

FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER THROUGH VIDEO CONTENT

Annotation: The article discusses the most effective competencies, the formation of professional competence of a future teacher through video content

Key words: competencies, speech, discursive, linguistic, sociocultural, didactic functions, communicative, motivational.

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ ЧЕРЕЗ ВИДЕО КОНТЕНТ

Аннотация: В статье рассматриваются наиболее эффективные компетенции формирование профессиональной компетентности будущего учителя через видео контент

Ключевые слова: компетенции, речевая, дискурсивная, языковая, социокультурная, дидактические функции, коммуникативная, мотивационная.

In recent years, a great interest in the German language has been growing in the Republic. In this regard, in the country under the current conditions, there is a need to revise the content of German language curricula and develop a new teaching model that takes into account the specifics of the formation of professional competencies of a future teacher through video content. Much attention is paid to their bilateral ties in the cultural and humanitarian field. The prospects for interaction in the field of politics and security, trade, technology and innovation, investment, education and culture between the two countries were discussed [1]. The activity of the future teacher in organizing the communication process consists not only of his possession of professional knowledge, skills and

abilities. The most effective competencies that form the professional competence of future teachers are:

- Speech competence (possession of speech skills in practice);
- Discursive competence (the ability to build an utterance in accordance with a certain speech situation);
- Linguistic competence (knowledge of phonetics, vocabulary, grammar, syntactic rules of application); for the formation of the professional competence of future teachers of the German language, it is necessary to determine their didactic functions.

The implementation of the developmental function presupposes the presence of such methodological skills as:

- to analyze and be able to generalize linguistic facts;
- to independently draw conclusions about speech and linguistic patterns;
- develop in the process of listening, speaking, reading and writing various types of memory that provide storage, recognition and reproduction of speech and language units;
- to recreate the situation of communication with elements of reincarnation, to be able to improve the imagination;
- to develop a linguistic guess of unfamiliar words and their meanings, in the course of receptions of semantic processing of texts, to develop general speech skills in the future teacher in building independent statements and logical coherence;
- create situations of difficulty that stimulate the cognitive forces of the future teacher, develop their foreign language and speech abilities (phonetic hearing, speech guess, etc.);
- to form skills for independent work (preparation) with the language in the classroom and at home in various types of speech activity;
- to develop cognitive power and ability in extracurricular activities, in extracurricular and extracurricular work [2] and the process of preparing him for

extracurricular work in the German language, and includes the following general methodological skills;

- maximum use of the process of teaching the German language and extracurricular work for education, internationalism, respect for cultural traditions, literature and art of the people whose language is being studied;
- selection and interpretation of educational material about the country of the target language;
- finding ways and forms of education of social activity and independence of the future teacher;
- creation of conditions for a conscious choice of a profession and receiving initial vocational training;
- education of collectivism, adherence to principles, active moral position, responsibility for the quality of education, observance of educational, labor, social discipline as the basis for moral education of the future teacher.

This function includes the following skills: - to determine the methods of control of knowledge and improvement, skills and abilities to highlight objects in all types of speech activity; - on the basis of the planned educational interaction of the teacher with the students, to lead the learning process; - adjust training exercises and achieve the adequacy of control techniques for training tasks.

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