

COMPETENCE OF A MODERN TEACHER IN THE FIELD OF ARTIFICIAL INTELLIGENCE

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Annotation:

The article talks about the presented content of linguistic and methodological competence designed to anticipate professional tasks in the future. The preparation of students in linguistic and methodological areas of training is considered with the prospect of transferring knowledge and skills to conditions of practical activity, therefore the list of priority methodological tasks that a specialist may encounter is determined largely through the standardized content of training.

Key words

standardized content, professionogram, methodological reflection, autoreflexion, component, linguistic and methodological competence.

КОМПЕТЕНЦИЯ СОВРЕМЕННОГО ПЕДАГОГА В ОБЛАСТИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА.

Аннотация:

В статье говорится о представленное содержание лингвометодической компетенции призванного предвосхитить профессиональные задачи в будущем. Рассматривается подготовка студентов лингвометодических направлений подготовки с перспективой переноса знаний и навыков в условия практической деятельности, поэтому перечень приоритетных методических задач, с которыми может столкнуться специалист, определяется во многом через стандартизированное содержание обучения.

Ключевые слова

стандартизированное содержание, профессиограмма, методическая рефлексия, ауторефлексия, компонент, лингвометодическая компетенция.

SUN'IY INTELLEKT SOHASIDAGI ZAMONAVIY O'QITUVCHINING KOMPETENTSIYASI.

Annotatsiya

Maqolada kelajakdagi kasbiy vazifalarni bashorat qilish uchun mo'ljallangan lingvistik va uslubiy kompetentsiyaning taqdim etilgan mazmuni haqida so'z boradi. Talabalarni o'qitishning lingvistik va uslubiy yo'nalishlari bo'yicha tayyorlash bilim va ko'nikmalarga o'tkazish istiqbollari bilan ko'rib chiqiladi amaliy faoliyat shartlari, shuning uchun mutaxassis duch kelishi mumkin bo'lgan ustuvor uslubiy vazifalar ro'yxati asosan o'qitishning standartlashtirilgan mazmuni orqali aniqlanadi.

Kalit so'zlar

standartlashtirilgan mazmun, profессиограмма, uslubiy aks ettirish, avtorefleksiya, komponent, lingvistik va uslubiy kompetentsiya.

The psychological and pedagogical component ensures the transfer of experience through the implementation of the specialist's psychological, pedagogical, and methodological skills in the learning environment. The personal component acts as an element of control over one's own pedagogical activity, encouraging pedagogical reflection. The proposed model describes in detail the functional aspects of the pedagogical activity of a foreign language teacher and expands on

A.V. Malev's understanding of linguamethodological competence, adding to it skills that go beyond foreign language communicative competence.

Based on an analysis of educational standards and a survey among students, O.P. Kazakova (2016) provided a list of the most relevant knowledge, skills, and abilities of a foreign language teacher, according to respondents, in order to determine the modern social demand for the content of linguamethodological competence. The following knowledge was highlighted: a job description of a foreign language teacher; linguistic, cultural, psychological, and methodological foundations of foreign language teaching; modern trends in linguadidactics; Principles, methods, and tools for teaching foreign languages. The following skills were identified: analyzing existing teaching materials; adapting and creating original teaching materials; and using research resources to improve one's own methodological competence. The following skills were identified: methodological reflection; using library and information resources to solve practical methodological problems. The survey results demonstrated the primacy of methodological skills over foreign language communicative skills.

M. Drakulich (2020) presented her own model of foreign language teacher competence, distinguished by its detail. In it, she divided linguistic and methodological competence into two main components: subject-related and educational. Subject subcompetence includes knowledge and skills directly related to the target language (foreign language communicative competence and intercultural competence of the teacher), as well as knowledge and skills related to teaching this language (knowledge of methods for assessing the development of student skills, skills in applying foreign language teaching methods, knowledge of the patterns of language acquisition, etc.). Educational subcompetence includes psychological and pedagogical skills (interpersonal communication skills, skills in organizing the learning environment, skills in supporting the learning process, etc.) and lifelong learning skills (autoreflexion, self-assessment, self-study, etc.). M. Drakulich conducted an experiment aimed at identifying the significant qualities of a foreign language teacher through a student survey. The results were distributed among four factors: classroom management skills, intercultural skills, foreign language communication skills, and interpersonal interaction skills. Among these factors, the most important qualities were identified: calmness and optimism for the first factor, intercultural competence for the second, a high level of foreign language communicative competence for the third, and enthusiasm and empathy for the fourth.

Based on an analysis of a wide range of publications on the topic of linguistic and methodological competence, A. Deregozyu (2022) identified a list of the most frequently encountered elements in a foreign language teacher's competency framework. She identified the following:

- lesson planning in accordance with individualized student requirements;
- selection of teaching materials in accordance with students' interests and background knowledge;
- motivating students to learn;
- conducting and procedurally correcting lessons;
- providing feedback;
- providing opportunities for self-reflection through assessment;
- using relevant technologies for effective learning;
- interpersonal interaction in the learning context;
- monitoring and correcting student activities during lessons.

The presented content of linguistic and methodological competence is intended to anticipate future professional challenges. They view the training of students in linguistic and methodological fields with the prospect of transferring knowledge and skills to practical work. Therefore, the list of priority methodological tasks that a specialist may encounter is determined largely through standardized training content. In his work "Methodological Training of Foreign Language Teachers in the System of Continuous Education," P.V. Sysoev (2016) provided a list

of linguistic and methodological disciplines aimed at developing the linguistic and methodological competence of future specialists. He highlighted: "psychology and pedagogy, general learning theory, methods of teaching foreign language and culture, information technology in foreign language teaching, modern educational and methodological complexes, and pedagogical practice (Sysoev P.V., 2016: 219)."

In his work "Competence of a Modern Teacher in the Field of Artificial Intelligence: Structure and Content," P.V. Sysoev (2025) offers his interpretation of the content of linguistic and methodological competence based on AI technologies, proposing a model containing eight elements. This framework is intended to comprehensively describe the knowledge and skills of various types used by higher education teachers to implement AI-assisted teaching today. The author identified the following components: motivational and target-oriented, regulatory and legal, information security, ethics, industrial engineering, training and control, educational process management, and professional development. These components include both skills directly related to foreign language teaching and those that can be considered general professional skills. However, all of them are infused in one way or another with AI technologies.

The motivational and target-oriented component encompasses an understanding of and willingness to realize the potential of AI technologies to introduce new forms of organizing the educational process. The regulatory and legal component is necessary to ensure the legality and compliance of teachers' professional activities in accordance with legal and local regulations. Information security is designed to prevent potential problems related to personal data leakage or malware. The ethical component allows for the regulation of authorship of generated materials through the practical implementation of academic ethics principles. Prompt engineering is used to solve various professional problems through text-based interaction with neural networks using special commands called prompts. Training and assessment consists of a set of knowledge and skills used to solve specific educational problems using AI technologies. Learning process management is used to organize the learning process using AI technologies, primarily to provide tools for individual and group interaction for extracurricular assignments. Professional development is a meta-component necessary for updating all of the above; it is used to master new AI technologies and application methods.

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