

Pedagogical Opportunities for Forming Future Teachers' Foreign Language Competencies in the Information Education Environment

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ABSTRACT

ANNOTATION: The section discusses the pedagogical possibilities for developing foreign language competencies in future teachers within an evolving educational environment. It emphasizes the importance of integrating modern approaches that focus on the student's individual needs, cultural exposure, and intellectual growth. These methods include personal, activity-based, prognostic, and innovative approaches, aimed at preparing educators not only with technical skills but also with the capacity for independent thought and adaptability in a globalized world. This framework seeks to enhance both professional competence and communication skills in future teachers.

KEYWORDS: Foreign Language competencies, future teachers, pedagogical opportunities, information education environment, dynamic learning, personalized education, cognitive development, global competitiveness.

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The process of learning foreign languages, which is constantly changing, improving, and variable, requires adherence to new standards and objectives, as well as taking into account and optimizing the accumulated experience in forming foreign language competencies among students.

At the center of this process stands the personality of the student, who possesses personal and individual characteristics, as well as a system of values and relationships. This implies that the system of approaches to teaching and learning foreign languages should consider modern, human relations and the needs of the surrounding world, ensuring that its development never ceases. [1]

The future teacher of a higher educational institution will be a specialist formed in conditions of intense competition and professional development in the near future. This envisions directing their prospective needs to use foreign languages in achieving professional goals and solving professional tasks. In today's world, knowing foreign languages is becoming increasingly important for individuals in the context of globalization and technological advancement. [2]

By learning foreign languages, students gain access to new cultures and new markets. In this regard, the necessity and relevance of teaching foreign languages in higher education institutions continue to develop over time.

The teaching of foreign languages to students is conducted in accordance with state education standards, which are oriented towards the final results expressed in competencies. As a result of mastering the subject "Foreign Language," students must possess specific types of competencies from the categories of general cultural (GC) and professional (PC) competencies in connection with the competencies defined in the main educational program. [3]

Apart from developing linguistic skills, learning foreign languages has significant aspects that contribute to the overall cultural and intellectual development of individuals. The benefits of learning foreign languages are as follows: [4]

1. By learning foreign languages, we learn to understand and appreciate other cultures and customs from a new perspective, which is crucial in the era of globalization.
2. Learning foreign languages improves the brain's ability to think and solve problems. During the process of language acquisition, various parts of the brain become active, which aids in intellectual development.
3. Memorizing new words and grammatical rules strengthens attention and memory capabilities.
4. Through learning foreign languages, we develop skills to analyze information and apply it in various contexts.
5. Improving the ability to communicate in foreign languages enhances the skills to express one's thoughts clearly and fluently.

Thus, learning foreign languages not only increases language proficiency but also contributes to the overall cultural and intellectual development of the individual, making them more global citizens. For this purpose, it is advisable to use student-centered pedagogy in the educational process. [5]

Student-Centered Pedagogy is an educational system based on active reforms and innovations. The goal of this approach is to provide education tailored to the individual needs and abilities of students, taking into account their uniqueness and directing them towards holistic development. Student-centered pedagogy aims to prepare students not only with specific knowledge and skills but also with the capacity for independent thinking, finding creative solutions, and preparing them as citizens of the global community.

In higher educational institutions (HEIs), it is crucial for professors and teachers, especially future educators, to focus significantly on the development of self-awareness, personal growth, awareness, and individuality. This process is particularly important during their professional training phase, as it embodies the assimilation of value ideas about professional education, the acquisition of knowledge, skills, and competencies of professional significance, and the development of virtues relevant to their systems. [6]

Student-centered pedagogy influences the motivational mindset of the future teacher, fostering their interest in mastering a foreign language and leading them in their future professional endeavors.

Modern pedagogical approaches—personal, activity-based, prognostic, communicative, and reflexive—hold significant importance in education and are all aimed at developing the essential abilities of future teachers. [7] These approaches serve as supportive tools for the personal and professional growth of teachers.

Personal approaches consider the individual abilities, interests, and needs of the teacher. In this context, the teacher personalizes their teaching method and creates opportunities for effective communication with students. [8]

Activity-based approaches are grounded in activity, encouraging students to engage in practical and active learning. Through this approach, teachers involve students in projects, research, and other practical activities. [9]

Prognostic approaches encompass the evaluation of situations that may arise in the future and planning based on this assessment. This helps teachers anticipate and develop adaptability in the teaching process. [10]

Innovative pedagogy teaches the application of modern technologies and teaching methods. Through the innovative pedagogical approach, teachers can make the learning process more engaging and effective.

Communicative, reflexive, and activity-based skills allow teachers to develop their professional skills through communication, self-assessment, and practical activities. This enables them to work effectively with students and solve problems encountered in the teaching process.

Through such approaches, teachers develop not only their professional skills but also their ability to communicate and connect with students, positively impacting their professional preparedness and the quality of teaching. That is, they develop "communicative skills, the ability to self-determine, activity-based, reflexive, problem-oriented research, and model-based abilities." [11]

In modern education, identifying, accounting for, and creating pedagogical opportunities is of significant importance. This process is necessary to optimize the activities of teachers and students, enhance their interaction effectiveness, and improve the quality of education.

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