STRUCTURE AND PRINCIPLES OF MODELING PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER-BACHELOR IN THE PROCESS OF PROFESSIONAL TRAINING

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Abstract
The article is devoted to one of the pressing topics of our time about the impact of globalization in the political and economic sphere of education. much attention is paid in the article to the formation of the cultural and linguistic personality of a student of a pedagogical university in the process of learning English. The author focuses on the technology of modular training, and the history of the modular discipline "Foreign language". Block-modular structure of a foreign language teaching program.

Keywords: globalization, sphere, image, process, person, influence, cooperation.

INTRODUCTION
The development of society puts forward new requirements to the personality of the University graduate, his successful socialization, which largely depends on the formation of professional competence. Professional competence is considered as the necessity of comprehension of the surrounding reality by a person, which contributes to the formation of personality throughout life. According to the models proposed in the Council of Europe document (1997), professional competence consists of three elements: theoretical, creative and pragmatic.

The processes of democratization of society in the Republic of Uzbekistan cause a special need for serious changes in the system of higher professional education for the purpose of General cultural, personal and cognitive development of students. Significant work is being carried out to further improve the higher education system, in particular, the Program of integrated development of the higher education system in 2017-2021 has been adopted. And as rightly noted By the President of the Republic of Uzbekistan Mirziyoyev SH.M.: "A country striving for progress, wishing to become competitive, must pay attention to science. We must develop as a progressive and innovative country. To do this, scientists and researchers must work hard for the benefit of the Motherland, introduce scientific developments and technologies in all spheres, especially in the regions. " [1.,27].

The development and modernization of higher education in modern conditions has made the aim of a comprehensive formation of professional competence of the future teacher-bachelor. Professional competence is understood as a set of integration competencies that are necessary to solve a variety of educational tasks at different levels. New priorities in education in the conditions of implementation of the STATE encourage teachers to search for new modern effective teaching technologies that allow to achieve higher results of training and education, to introduce new educational technologies in the educational process. The best experience of practical activity of teachers of many educational institutions confirms their aspiration to active search and use of pedagogical technologies in work with the trained. Among the modern advanced pedagogical technologies is the technology of modular education. Modular training is a method of organizing the educational process on the basis of block-modular presentation of educational information.

Accordingly, modulating the professional competence of the future teacher-bachelor in the process of learning English becomes the most important and fundamental condition for an effective educational process. Professional and personal qualities of the teacher are also necessary for work in the pedagogical sphere, they are an indispensable condition for the organization of the educational process in higher education.

MATERIALS AND METHODS
In the works of scientists-researchers as U. S. Begimkulov, U. I. Inoyatov, S. S. Sharipov, N. N. Azizkhodzhaeva, E. Gaziev, M. G. Davletshin, Yu.N. Emelyanov, D. Rizaeva, R. H. Juraev, sh. M.Mordonov, U. K. Tolipov, G. T. Makhkamova, N. A. Muslimov, Sh.S.Shodmonova fully reveals the content of such concepts as "competence", "professionalism", and the terms of pedagogical skill of the Future teacher are considered.

In numerous scientific and practical studies, certain aspects related to: 1) the study of modulating learning (L. V. Golish, S. L. Bratchenko, Yu. a. Makarov, V. V. Boyko, M. Usmonboeva); 2) professional attitude (D. Saifurov, H. F. Rashidov, V. Zaika, A. N. Ivashov); 3) professional qualities of the individual (A.V. Batarshev, V. A. Kan-Kalik, A. A. Leontiev, I. L. Yakovleva, A. Turaev); 4) creative interaction (E. A. seithalilov, N. egamberdieva, A. Argyle, J. Bivin, M. I. Bobnev, John. A. Graham, D. Jackson); 5) the processes of humanization and democratization of education (O. Musurmanova, L. I. Antsyferova, L. F. Burlachuk, V. N. Grishina, U. Thomas, M. Sheriff); 6) the level of socio-psychological professional competence and its components (N. Safaev, A. A. Bodalev, A. I. Dontsov, Yu. m. Zhukov, Yu. N. Emelyanov, N. V. Kazarinova, J. Raven, D. Sean).

