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# DEVELOPING LINGUISTIC COMPETENCE OF FUTURE ENGLISH TEACHERS

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*Annotation: An important requirement for a modern specialist is his professional mobility, the ability to carry out professional activities in related fields. In the field of studying a foreign language as a specialty, such related areas are translation and pedagogical activities. However, in practice, graduates of linguistic faculties often do not have pedagogical training, therefore they cannot be engaged in teaching a foreign language. The article deals with linguistic competence in the process of methodological training of a foreign language teacher.*

*Keywords: linguodidactic competence, communicative competence, professional competence, future teacher of a foreign language.*

Increasing the level of professional and theoretical training of a teacher of foreign languages (FL) is of particular importance in today's conditions, when a secondary school

must ensure mastery of the basics of foreign language communication, the formation of a wide range of strategies for problem-search activity in schoolchildren: the mechanism of language guessing, the ability to transfer knowledge and skills in a new situation, etc. What is the basis of foreign language communication for a student mastering a new language? How are they formed? What helps or hinders this? What are student errors? What is the mechanism of linguistic guessing and how should it be formed? These and similar questions, which provide a deep understanding of the most complex, multifaceted and multifactorial process of mastering a foreign language, cannot but arise from a creatively working teacher of a foreign language who does not blindly follow the instructions of books for the teacher[57].

The tasks of forming such competencies in a future teacher of a foreign language are solved in the process of teaching a block of special disciplines, which now includes linguistic didactics - a relatively new science that studies the patterns of the process of assimilation of a foreign language, the features of the functioning of language units in speech, factors affecting the process of mastering a foreign language in various conditions learning, the role of the native language in this process, and much more, reinforcing the theoretical foundation of the methodology for teaching a foreign language[58].

At the heart of updating the content of higher foreign language education in the XXI century. there is a competency-based approach. It contributes to overcoming the traditional cognitive orientations of higher education, modernizing the very content of education, its methods and technologies. The concepts of competence and competency serve as the main units of renewal. The main problem is the interpretation of these concepts, the characteristics of their types and composition. They become integrative indicators for assessing the quality of higher language education.

The concept of "competence" was first used in the United States in the 60s. in the context of performance-based education, the purpose of which was to train specialists capable of competing in the labor market. At first, competencies were reduced to simple practical skills that were formed as a result of knowledge automation in the tradition of behavioral psychology. This approach was subjected to fair criticism, which consisted in the fact that competencies in the form of practical knowledge were not sufficient for the creativity and individuality of the trainees. It was proposed to distinguish between two concepts of competence and competence (competence & competencies). Competence began to be considered as a personal category, and competencies turned into units of the curriculum and began to be included in competence. Competencies are often used to characterize the potential of a specialist to get a job in the labor market. Competence can be represented as a set of competencies, that is, observable manifestations of successful productive activity.

The condition for the formation of a multilingual and multicultural personality is the mastery of a certain level of communicative competence. The level of development of communicative competence means the degree to which a multicultural personality is ready and able to carry out intercultural communication.

Communicative competence is the ability of a person to understand and generate foreign language statements in a variety of socially determined situations. When considering

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the concept of communicative competence, most researchers recognize the multicomponent nature of its structure, it combines a number of competencies: language, speech, compensatory, educational and cognitive and sociocultural, which includes sociolinguistic, subject-thematic, general cultural and country-specific competencies, which are penetrating for the whole communicative competence of the future teacher of foreign languages. In addition, as part of communicative competence, linguistic, speech, sociocultural observation, the ability to generalize, speech contact, speech observation and resourcefulness, speech imagery, sociocultural susceptibility, sociocultural impartiality, a tendency to multilingual and multicultural education are distinguished[59].

Today, both in a number of domestic concepts and programs in foreign languages, and in pan-European documents that determine international policy in the field of language education, the development of communicative competence is proclaimed the goal of multilingual and multicultural student-centered education.

Recently, researchers have not only noted the importance of forming the communicative competence of a multilingual and multicultural personality of a future teacher of foreign languages, but also point to the need to use it as a basis for the formation of professional competencies and competencies.

The term "professional competence" is widely used when considering the problems of modernizing education and determining the requirements for university graduates. This concept is defined as the willingness and ability of a specialist to make effective decisions in the implementation of professional activities. Professional competence "is generally characterized by a set of integrated knowledge, skills and experience, as well as personal qualities that allow a person to effectively design and carry out professional activities in interaction with the outside world."

Following K.E. Bezukladnikov, we understand professional competence as a complex resource of the individual, which provides the possibility of effective interaction with the outside world in a particular professional area and which depends on the set of professional competencies necessary for this. These competencies provide an opportunity for the subject to set meaningful goals, take risks, be flexible, creative in solving problems and get results[60].

Under the linguistic competence of a future teacher of a foreign language, we mean a psychological neoplasm formed by the disciplines of the subject and psychological-pedagogical block in the process of language pedagogical education, which includes, along with cognitive and behavioral aspects, long-term readiness for professional activity of a teacher of a foreign language as an integrative property of the individual.

The comprehensive development of a professionally competent multicultural, multilingual linguistic personality of the future teacher of a foreign language and the preparation of an active, ready to assume responsibility citizen through a dynamic combination of knowledge, skills, abilities, the development of critical and creative thinking, becomes the main principle of training future teachers at the university. At the same time, linguodidactic competencies become a key component that unites all programs of higher foreign language education.

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# CLASSROOM MANAGEMENT IN FOREIGN LANGUAGE CLASSES.

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*Abstract: This article examines the studies in the area of classroom management in foreign language education. It offers four ways for EFL teachers to organize their classes by which they can master to manage their classes. The ways offered throughout the article point out the different alternatives to reduce the negative impact of classroom management on foreign language classes. By achieving proper classroom management, the teacher can lead their lesson much more effectively and involve the students in the activities.*

*Key words: classroom management, speaking-centric, multiple languages, mixed levels, oversized classrooms, scaffolding.*

Teachers' are mostly concerned with the issue of classroom management, especially the teachers who have recently started their teaching career. The concern is closely related to the fact that the beginning teacher formed during teacher training are exposed to the reality of school life where their energy is directed to learning how to deal with a new school culture. Teachers in their initial years of teaching are likely to come across with the issues such as classroom discipline, dealing with individual differences and mixed-ability classes, organization of class work, relationships with parents, insufficient or inadequate teaching materials, overcrowded classrooms, sitting arrangement, noise and social and cultural activities. In many classroom settings such issues tend to cause real challenges that all teachers have to cope with.

There are so many concerns about classroom management, for example, in a more comprehensive work, Sowell (2013) suggests dividing the concept of classroom management into two separate categories. These categories are behavioural management and instructional management. Sowell (2013) states that instructional management comprises planning and the factors that affect a teacher's ability to educate students with certain materials. In contrast, behavioural management is constituted of a teacher's expectations of students' behaviour, such as their level of interaction in the classroom, proper behaviour and several other factors.