

— IMPROVING —
THE PROFESSIONAL SKILLS
OF FUTURE SPECIALISTS
THROUGH RESEARCH
COMPETENCE



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SAMARQAND DAVLAT CHET TILLAR INSTITUTI**

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Ushbu monografiyada bugungi kunda chet tilini o‘rganish va undan unumli foydalanish juda muhim ahamiyatga ega ekanligi, ilmiy tadqiqotlar qilishda uning o‘rni beqiyosligi, tadqiqot kompetensiyasining mazmun-mohiyati, bo‘lajak mutaxassislarning tadqiqot kompetensiyasini takomillashtirishda ilmiy tadqiqot jarayoni, turlari va metodlarining o‘rni, tadqiqotning ma‘lumot to‘plash va tahlil qilish vositalaridan foydalanish, o‘rganilayotgan muammo yuzasidan o‘quv dasturlar va adabiyotlar tahlili, bo‘lajak mutaxassislarning kasbiy kompetensiyasiga qo‘yilgan talablar: pre-service va in-service dasturlarida tadqiqot kompetensiyasini takomillashtirish bilan bog‘liq g‘oyalar nazariy va ilmiy jihatdan yoritilgan.

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INTRODUCTION

In the contemporary globalization process, the study and proficient use of a foreign language is vital, and its significance in scientific research is unparalleled. In recent years, the need for enhancing the professional competency of foreign language instructors has increased globally. UNESCO and the International Association of Universities (IAU) are systematically executing extensive practical projects designed to enhance students' research competencies, employing innovative educational technologies, modeling the educational process, facilitating project-based learning, and elevating educational quality through integrative methodologies.

Research is currently being undertaken globally to explore the connection between students' research capabilities and their personal development. This includes the establishment of theoretical and methodological frameworks for communication speech systems, enhancing the effectiveness of new educational standards within the educational process, and advancing students' research skills through contemporary educational technologies. Insights from countries with advanced educational systems indicate that for students to achieve success, they must possess critical thinking abilities, conduct independent research, demonstrate resourcefulness and creativity, and align with global demands. It is essential to implement effective methods and approaches to cultivate these skills.

A series of reforms are currently underway in our country, aimed at elevating the education system, enhancing the quality of teacher training in alignment with advanced international standards, identifying key areas for reform within higher education, and advancing the training of highly qualified professionals equipped with contemporary knowledge, strong ethical values, independent thinking skills, and proficiency in foreign languages. These initiatives are focused on modernizing higher education and further refining the quality of personnel training. Objectives have been established, including the enhancement of educational quality through the integration of education, science, and industry, the development of competitive professionals, and the efficient organization of scientific and innovative endeavors¹. In this context, it is essential to

¹ O'zbekiston Respublikasi Prezidentining 2020-yil 27-fevraldagi PQ-4623-son "Pedagogik ta'lim sohasini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Qarori. Elektron resurs: <https://lex.uz/docs/-4749364> Murojaat sanasi: 2024-yil, 3-noyabr.

progressively shift the educational processes of higher education institutions to a credit-module system, adopt international standards of higher education, and establish scientifically grounded strategic plans for the training of pedagogical personnel and execute them effectively.

Scientific research on the problems of developing research competencies of future specialists is being conducted by leading scientific centers and higher education institutions around the world, including the United States (InTASC Model Core Teaching Standards and Learning Progressions for Teachers), Australia (Australian Professional Standards for Teachers, AITSL), Great Britain (Teachers' Standards Guidance for school leaders, school staff and governing bodies), Canada (The Reference Framework for Professional Competencies for Teachers by Government of Quebec Ministry of Education), New Zealand (Standards for the teaching profession by Teaching Council of New Zealand), Estonia (Professional standards), European countries (The European Competence Framework for Researchers), Turkey (General Competencies for Teaching Profession), Southeast Asian countries (Teaching Competency Standards in Southeast Asian Countries – SEAMEO) and Uzbekistan (Uzbekistan State University of World Languages, Samarkand State Institute of Foreign Languages).

Globally, scientific research is being conducted in priority areas on the problems of improving the research competence of future specialists, and the following scientific conclusions have been drawn as a result of them. In particular, the role of research in the professional development of educators and the fact that teacher education programs serve to improve the critical thinking and analytical skills of future teachers have been studied (Harvard University, USA), the impact of educators' participation in collaborative research projects on their own practice has been studied (Stanford University, USA), it has been found that conducting small-scale research by future teachers significantly improves their critical thinking skills and the ability to evaluate and apply research in teaching (University of Cambridge, UK), and it has been proven that advanced training programs that include research help educators become practitioners who regularly re-evaluate their methods based on evidence and think more broadly (University of Oxford, UK). It has also been found that integrating research into teacher training increases their ability to develop personalized learning plans based on classroom data (University of Melbourne, Australia); teachers who receive research training are motivated to develop critical thinking and independent learning skills in

their students (University of Toronto, Canada); teachers who engage in research are proven to become more competent in their profession and have increased motivation (University of Sydney, Australia); teachers trained in research methods are found to be better at identifying and solving problems in the classroom (Teachers College, Columbia University, USA); and teachers who participate in research-based training have been found to have increased professionalism, resilience, and the ability to solve complex educational problems (University of Edinburgh, Scotland).

