



The Role of Foreign Pedagogical Experience in the Professional Training of Future English Language Teachers

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Annotation

This article discusses the invaluable role of foreign pedagogical experience in the process of preparing future English language teachers for their profession. It also highlights the modernization of the educational process through the internationalization of education.

Keywords: foreign pedagogical experience, advanced foreign experience, internationalization of education, professional competence.



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INTRODUCTION

Nowadays, there is a significant need to internationalize the education system to enhance the effectiveness of students' professional-methodological training in higher education institutions worldwide. To meet this need, it is important to improve the technologies for developing the professional-methodological training of future English language teachers by incorporating the advanced experiences of foreign countries, and applying them in practice to achieve the desired outcomes.

Across the globe, higher education institutions are conducting scientific research aimed at preparing qualified specialists, improving the level of their professional-methodological training, and modernizing teaching methods and technologies. Similarly, there is a growing need to enhance the professional-methodological training of future foreign language teachers by using effective and advanced educational technologies, forming the internationalization of education based on advanced foreign qualification requirements, and introducing leading foreign experiences and methods into the educational process to elevate the quality of education to an international level. In recent years, our republic has paid increasing attention to the process of teaching foreign languages and training qualified foreign language teachers, especially through the use of modern information and communication technologies. Considering this, several reforms have been carried out to develop the professional-methodological competence of future foreign language specialists, based on the internationalization of education and advanced foreign experiences. It is important to note that aligning the higher education system of our republic with international educational standards, studying and analyzing advanced foreign experiences, and adapting educational programs to internationally recognized standards have been designated as priority tasks. As a result, developing mechanisms for studying and implementing advanced foreign experiences in preparing future specialists for professional activities has become an urgent matter.

Literature Review

In our republic, the issues of improving teachers' professional training based on foreign experiences have been covered in the research of A.T. Nurmanov, U.A. Jabbarov, R.X. Djuraev, N.A. Muslimov, R.G. Isyanov, K.J. Riskulova, and D.I. Ro'zieva. U.A. Jabbarov and G.N. Pirmanova have justified the necessity of England's pedagogical experience and literary heritage in ensuring high quality and efficiency in teaching English in their dissertations.

RESEARCH METHODOLOGY

Pedagogical experience is considered a type of activity carried out in the educational process and is an integral part of the learning process. It plays a crucial role in ensuring the quality of education. In the preparation of future pedagogical staff, theoretical knowledge is essential, but it must be reinforced with practical knowledge. Future pedagogical staff have the opportunity to engage in practical teaching through hands-on experience. Research shows that practical experience plays a

crucial role in developing the professional-communicative competence of future teachers. Pedagogical experience is a professional skill aimed at ensuring quality and high results in the teaching process. Considering this, the role of foreign pedagogical experience is important in organizing a high-quality educational process. In any subject or field of education, including the training of future foreign language specialists, analyzing and applying foreign pedagogical experience to address existing unsolved problems is essential for achieving the desired results.

ANALYSIS AND RESULTS

In the foreign pedagogical experience of developed countries, emphasis is placed on educational outcomes. After completing the intended courses or programs, learners are provided with clear information on what they are expected to accomplish. Placing educational outcomes at the center helps students understand what is expected of them. Today, many successful Asian countries, including Malaysia, have inherited England's pedagogical experience in the field of education. This is because England's specialist training process was established in the last century. Japan, despite having high potential in education, has also incorporated the foreign pedagogical experiences of the United States, England, and France. Like many developed countries, efforts to reform education, incorporate advanced foreign experiences, and apply them have been ongoing in our country for several years. However, the development of scientific-methodological recommendations for organizing education based on advanced foreign experiences remains a pressing issue.

CONCLUSION

In conclusion, it must be emphasized that internationalizing education based on advanced foreign experiences can provide solutions to any existing problems in our country's education sector. Although scientific work has been conducted in the field of education within the framework of internationalization, many issues in education remain unsolved. This, in turn, necessitates the in-depth study, analysis, and scientific-methodological development of foreign advanced experiences for effective internationalization.

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