"; integration of a foreign language with other subjects - pedagogy, psychology, history of pedagogy, teaching methods.

Of particular importance in the implementation of the model for the formation of the IPC was given to us by the search and selection of linguistic and professional information by the students themselves, since it reflects the realities and cultural objects of the country of the language being studied, which in general helps to increase the general cultural and professional level of development of students of a pedagogical university. Professionally-oriented orientation of the material is revealed through the subject.

When teaching students to read professionally directed texts, the problem-design approach proved to be the most expedient and effective, as indicated in the works of scientists V.F. Aitova, I.K. Gavrilova, Yu.V. Ignatieva, V.M. Monakhova, A.I. Nizhnikov [10,11,12].

When organizing problem-design tasks (including using the Internet), first of all, the interests of students - future teachers were taken into account. As problem-design tasks of the linguistic, communicative and professional levels, students were offered tasks to search for foreign language information, process it on the basis of analysis, synthesis, generalization, systematization, classification and preparation of the final product in the form of a diagram, chart, table, supporting summary, etc. P. with obligatory oral presentation.

Problem-design tasks for the search, processing and use of Internet resources in the educational process were as follows: finding on the Internet a text corresponding to the topic of study in one of the subjects of the main specialty of the faculty; translation and processing of a given text (purpose and idea, structure, volume); text processing by the student with the assistance of the teacher in accordance with the specified parameters or the content of a specific pedagogical discipline (reduction, introduction of problematic elements, compiling a dictionary); Printed text to other students.

Such tasks allow, firstly, to develop certain qualities of perception, thinking, imagination, attention and memory; secondly, to fulfill the performance of such mental operations as comparison, classification, systematization, abstraction, etc .; thirdly, to automate foreign language and speech skills and, ultimately, improve communication and speech skills. Authentic foreign printed and audio texts that can be borrowed from Internet resources are used as the content of a foreign language education.

The data of psychological and pedagogical research and our own experience have allowed us to make the assumption that the introduction of innovative pedagogical tasks in the structure of educational material when teaching students a foreign language is a prerequisite for enhancing students' professional thinking in the process of mastering knowledge [13,14].

An innovative pedagogical situation is a specific state of pedagogical communication, an objectively existing fragment of the pedagogical process, characterized by real-life goals, content, forms and methods of interaction of its participants. The source of the innovative pedagogical task is the discrepancy between the real situation and the goals and intentions of the subjects of the educational process. The tasks facing educators can be strategic in nature, i.e. focus on large-scale changes in educational practice, and tactical, involving the transformation of a specific state of pedagogical communication that occurs in this current situation. These tasks are situational innovative tasks. A situational pedagogical task can be associated with a specific area of the joint activity of a teacher and a student through cognition, dialogue, and pedagogical creativity.

The function of innovative tasks is connected with imitation of typical actions of a teacher in mastering the content of the subject (which, accordingly, prepares students for the professional use of this content), stimulating and intensifying the development of basic pedagogical skills, professional attitudes (motivation) for studying educational subjects. The didactic value of such innovative pedagogical tasks lies in the fact that students learn the material of the subject in the context of their future activities, synthesizing the material of various objects around the pedagogical problem.

In the process of solving innovative pedagogical problems, students learned how to learn a foreign language, which is necessary for rational independent work on mastering this subject. This is the ability to find the information you need, interpret its professional value, reproduce, memorize the material logically and not mechanically, build value judgments, analyze, adapt the text material, work with dictionaries, reference books.

We have classified the forms of introducing and analyzing innovative pedagogical situations when teaching a foreign language into the following groups: practical and analytical: communication, dialogue about pedagogical information read in a foreign language; analysis of innovative situations; students performing creative tasks with pedagogical content; annotation of pedagogical texts, assessment of their content, posing questions; fulfillment of tasks on continuous pedagogical practice - conversations on pedagogical topics, compilation of lecture notes, analysis of foreign language lessons and its fixation in writing; practical and creative: imitation of pedagogical communication, modeling situations of fragments of a lesson, educational activities; lesson-excursion, game situations, role-playing games; contests, quizzes.

Particular attention was paid to increasing students' proficiency in the main types of foreign language professional speech activity, to develop their ability to carry out foreign language communication directly (verbally) and indirectly (through a book).

For the development of speech skills, pedagogical methods were used: the use of informative and interesting teaching materials in the classroom and for independent work of students; constant variation of professional speech situations related to speech-cognitive activity of students; Presentation to students of such speech-interpretation tasks, in the process of which the speech material is remembered involuntarily; constant inclusion in the topic of classes of already familiar speech material for repetition; students performing exercises on the constant combination, transformation and paraphrasing of speech material; innovative updating of all elements of the educational process.

At the same time, increased motivation and interest in mastering the technique of foreign language professional communication can be achieved by involving students in various conditions and modes of business communication:

1. Official individual contact;
2. Business informal conversation;
3. Free (unofficial) conversation;
4. Group, official conversation;
5. A monologue in a group conversation;
6. Public "business communication".