Research is being undertaken on the methodology of scientific work among students, representing a significant area within the teaching methodologies of foreign languages in the global education system. This includes enhancing the professional and research competencies of educators to a high standard, alongside the development of pertinent requirements and standards. Research is currently being undertaken in the following primary areas: Establishing criteria for assessing students' scientific projects and formulating pedagogical standards for their scientific writing; incorporating research competence into teacher education, enhancing foundational research skills such as formulating research questions, conducting literature reviews, and interpreting data; implementing specialized programs to acquaint students with digital research tools for effective technology utilization; designing a research-focused curriculum for foreign language education; advancing professional development and standards for educators; creating models for ongoing learning and mentoring programs; promoting digital literacy with a focus on integrating software for data analysis, virtual collaboration, and resource sharing; The objective is to assess and enhance the effectiveness of the information and methodological support system designed to advance the competence of educators; to cultivate reflective and critical thinking abilities to foster greater receptiveness to scientific inquiry among teachers; and to evaluate the impact of modifications made to curricula in teacher education.

The challenges associated with foreign language instruction in our country are addressed in the research conducted by scholars including J.J. Jalolov, G.Kh. Bakiyeva, T.K. Sattorov, L.T. Akhmedova, M. Dzhusupov, S.A. Ziyayeva, and O.M. Musurmonova².

² Jalolov J.J. Chet til o'qitish metodikasi. – T.: 2012. – 427 b.; Бакиева Г.Х., Башатова Н.А. Использование современных методов контроля знаний языка для повышения мотивации учебной деятельности студентов. Проблемы многоуровневой подготовки медицинских специалистов и современные методы контроля знаний студентов. – Т., 1993. С. 63 – 65.; Sattorov T.K. Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini

Furthermore, a study on the methodology of teaching English in higher education institutions was carried out by I.M. Tukhtasinov, U.U. Jumanazarov, G.S. Sabirova, X.A. Mamatkulov, N.Kh. Kushiyeva, F.Sh. Alimov, M.A. Nazarova, M.Kh. Gulyamova, M.T. Iriskulov, K.J. Riskulova, and N.J. Bagibayeva³.

The challenges of enhancing the theoretical underpinnings of CEFR criteria application in education, as well as the development of informational and methodological resources for educators to augment their professional proficiency in foreign languages, were examined by F.M. Rashidova, B.G. Kulmatov, A.Kh. Makhmudov, K.Sh. Muradkasimova, and P.Kh. Omanov⁴.

The structuring of education in international contexts, informed by empirical research and the cultivation of research proficiency, has been examined in the scholarly works of Z. Dörnyei, J. W. Creswell, J. D. Brown, C. R. Kothari, I. Levchenko, M. L. Cuayzon, L. Cohen, L. Manion, K. Morrison, Yarullin⁵, and various other international scholars.

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³ Tuxtasinov I.M. Tarjimon tayyorlashda kasbiy kompetensiyalarni ekvivalentlik hodisasi asosida rivojlantirish: ped. fan. dokt. diss. avtoref. – T., 2018. – 66 b.; Jumanazarov U.U. Ta'limni raqamlashtirish muhitida bo'lajak ingliz tili o'qituvchilarining lingvistik kompetensiyasini rivojlantirish: ped. fan. dokt. diss. avtoref. – J., 2021. – 89 b.; Sabirova G.S. Лингводидактические основы формирования речевой компетенции школьников на основе WEB 2.0 технологий (английский язык): Ped. fan. dok. diss. avtoref. – Toshkent, 2021.; Mamatkulov X.A. Xorijiy tillar bo'yicha harbiy pedagoglar kasbiy kompetentligini rivojlantirishning ilmiy-uslubiy asoslarini takomillashtirish: ped. fan. dokt. diss. avtoref. – T., 2021.; Kushiyeva N.X. Uzlusiz ta'lim tizimida ingliz tilini klasterli yondashuv asosida o'qitish modeli: ped. fan. dokt. diss. avtoref. – T., 2023.; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish (nofilologik fakultetlar misolida): Diss. ped. fan. fal. dokt.; Nazarova M.A.. Ingliz tilidagi matnlarni o'qitishda talabalarni leksik polisemiyaga o'rgatishni takomillashtirish: Ped.fan. falsafa. Doktor (PhD) ... diss. avtoref. – T.: 2018. – 45 b.; Gulyamova M.X. Ingliz tilini o'qitishda talabalar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv. – Toshkent: O'zbekiston, 2019. – 81 b.; Iriskulov M.T. Xorijiy tillarni o'qitishda lingvo-madaniy yondashuvning ahamiyati – Toshkent, O'zbekiston, 2006. – 189 b.; Riskulova K.J. Zamonaviy ta'lim-o'qitishda CEFR mezonlaridan foydalanishning nazariy asoslarini takomillashtirish: Ped. fan. bo'y. fal. d-ri (PhD) diss. avtoref. Sovremennoye obrazovaniye 2015, №8. 27-32-bet. T.: 2018. – 54 b.; Bagibayeva N.J. Onlayn resurslardan foydalangan holda maktab o'qituvchilarining yozma nutq kompetensiyasini takomillashtirish (ingliz tili misolida): ped. fan. fal. dokt. diss. avtoref. – Toshkent, 2022. – 45 b.

