



IMPROVEMENT OF FUTURE TEACHERS ' CULTURAL COMPETENCE IN ENGLISH LANGUAGE MEDIA TEXTS

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Article history:	Abstract:
<p>Received: December 11th 2021 Accepted: January 11th 2022 Published: February 20th 2022</p>	<p>The article considers the role of multimedia educational environment in the development of professional competence of a foreign language teacher. The researcher's views on the issues related to the professional competence requirements of a foreign language teacher are presented. Such concepts as "professional competence", "Multimedia", "multimedia educational environment " are analyzed. Particular attention is paid to the potential of mixed education models in creating a multimedia educational environment and creating real conditions for the teacher's role in multimedia interaction and professional development of a foreign language teacher. The authors of the article emphasize that students develop their independence in the process of teaching a foreign language using the tools of Information Technology. However, the role of the teacher does not decrease, it is changed. At the same time, the teacher must monitor the activities of the students and direct their activities in the right direction. The article reviews the results of the surveys of Foreign Language teachers and looks for promising ways to increase the professional competence of a foreign language teacher.</p>
<p>Keywords: English language, cultural competence, media, multimedia, the use of professional competence, education, the environment, the education system, the teachers, information and communication tools, technologies.</p>	

INTRODUCTION.

In connection with the rapid change in the state, economic, educational and information-communicative spheres of our country Uzbekistan, the evolution of the profession of a foreign language teacher, as well as making appropriate changes in the process of teacher training and improving the skills of teachers are beginning. One of the main tasks of a modern foreign language teacher is expressed in the formation and development of a student's personality, capable of independent thinking, ready for communication in a foreign language in a real and virtual environment. Today, the image of the world of students is based on the different data flow that they receive with the help of new multimedia technologies. Therefore, a teacher who has not used additional sources of information and technical capabilities of multimedia technologies can not successfully perform his professional duties and duties. A newly formed teacher is a person who combines professional competence and broad outlook; a person with methodical skills; a person with his own personal style, level of professional culture, creativity. The level of culture of students depends on the skill and culture of the teacher, so is the level of culture in the society. The teacher's qualification consists of his professional competencies, providing professional standards for teachers.

The vocational standard for teachers with a constantly changing information environment encourages teachers to enhance their competence, including media competence and to give them the opportunity to continuously improve and self-develop. "Competence" is considered as a circle of issues that someone knows well. Therefore, in order to become a Qualified Foreign Language teacher, it is necessary to have a set of competences that will allow effective activities in the field of foreign language education and to a certain extent have a qualification. We understand an indispensable feature that determines the ability to solve professional problems that arise in real situations in professional life, the ability to know professional and life experiences, values and inclinations. They are of particular importance for Foreign Language teachers in the conditions of professional development:

1) political and social powers associated with the ability to take responsibility, participate in joint decision-making, participate in the development of democratic institutions.

2) Xenophobia, designed to prevent the spread of intolerance, contributes to both the differences in powers and understanding associated with life in a multicultural society and the desire to live with people from other cultures, languages and religions.

3) skills that determine verbal and written communication skills that are important to work and social life, those who do not have them are threatened



by isolation from society. This group of communication involves the possession of several languages, which is of increasing importance.

4) Competitions associated with the emergence of an informed society. Have access to new technologies, understand their strengths and weaknesses, have a critical attitude to the media and the information and advertising that is broadcast via the Internet.

5) competence, through which the ability and desire to learn through life is realized not only in professional, but also in personal and social life. As we see, these powers are very specific and relevant to this day, because they came from the experience of European countries in the process of mastering foreigners in their "foreign language" environment.

