

The Significance of Lingua-Methodical Experiences in the Preparation of Activities of the Foreign Language Teacher

Fotima Tolibovna Chorjeva

Senior teacher, The University of Economics and Pedagogy non-state institution

Abstract: Forming lingua-methodical experiences on EFL students in higher education system is related with the image of identification, readiness for transferring the identity and undoubtedly teaching system. Linguistic-methodical experience is a psychological renewal, which includes cognitive and behavioral aspects, as well as a long-term state of preparation directly related to professional activity as an integrative feature of a person.

Keywords: lingua-methodical approach, identification, image, experience, continuous education, systematic approach, pedagogical experiences.

One of the most crucial aspects of various approaches used in higher education is the formation of linguistic and methodological experiences in students. The absence of general descriptions of language-methodical experiences in itself shows the imperfection of a single space in our national education system. In this case, the problem of identification of lingua-methodical experiences arises. Obviously, identification is marked with the image in the professional career. A professional image is the image of a person in the context of continuous education. It would be completely wrong to look at the image as a portrait of an excellent student. In image creation, the main emphasis is on learning and development processes in this case, as learning provides development, development expands the scope of learning, that is, these two processes complement each other. It follows that the image is a unique map of continuous education, the main purpose of which is to form and develop the lingua-methodical experiences of the future foreign language teacher during two interrelated processes.

Image is the main means of creating a learning and educational space in an educational institution. It defines the essence of educational science, teaching technology, and control methods, creating a basis for a holistic approach aimed at the development of the student's personality. Creating the new model of the students requires much amount of effort and experience from the side of the educators of foreign language. To complete this mission in teaching field is not conventional process as it is thought to be. From all points of view this issue requires to be analyzed.

In order to solve this problem, it is necessary to determine the components of the structural composition of the "renewal" of the person. Emphasizing the active nature of linguistic-methodical experiences, the existence of a connection and mutual influence between their motivational, ethical and social aspects and the characteristics (attributes, qualities) that "renew" a person, and the integrative nature of this concept with "knowledge, skills, qualifications" in relation, it shows that gaining experience is meaningful with the concept of readiness for professional activity.

It is appropriate to define the concept of lingua-methodical experiences through the concepts of "readiness and ability": in this case, "readiness" should be understood as long-term readiness for

integrative education of a person, which includes motivational, emotional-inner, coordinated behavior, and evaluation components, and "ability" refers to cognitive and behavioral aspects.

Based on the fact that the readiness for a specific labor activity has a dynamic nature, its formation is indicated by levels such as professional, pre-professional and non-professional, as well as high, high, medium and low. It is appropriate to define the levels in the process of formation of professional lingua-methodical experiences. It is possible to indicate three levels of formation of linguistic-methodical experiences: targeted, basic and advanced.

Defining the concept of linguistic-methodical experiments, analyzing the interpretations of the considered components and their descriptions, we will have the opportunity to give a definition of this concept. Therefore, linguistic-methodical experience is a psychological renewal, which includes cognitive and behavioral aspects, as well as a long-term state of preparation directly related to professional activity as an integrative feature of a person.

During the development of a person's professional competence within the framework of one or another activity, linguistic and methodical experiences also change positively, integrate with other educational situations, create new qualities and manifest the spiral direction of dialectical development. It is professional competence that creates a solid foundation for the subject to set significant goals, to strive in this way, to take actions in a positive sense, to implement a creative approach to professional and personal issues, to show flexibility in a new scientific and creative environment, and to evaluate the results of one's activities.

According to the logical order of our conducted research, when we say linguistic-methodical experiences, we should understand the experience of preparing for the daily activity of a foreign language teacher.

Linguistic-methodical experience of a foreign language teacher is a psychological renewal formed by means of subject and psychological-pedagogical science complexes in the process of language pedagogical education. As the foreign language teacher's preparation for his future work develops, his lingua-methodical experience expands, integrates with other approaches, manifests itself in the form of new qualities and qualities, and manifests the spiral direction of dialectical development.

It is the lingua-methodical experience that allows the future foreign language teacher to set significant goals, to fully "enter" this activity, to take positive actions in solving problems within the activity, to implement a creative approach to professional and personal issues, to show flexibility in the new scientific and creative environment. and creates a solid basis for evaluating the results of their activities. In modern pedagogy, many different approaches to foreign language teaching methodology should be taken into account: intellectual ability, intellectual initiative, intellectual creativity and intellectual self-management. Thus, systemic, interdisciplinary, activity-based, comprehensive, person-centered, and personal activity approaches have a solid foundation.

The approach based on lingua-methodical experiences is defined as the determination of the result-oriented goal orientation of education, that is, "the lower level of any hierarchical structural structure is characterized by what determines the upper levels" [Зимняя, 2004:30]. Therefore, the approach based on linguo-methodical experiences is by definition systematic, interdisciplinary and activity-based. A system should be understood as an interconnected whole of separate elements that form a new quality with specific characteristics. A system is an integrated set of interconnected bases (initial data), and when one of them changes, the others also change. This means that each system has a number of unique properties that cannot be found in any of its constituent elements. The elements of the system together make up its structure, and their interdependence and interaction are characterized by the integrity of the system. A system should be understood as an interconnected whole of separate elements that form a new quality with specific characteristics. A system is an integrated set of interconnected bases (initial data), and when one of them changes, the others also change. This means that each system has a number of unique properties that cannot be found in any of its constituent elements. The

elements of the system together make up its structure, and their interdependence and interaction are characterized by the integrity of the system.

It is represented in the following conditions of the system:

1. the presence of integrative qualities, that is, the (systemic) qualities that each element of the system does not have separately;
2. the presence of structural elements - components that make up the system;
3. the existence of a structural structure, that is, interactions and relations between individual elements (components, parts);
4. it is distinguished by the presence of functional characteristics of the system as a whole and separate elements [Беликов, 2002]

To sum up, in the modern educational environment, readiness to labor activity, the image of identification, the systematic approach is one of the directions of scientific methodical provision of pedagogical processes, development of innovative activities, improvement of the efficiency and quality of results, and is more evident in the process of generalization.

References:

1. Зимняя И.А. Педагогическая психология : Учебное пособие для вузов / Москва : Логос 2004. С 384
2. Беликов В. А. Образование. Деятельность. Личность [Текст] : монография : учебное пособие для студентов высших учебных заведений, обучающихся по специальности 050700.62 "Педагогика" Москва : Академия Естествознания, 2002. С 339
3. Ravshanovich, Berdiyev Bakhodir, and Shodiyev Rizamat Davronovich. "Teaching Students to Create Independent Equations based on Solving Problems by Constructing Equations." *International Journal Papier Public Review* 1, no. 2 (2020): 114-118.
4. Cunningham D. J. Beyond educational psychology: Steps toward an educational semiotic // *Educational psychology review*. – 1992. – Т. 4. – С. 165-194.
5. Сериков В.В. Образование и личность. Теория и практика проектирования педагогических систем. – М., Логос, 1999. – 272 с.