Despite the fact that professional competence is considered to be relatively studied, its research, as a rule, lies in the problems of more active socio-psychological and pedagogical training. As the analysis of scientific research shows, the problem of modulating the professional competence of future teachers has not yet become the subject of special consideration as an educational process.

The modern problem of improving the quality of professional competence of future teachers-bachelors who are able to freely, actively and independently think in English, to model and transform the educational process with the help of modular training, today is particularly relevant in the current socio-political, economic and cultural conditions.

The great thinkers of the Near and Middle East-Abu Rayhan Beruni, Abu Ali Ibn Sina, Abu Yusuf al-Kindi, Nasir Khosrow, Abu Nasr al-Farabi, Omar Khayyam, Muhammad Ibn Musa al-Khorezmi and many other scientists-educators assigned a special role in the education and education of the younger generation of the teacher, namely his professional training. Scientists-encyclopedists have developed the essence, methods, forms, means and principles of effective learning, they laid a lot of pedagogical ideas that are in demand today.

Today in pedagogical science there are big changes. The traditional system of education already largely does not meet the requirements of modern pedagogy, emphasizing the importance and necessity of comprehensive development of each student in the learning process. Therefore, instead of traditional comes developmental education, which takes into account the individual characteristics of each child and ensures its harmonious development.

The principles of developmental learning are implemented through the use of modern pedagogical technologies in the higher education system, which provide comprehensive development of the student's personality, education of moral and volitional qualities necessary for successful learning, and necessarily active independent cognitive activity of the student, since such training is effective, in which the student learns the educational material in the activity. Only in this case, learning leads to a conscious and lasting assimilation of knowledge and development of the student. Therefore, the student must learn himself, and the teacher to help him, managing the process of his teaching. The functions of the modern teacher are not limited to the communication of information and the control of competences. The teacher motivates the student, organizes, coordinates and controls his educational activities. This way of learning helps to implement the technology of modular learning. [2.,56-65].

In our country, modular training began to be introduced into pedagogical practice in the 80 - ies of the 20th century, and mainly in higher education and retraining. Many foreign and domestic scientists have been engaged in the development of modular learning technology (R. H. Juraev,.K. Tolipov, Sh. Avezov, B. Goldshmid, M. Goldshmid, A. A. Gutsinsky, L. V. Zagrekova, T. V. Masharova, I. B. Sennovsky, P. I. Tretyakov, M. A. Choshanov, T. I. Shamova, P. A. Yutsevichene et al.), which reveal the essence, basic concepts and principles of modular education, develop modular programs in various academic disciplines, primarily in chemistry, biology, mathematics, as well as some subjects of the humanitarian cycle: history, literature, which are successfully used in University and school practice. At foreign language classes in higher school, the technology of modular training is not used due to the specifics of the discipline and taking into account the goals of teaching a foreign language. However, it should be noted that when teaching the grammatical side of speaking, this technology makes it possible to increase the efficiency of learning the educational material, to create conditions for the education of activity, independence, intellectual development of students.

The essence of modular training is that the content of training is structured into Autonomous organizational and methodological blocks-modules, the content and volume of which can vary depending on the didactic goals, profile and level differentiation of students, the desires of students to choose an individual trajectory of the course. Modules can be mandatory and elective (optional). The combination of modules should provide the necessary degree of flexibility and freedom in the selection and configuration required for training (and self-study) of a certain category of students and the implementation of special didactic and professional goals. A necessary element of modular training is usually a rating system of knowledge assessment, which assumes a point assessment of students ' progress according to the results of studying each module.

Module-a complete set of skills to be mastered, knowledge, relationships and experience (competencies), described in the form of requirements that must meet the student at the end of the module, and representing an integral part of a more General function. The module is significant for the field of work.