As we analyze various sources and points of view regarding the identification of the compensations that are important to Foreign Language teachers, we have come across a wide range of types of compensations and their interpretation. To a greater or lesser extent, the authors have a general understanding of their competence, according to practical experience and the use of different approaches, separate private powers are distinguished. It is worth noting the following types of core competencies in multicultural, subject-activity and informational competence. We share the author's point of view, and together with him we consider that they are indispensable indicators of the quality of professional training of a foreign language teacher. If we come to the criteria for assessing the professional competence of the teacher of the Russian foreign language, then in order to assess the professional competence of the teacher of the foreign language "proposals for attestation of Foreign Language teachers" are proposed on the basis of the following groups of competences:

- *Competitors, general cultural competency;*
- *Communicative competence consists of linguistic, conversational and socio-cultural competences;*
- *Professional competence includes: planning, organizational skills, monitoring and evaluation skills, analytical, research and professional-communicative skills;*
- *General cultural competence is manifested in various indicators of communicative and professional competence: psychological, pedagogical, philological and personal characteristics.*

When issuing graduates, teachers of a foreign language, for example, in an interview in a career, qualifying an employee for compliance with the position

received, the performance of these compensations is taken into account. For example, an open, informative, multimedia educational environment should help shape the need for change and self-transformation of its subjects, the teacher and the student. Through the "Multimedia learning environment" we mean the information learning environment of the interaction between the subjects of the educational process and the world through open systems based on multimedia technology. Accordingly, "multimedia education" is an opportunity to use the intellectual result of techno-socio-cultural development of society. The term "Media education" means Mass Communication (print, television, radio, video, cinema, etc.) is interpreted as a direction in linguistics that studies its laws. Its main functions are as follows:

- *preparation of the new generation for life in the modern information society, perception of various information;*
- *to teach the learner to understand information; to study ways of communication based on non-verbal forms of communication using technical means.*

There are on-line multimedia:

- 1) *Internet resources for Foreign Language teachers (teft.net, learn-english-today.com, superteachertools.com)*
- 2) *virtual professional community sites (pedsovet.org, rusedu.net, eun.org)*
- 3) *Distance Learning courses (courser.org, openedu.ru, 1 September.ru.)*
- 4) *assistant training programs (Duolingo, LinguaLeo, Parrot Player)*
- 5) *resources for students at foreign language (FluentU, BBC Languages, MosaLingua)*
- 6) *Interactive games (memorise, Busuu, English Media Lab)*
- 7) *free communication in virtual foreign language (chat exchange, Polyglot Club, English,)*

Off-line multimedia this:

- 1) *electronic forms of foreign language textbooks;*
- 2) *additional training manuals on digital media;*
- 3) *electronic encyclopedias, dictionaries, translators.*

The purpose of the study is that a foreign language teacher should be able to critically evaluate them and integrate them effectively into the teaching and learning process on the one hand, different multimedia technologies significantly enhance the capabilities of teachers, optimize the learning of foreign languages and make it more interesting and cognitive on the other hand, it is very difficult for



"Communicative skills" include the ability to create a conducive environment for communication, the ability to resolve disputes, the ability to organize and control effective communication. Multimedia skills are manifested by the teacher in the mastering of multimedia technologies and as a technical tool, as well as as as as a didactic tool for teaching students. In this case, the integration of multimedia technologies into the school educational process is carried out. Personal qualities-love and respect for students, patience, the desire to help are given. It should be noted that the use of multimedia technology in the educational process significantly increases the motivation of students and helps them to process the learning process, ultimately achieve the goals of teaching a modern foreign language-to form a fully developed student personality, ready to communicate in a real and virtual environment. Course education according to the results of the second survey of Foreign Language teachers who have mastered the program of training courses" Interactive: provide practical training with technology", after sharing experience in the use of educational technology mixed with their colleagues in multimedia, teachers were more free in professional work, more confident in the multimedia educational environment, there was a real increase in Teachers and students were in the same multimedia space and were recruited as professionals who could help the student build their own individual learning path, bringing them to new knowledge and competence.

IN CONCLUSION,

We come to the following statements: each teacher has the opportunity to build a circle of his own learning environment. And it can be a multimedia learning environment consisting of on-line and off-line multimedia tools. The Multimedia approach in teaching is open, innovative, based on multimedia technologies. Multimedia education not only enriches the content of education, but also makes it interactive, represents education as an innovative pedagogical activity, allows self-education and self-development of the subjects of the educational process, increases the level of qualification of Foreign Language teachers. As a result of the research, the authors conclude that the multimedia educational environment imposes certain requirements on the development of the professional culture of the teacher, their professional competence.

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