

## FORMATION OF PROFESSIONAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER.

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**Annotation.** The formation of professional competence in foreign language teachers is a key factor in ensuring high-quality education. This article explores essential components of professional competence, such as linguistic, pedagogical, communicative, cultural, and digital skills. It discusses effective methods for developing these competencies during pre-service training and throughout a teacher's career. Special attention is given to reflective teaching, continuous professional development, and the integration of modern technologies. The study highlights the importance of a holistic approach to teacher education for long-term success in language instruction.

**Key words.** professional competence, foreign language, teacher training, pedagogy, communication, culture, digital skills, reflection, methodology, development

**Annotatsiya.** Chet tili o'qituvchilarida kasbiy kompetensiyani shakllantirish sifatli ta'limni ta'minlashda muhim omildir. Ushbu maqolada kasbiy kompetensiyaning asosiy tarkibiy qismlari – lingvistik, pedagogik, kommunikativ, madaniy va raqamli ko'nikmalar ko'rib chiqiladi. Kompetensiyalarni shakllantirishda samarali usullar, o'qituvchilik faoliyatidagi refleksiya, uzluksiz kasbiy rivojlanish va zamonaviy texnologiyalarni integratsiya qilishning ahamiyati ta'kidlanadi.

**Kalit so'zlar.** kasbiy kompetensiya, chet tili, o'qituvchi tayyorlash, pedagogika, kommunikatsiya, madaniyat, raqamli ko'nikma, refleksiya, metodika, rivojlanish

**Аннотация.** Формирование профессиональной компетентности учителей иностранных языков — важный фактор обеспечения качественного образования. В статье рассматриваются ключевые компоненты компетентности: лингвистические, педагогические, коммуникативные, культурные и цифровые навыки. Особое внимание уделяется рефлексии, непрерывному профессиональному развитию и использованию современных технологий в обучении.

**Ключевые слова.** профессиональная компетентность, иностранный язык, подготовка учителя, педагогика, коммуникация, культура, цифровые навыки, рефлексия, методика, развитие

In the modern educational context, foreign language teachers must meet high standards not only in their linguistic knowledge but also in their pedagogical and intercultural competence. Professional competence refers to a combination of theoretical knowledge, practical teaching skills, personal attributes, and continuous development strategies that allow educators to effectively facilitate student learning. As globalization increases and communication across borders becomes essential, the need for highly competent language teachers grows significantly.

Professional competence includes several interrelated components. The first is **linguistic competence**, which requires a strong command of the target language, including grammar, pronunciation, vocabulary, and pragmatics. A teacher must be able to use the language fluently and accurately to provide a correct model for students.

Next is **pedagogical competence**, involving an understanding of learning theories, curriculum design, lesson planning, assessment techniques, and classroom management. This competence allows teachers to adapt their teaching to different student needs, use a variety of instructional strategies, and create engaging lessons that promote active learning.

**Communicative competence** is also essential. It includes the ability to convey ideas clearly, understand student responses, and foster meaningful interaction in the

target language. Teachers must not only communicate well with students but also collaborate with colleagues, parents, and school leadership.

Another crucial element is **intercultural competence**. Since language is inseparable from culture, teachers must be equipped to teach about and across cultures. This includes fostering tolerance, understanding cultural nuances, and preparing students for intercultural communication in a globalized world.

Increasingly, **digital competence** is vital. In today's classrooms, foreign language instruction often involves digital platforms, multimedia resources, and online collaboration. Teachers must be skilled in using educational technologies for language teaching, such as language learning apps, virtual classrooms, and interactive tools that enhance student engagement and language practice.

The formation of these competencies begins during pre-service teacher education. University programs should provide not only theoretical foundations but also practical experiences through micro-teaching, teaching practice, and reflective observation. Course content must be aligned with international standards and incorporate the latest research in applied linguistics and pedagogy.

In-service teachers, meanwhile, need opportunities for **continuous professional development (CPD)**. This can be achieved through workshops, online courses, conferences, and teacher communities. CPD helps educators stay current with teaching methodologies, assessment trends, and innovations in technology. Reflective practice plays a central role, as teachers evaluate their own teaching, identify areas for improvement, and seek feedback.

Mentorship and collaboration also support the development of professional competence. Less experienced teachers benefit from guidance and support from mentors, while collaborative planning and peer observations enhance collective expertise within schools.

Moreover, educational institutions and policy makers must create environments that encourage teacher development. This includes access to resources, incentives for

professional growth, supportive leadership, and inclusion of teachers in curriculum decision-making processes.

Finally, it is important to recognize that professional competence is not static. It is an evolving set of abilities that change as the demands of the profession and society evolve. Teachers must be lifelong learners, open to new ideas, and willing to innovate. Only then can they meet the diverse and changing needs of their students and prepare them for the demands of the modern world.

### **Conclusion:**

The formation of professional competence in foreign language teachers is a dynamic and ongoing process. It requires a balanced combination of knowledge, skills, values, and attitudes. Teachers must be equipped not only linguistically but also pedagogically, culturally, and digitally. Supporting their growth through education, training, and reflection ensures effective language teaching and contributes to the overall quality of education in a global society.

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Resources