Each module is evaluated and usually certified. The modules themselves are formed as a structural unit of the curriculum in the specialty; as an organizational and methodological interdisciplinary structure, in the form of a set of sections from different disciplines, combined on a thematic basis by the base; or as an organizational and methodological structural unit within the discipline. The main examples of UMCS built on this principle are modern English language textbooks such as Opportunities. The content of training is presented in information blocks, the assimilation of which is carried out in accordance with the purpose. The didactic goal is formulated for the student and contains not only an indication of the volume of the studied content, but also the level of its assimilation. In addition, each student receives advice from the teacher in writing, how to act rationally, where to find the right training material, etc. what is the difference between modular training and other learning systems? The form of communication between teacher and student is changing. It is carried out through modules and plus personal individual communication. The student works a maximum of time independently, learns self-planning, self-organization, control and self-assessment. This allows him to realize himself in the activity, to determine the level of assimilation of knowledge, to see gaps in their knowledge and skills. The presence of modules with a printed basis allows the teacher to individualize work with individual students. However, it should be noted that modular training is the basis for the development of competencies of the future teacher-bachelor

Globalization in the political and economic sphere, significantly strengthening interstate integration processes and creating new spheres of human social activity, has had a great impact on the sphere of education. Many domestic pedagogical universities have actively entered the international scientific and educational space and have begun to expand cooperation with higher educational institutions and organizations abroad.

However, integration and globalization have been hindered by a lack of proficiency in a foreign language. In this regard, many universities of pedagogical profile faced the need to train specialists at the level of international requirements, able to function effectively in the international scientific and educational context and speak at least one foreign language.

Speaking about a modern specialist with higher professional pedagogical education, we present him as a cultural and linguistic personality with a linguistic and cultural information stock, abilities and abilities to understand, accept and interpret the linguistic and cultural phenomena of the country of the foreign language being studied.

The specificity of the cultural and linguistic personality of a student of a pedagogical University is expressed in the stages of the process of its formation and development, which can be represented in the form of the following levels:

1. normative-adaptive, characterizing the cultural and linguistic personality of the student by the fact that he has background knowledge about foreign language culture and a set of elementary communicative skills;
2. socially-adaptive, according to which a cultural-linguistic personality can communicate in a foreign language environment with an authentic language personality, predicting and avoiding possible socio-cultural hindrances [3.,59];
3. creative, which characterizes the cultural-linguistic personality by the fact that it is able to compare several different cultures, interpret cultural phenomena in the process of direct and indirect intercultural communication.

The orientation of pedagogical universities on the development of future teachers as cultural and linguistic personalities

determines the complex mastering of foreign language communicative and cultural competence by students, which requires a high level of motivation, desire and tolerance to the study of a foreign language; from the teacher - creating conditions for the student's next choice of an individual educational trajectory in mastering foreign language communicative and cultural competence.

There is a natural question: how, more precisely with the help of what technologies, is the formation of cultural and linguistic personality of a student of a pedagogical University in the process of learning English? To answer this question, we turned to the search for effective pedagogical technologies aimed specifically at teaching students English at a pedagogical University. Among such technologies, as we have already noted, is the technology of modular training.

Currently, modular training is implemented in a number of domestic and foreign universities. Modular training is considered by most scientists as a sufficiently effective pedagogical technology, the main emphasis of which is placed on the independence of students in achieving their didactic goals and objectives.

A distinctive feature of modular education is that it is successfully combined with the traditional system of education, while humanizing the pedagogical process as a whole, i.e. radically raising the teacher and student to a qualitatively new level of relationship.

Based on the above, under the modular training we understand a special didactic system, which is a set of different forms and methods of joint activity of the teacher and students, organized in special units of the process (modules) in order to effectively master the teaching material and improve the quality of education in General.

RESULT AND DISCUSSION
In order to get a complete picture of the technology of modular English language teaching, it is necessary to determine what is meant by the module. The module is treated by us as the main structural and content unit of the modular program of teaching English, which:

- can act as an independent training program, individualized by content, teaching methods, level of

independence, the pace of educational and cognitive activity of the student; consists of several blocks of educational material, United by one theme and intended for study by students with different levels of foreign language communicative and cultural competence;
- includes the target action plan of the student, the Bank of information and methodological guidance to the teacher to achieve the student's didactic goals;
- allows step-by-step control of the success of teaching and learning English in order to make timely adjustments to the educational and training activities of the student and teacher.

One of the most important conditions for the successful implementation of modular learning technology in the educational process, of course, is a modular program, the development of which is a time-consuming process, presenting high requirements for the pedagogical and methodological competence of developers-compilers.