⁴ Rashidova F.M. O'zbekiston uzluksiz ta'lim tizimida CEFRni tatbiq etishning konseptual-metodik asoslarini takomillashtirish (ingliz tili misolida): ped. fan. dokt. diss. ... avtoref. – T.: 2017. – 67 b.; Kulmatov B.G. Ingliz tilini innovatsion texnologiyalar yordamida o'qitishda CEFR mezonlaridan foydalanishning nazariy asoslarini takomillashtirish: ped. fan. dokt. diss. avtoref. – T., 2018. – 45 b.; Makhmudov A.X. Bo'lajak magistrnlarni kompetentli tayyorlashning didaktik ta'minotini takomillashtirish: ped. fan. dokt. diss. avtoref. – T., 2017. – 69 b.; Muradkasimova K.Sh. Bo'lajak mutaxassislarining baholash kompetensiyasini takomillashtirish konsepsiyasi: ped. fan. dokt. diss. avtoref. – T., 2022. – 69 b.; Omanov P.X. Ingliz tilini o'qitishda talabalar ijtimoiy-madaniy kompetensiyasini autentik videomateriallar vositasida rivojlantirish: ped.fan.fal.dokt.diss. avtoref. – T., 2021. – 54 b.

⁵ Dörnyei, Z. Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press, 2007. – 336 p.; Creswell, J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 3rd ed. Upper Saddle River: Pearson, 2008. – 672 p.; Brown, J. D. Research Methods for Applied Linguistics: Scope, Characteristics, and Standards. In: Davies, A., Elder, C. (Eds.), The

The interconnection of students' research competencies, communicative proficiency, and personal growth, alongside the amalgamation of pedagogy and research, has been examined in scholarly works by M. Wilmore, J. Willison, H. Steigelmeyer, D.C. Feldon, N.D. Gal'skova, N.A. Zabelina, I.A. Zimnyaya, Y.V. Kochenderfer, E.I. Passov, M.I. Luk'yanova, A.N. Shchukin, M. Maher, I. Schwartz, and others⁶.

The **first chapter** is headed "Theoretical and practical foundations for enhancing the research competence of future specialists." This chapter examines the content and nature of research competence, its distinct characteristics, the significance of the scientific research process, the types and methods for enhancing research competence, and the efficient application of research data collection and analysis tools in the training of future educators as qualified professionals.

The **second chapter**, titled "The necessity of enhancing future teachers' professional skills through research competence and the current state of teaching," presents an analysis of curricula and literature pertaining to the issue at hand, outlines the requirements for the professional competence of future specialists, and discusses methods for augmenting research competence in both pre-service and in-service programs, as well as models for enhancing teachers' professional skills through research competence.

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⁶ Wilmore M., Willison J. Graduates Attitudes to Research Skill Development in Undergraduate Media Education. – Oxford, 2016. – P. 113–128.; Steigelmeyer H., Feldon D.C. Integrating teaching and research: A new model for graduate education // BioScience, 2006. – Vol. 56, № 2. – P. 159–165.; Гальскова Н.Д. Теория обучения иностранным языкам. Лингводидактика и методика. – М.: 2007. – 336 с.; Забелина Н.А. Учет социально – личностных факторов в обучении иностранным языкам: Автор. дис. ... канд. пед. наук. – М.: 1995. – 177 с.; Зимняя И.А. Педагогическая психология: учебник для вузов. 3-е издание, пересмотренное. – Москва: 2010. – 448 с.; Кохендерфер Ю.В. Методика формирования иноязычной коммуникативной компетенции учащихся на основе языковых мультимедийных программ: Автореф. дис. ... канд. пед. наук. – М., 2013. – 25 с.; Пассов Е.И. Основы коммуникативной методики обучения иноязычному общению. – М.; Рус.яз., 1989. – 276 с.; Лукьянова М.И. Методика анализа личностно ориентированного урока по предметам основной школы //Завуч. – 2008. – № 2. – С. 13–22.; Шукин А.Н. Обучение иностранным языкам: теория и практика. – 2-е изд., испр. и доп. – М.: Филоматис, 2006. – 480 с.; Maher, M., Timmerman, B., Hurst, M., & Gilmore, J. Graduate Students' Descriptions of Research-Teaching Relationships Across Academic Disciplines: Separating, Balancing, or Integrating Identities. Annual Meeting of the American Educational Research Association, San Diego, 2009. – P. 5–10, 24–45.; Schwartz I., Adler I., Madjar N., Zion M. Rising to the challenge: The effect of individual and social metacognitive scaffolds on students' expressions of autonomy and competence throughout an inquiry process // Journal of Science Education and Technology. – 2021. – Vol. 30. – P. 582–593.

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