Students should be constantly involved in work. They should respond as much as possible, express their thoughts on professional topics. This helps the teacher to timely identify shortcomings and gaps in the knowledge and skills of students.

When teaching students professionally-oriented foreign language communication (PIO), the integration of a foreign language with other subjects is needed - pedagogy, psychology, history of pedagogy.

Integrative connections contribute to the intensification of teaching a foreign language, which is expressed in the following:

- Interest in studying the subject increases (communicative motivation increases);
- Speech-thinking activity is activated;
- Improving speech skills;
- Cognitive independence is formed; the horizons of trainees are expanding.

As a result, it was found that the technologies we used for the formation of IPC and tutoring technologies in the preparation of future teachers of the English language contributed to a significant quantitative increase in the values of all the criteria - cognitive, motivational, socio-cultural, and especially professional and communicative in the experimental group compared to the control group (Table. 1,2), which significantly increases the effectiveness of student learning and their level of proficiency in professional communication skills in English.

Students have significantly advanced in the field of knowledge of the educational system and pedagogical culture of England, professional terminology, the vocabulary has expanded, their grammatical and speech competence has increased. Thanks to a variety of ways of working with texts, solving pedagogical problems and situations, they began to more freely express their thoughts, ideas and opinions in the professional pedagogical sphere, developed the ability to pose and answer questions, participate in discussions.

According to the results of the experiment, it was concluded that the use of collective analysis of innovative pedagogical situations in the classroom of a foreign language contributes to the formation of communication skills; develops a habit of mutual control; Helps mimic the school teaching process. As a result of this, classes in a foreign language become more lively, interesting, meaningful; students have the opportunity to express their own opinions more and more often, express thoughts, assessments, using a foreign language for professional purposes

Thus, the experiment demonstrated that the model of introducing tutoring technologies contributes to a significant increase in the quality of students' education.

III. CONCLUSION

The study provided the basis for the following conclusions.

The pedagogical conditions for the effectiveness of the interaction between the student and the tutor are: the subjects have the need and sustainable motives for learning activities, the adoption of goals and programs of activities; experience in organizing and implementing tutoring activities: theoretical preparedness, rational planning,

implementation of actions and operations, organization of control, objective assessment; compliance of the content and nature of the activity with the individual characteristics of the subject, his interests and capabilities; taking into account the emotional, psychological and physical condition of the subject.

Tutoring corresponds to the modern goal of increasing the level of educational, organizational and methodological work of a higher educational institution; stimulates the increase of students' motivation to master educational programs due to a higher differentiated assessment of their academic work; It is important in conducting regular and effective classroom and independent educational work of students; activates the formation of IPC students.

It was revealed that, similar to foreign experience, this system can be applied in higher education institutions, distance and open education, the system of additional education, accompaniment of novice specialists, advanced training of educators, as well as in extracurricular activities, professional self-determination of students.

As a pedagogical search and individual education, tutoring is used at all levels of education and becomes the prerogative of not only experienced teachers, but also students, which indicates the advantages of this learning system.

Therefore, tutoring as an effective form of pedagogical support must be introduced into the system of higher pedagogical education. Due to the current lack of a training system for such workers, it is necessary to develop a training system that includes special courses and programs, various forms of advanced training and certification.

Table 1: The final level of formation of foreign language professional competence of students of the experimental group

Criteria	Students... 60 per.						Students... 60 per.						Students... 60per.					
	P		RP		R		P		RP		R		P		RP		R	
	n	z	n	z	N	z	n	z	n	z	n	z	n	z	n	z	n	Z
Cognitive-functional	10		38		12		8		40		12		16		35		9	
Motivational	15		30		15		12		36		12		18		32		10	
Social and cultural	8		31		21		9		40		11		11		35		14	
Professional communicative	6		29		25		4		38		18		10		37		13	

As a result of the analysis of the positive experience of the English tutorial training system, several areas of its use in the field of higher education in Uzbekistan were identified:

The organization of a clear structure of the tutorial training system, a clear statement of the duties and activities of both tutors and their students;

Introduction of the most effective and promising types of tutoring (online tutoring, student tutoring);

Use of recommendations and advice to private tutors and their students;

Creation of methodological recommendations (guides) for tutors by various educational institutions; the use of a tutorial training system at all levels of education, etc.

Table 2: The final level of formation of foreign language professional competence of students in the control group

Criteria	Students... 60per.						Students... 60per.						Students... 60 per.					
	p		RP		R		P		RP		R		P		RRP		R	
	n	z	n	z	n	z	n	z	n	z	n	z	n	z	n	z	n	z
Cognitive and functional	14		35		9		11		41		8		20		29		11	
Motivational	16		33		11		15		32		13		17		32		11	
Social and cultural	8		34		18		11		38		11		5		39		16	
Professional and communicative	7		36		17		12		31		17		9		32		19	

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