The modular program of the discipline "Foreign language" was developed and tested for the first time in Tashkent state pedagogical University in 2015 specifically for students of 1-2 courses of non-linguistic specialties studying English on an in-depth basis and with an orientation to international standards. When developing the structure of the modular program, we were guided by a number of provisions reflecting the requirements of the basic principles of modular training: modularity, structuring the content of training into separate elements, dynamism, method of activity, flexibility, conscious perspective, diversity of methodological advice, parity [4.]. In the following, we will elaborate on each of the principles. The fundamental principle is the principle of modularity, as it determines the content, organizational forms and methods of training [5.]; assumes integrity and completeness, completeness and logic of construction of educational material in the form of modular blocks within which educational material is structured in system of educational elements or components [6.]. The structure of the modular English language training program consists of several blocks of educational material depending on the level of students ' proficiency in the language (draw. 1).
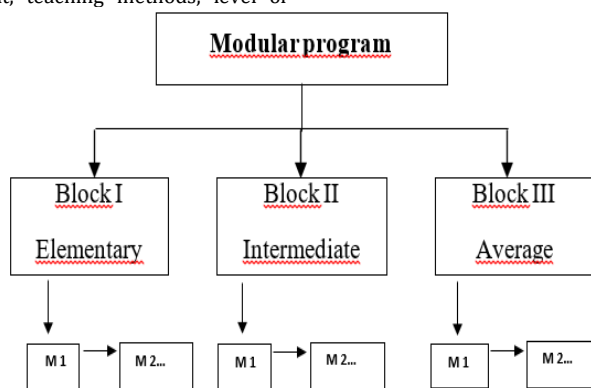
Draw. 1.1. Block-modular structure of the foreign language training program

Each of the blocks of educational material of a certain level of complexity includes a corresponding number of training modules, consistently studied by students during four academic semesters. Monitoring of results of training activities carried out in the following mode: current control – over study of a training module; a mid-term examination – at the end of the study module; final inspection – once per semester, at the end of the learning modules of the semester. Independent work of students is organized in accordance with the content of the training modules and includes: homework student using materials workbook teaching materials, learning materials on Web-CT; self-realization by the students of tasks of increased level of difficulty presented in the corresponding block of the

modular program. It should be noted that modular learning is based on important learning principles.

An important principle is the principle of structuring the content of training into separate elements, according to which each element of the module is set a definite didactic goal, and the content of training is presented in the volume, ensuring its achievement. Elements can be both interrelated and independent.

Following the principle of dynamism, the modular program of teaching English can undergo changes in relation to its structure (the number of training modules) and content

depending on the target setting of the University in particular and the social order in General [7.].

The principle of the method of activity in modular learning assumes that the development of educational material (phonetic, grammatical, lexical) occurs in the process of the completed cycle of educational activity. This means that the whole process of learning English should be aimed not only at teaching students language and speech skills, but also ways of applying these skills in real communication, i.e. communicative skills of listening, reading, speaking and writing.

Following the principle of flexibility, the study of the elements of the training module is carried out taking into account the variability of levels of complexity and difficulties of students ' educational activities. As you know, students have a very significant difference in the assimilation of knowledge, as well as in the ability and speed of formation of mental operations and their transfer. This determines the need for individualization of the educational process, which is understood as the individual approach of the teacher to students. The principle of conscious perspective requires a deep understanding and awareness by students of the perspective of the teaching. Therefore, the objectives of modular training should act as expected results of activities and be understood as prospects for their cognitive and practical activities. This necessity is conditioned by the fact that the awareness of activity forms a positive motivation of teaching and develops cognitive interests.

The principle of versatility of methodical consulting is expressed in ensuring professionalism in cognitive activity of the trained and pedagogical activity of the teacher. In this regard, the training modules should:

- to offer different methods and ways of mastering the content of training, on the basis of which the student can build an individual way of learning English;
- to carry out methodical consultation of the teacher on the organization of process of training;
- to provide an opportunity for the teacher to freely choose the presented methods of teaching or to work according to their own methods.

The principle of parity establishes in the educational process a certain interaction between the teacher and the student. When implementing modular training, the main emphasis is placed on the activity of students, the role of the teacher is reduced to Advisory and coordinating actions implemented on the basis of an individual approach to each student. For this purpose it is necessary to provide students with effective means of teaching, i.e. modules to which some functions of management are delegated. It should be noted that the construction of the educational process on the discipline "Foreign language" on the basis of modular technology at the interfaculty Department of foreign languages has a number of advantages compared to the traditional approach to teaching English at a pedagogical University, namely:

- selection and structuring of the content of training are carried out on an activity basis for the purpose of systematic mastering of educational material, expansion of background knowledge, complex formation and development of competences in all types of foreign language speech activity;
- the content of training is presented in separate blocks, the assimilation of which is carried out in accordance with the didactic goal, which is formulated for the student and contains not only an indication of the volume of the studied content, but also the level of its assimilation;
- different levels of foreign language training of students are docked and, therefore, the gap between the high requirements to the level of foreign language proficiency of graduates of pedagogical higher education institution arisen in recent years is reduced [**8**];
- a differentiated approach to the study of educational material by students with different levels of English proficiency is

provided. The training program is adapted to the level of training of the student in order to promote each student to a higher level;
- different forms of work with educational material are used, methodical principles of developing training are realized, allowing to create preconditions for creative activity of the student;
- implemented step-by-step control of learning outcomes, compiled and maintained an individual rating of the student;
-the main emphasis is placed on the independence of the student in achieving a specific goal in the process of working with the module, which allows him to realize himself in the activity, to determine the level of learning, to see gaps in their educational achievements;
- availability of training modules in printed form allows the teacher to individualize work with individual students;
- the teacher in the process of mastering the technology of modular training is growing professionally.

CONCLUSION
The above allows us to conclude that the technology of modular education is not just a pedagogical technology used in teaching students English at non-linguistic faculties, but a necessary condition for mastering foreign language culture by creating favorable conditions for the development of future teachers as cultural and linguistic personalities possessing highly developed communicative and cultural skills in solving communicative problems.

In our opinion:

- "competence" - includes a set of interrelated personal qualities, such as competence and methods of activity that are relevant to a certain category of objects and processes that have a special need for quality and productive human activity in relation to them;
- "competence" is a special possession, and the possession of the relevant competence of the person, includes his personal-significant attitude to the subject of their activities.

2. In the modern scientific and methodological literature, we distinguish and integrative characteristics of competencies, namely:

- social competencies related to the ability of a person to take responsibility, to take part in joint decision-making;
- competences that regulate life in society, and designed to prevent the spread of feelings of intolerance, as well as to promote a special understanding of the willingness of a person to live with other people who are representatives of other cultures, languages and religions;
- competencies that determine a person's possession of written and oral communication skills, which are particularly important in modern social life and professional activities;
- competencies that are associated with the emergence of an innovative information society, where the possession of new technologies is of particular priority;
- competencies that realize a person's ability to learn throughout his life, not only in his chosen profession, but also in his personal and social life.

3. Module-a complete set of skills to be mastered, knowledge, relationships and experience (competencies), described in the form of requirements that must meet the student at the end of the module, and representing an integral part of a more General function. The module is significant for the field of work.

4. The essence of modular training is that the content of training is structured into Autonomous organizational and methodological blocks-modules, the content and volume of which can vary depending on the didactic goals, profile and level diff erentiation of students, the desires of students to choose an individual trajectory of the course.

5. The technology of modular training is characterized by advanced study of theoretical material by enlarged blocks-

modules, algorithmization of educational activity, completeness and consistency of cycles of knowledge and other cycles of activity, multilevel individualization of educational activity and the creation of a situation of choice for teachers and students.

6. By modular learning we mean a special didactic system. The main advantages of modular training are as follows:

1. ensuring methodically justified coordination of all types of educational process within each module and between them;
2. the flexibility of the structure of the modular construction of each specific course, providing (also high adaptability of the modular system as in relation to the set of applicants, and in relation to the release of University students (in case of changes in market conditions).);
3. implementation in dialectical unity of integration and differentiation of the content of training by grouping problem modules of educational material, providing the development of the course in full, abbreviated and in-depth versions, which helps to solve the problem of level and profile differentiation in the learning process.

the system, which is a set of different forms and methods of joint activity of the teacher and students, organized in special units of the process (modules) in order to effectively master the teaching material and improve the quality of education in General.

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