



**SCIENTIFIC-THEORETICAL FOUNDATIONS OF THE PROBLEM OF FUTURE
ARABIC LANGUAGE TEACHER COMPETENCE**

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ANNOTATION

The article examines the concept of competence and its historical penetration into education in three stages, the opinions of scientists attributed to the concept of competence, the term "competence", starting with the definition of linguistic identity, becoming an economic and managerial term and currently entering scientific circulation due to observation in all pedagogical processes, the need for learning Arabic requires a lot factors that intersect subjectivity and objectivity.

Keywords: competence, period, linguistics, management, program, factor, law, knowledge, qualification, skills

One of the important and most urgent issues in the process of teaching the Arabic language today is the issue of teacher competence. Theoretically, competence is the achievement of high levels in a certain direction as a result of the combination of various abilities and unique characteristics of a person.

Competence is the manifestation of the algorithm's performance through human capabilities. Competence is the goal-oriented actions and activities of a person as a specialist that fully demonstrate his capabilities.

Systematization of the results of a person's cognitive activity, in contrast to the knowledge that exists in the form of concepts and ideas, competence is determined only in practice. In general, competence is the practical application of existing knowledge, skills and abilities, the ability to provide missing knowledge is a derivative of the necessary knowledge, skills, abilities characterized by the manifestation of one's capabilities.

Competencies differ from knowledge in that they are manifested when performing practical tasks [1]. The name of David McClelland (David McClelland) should be noted as the founder of the competency-based personnel management approach. He emphasizes that the correct, targeted formation of specialist competence leads to economic development [2].

Historically, the introduction of the concept of competence in the educational system and the acceptance of its importance are divided into stages:

The concept of "competence" entered the education system in three stages:

During the 1960s-1970s, along with the concept of "competence", the concept of "competence" entered scientific circulation. Linguist N. Chomsky considers the concept of "competence" as a set of features explained in relation to language [3].



In the second phase of the concept of "competence" between 1970 and 1990, this term was used in the organization of theoretical aspects of language and management and communication tools, meaning a set of characteristics related to a certain direction. In 1984, J. Raven studied the issue of the level of personnel competence in his scientific research, distinguished 37 components that ensure its effectiveness, and concluded that they are "motivational ability" [4].

It is known that in 1988, during the celebrations of the 900th anniversary of the University of Bologna, the rectors of 80 European universities signed the document Magna Charta Universitatum (Great Charter of Universities). This event marked the beginning of the largest project in the history of the European education system called the "Bologna Process". In the European labor markets, the traditional paradigm of "knowledge" was supplemented by the paradigm of "activity", i.e., "competence" by employers, as a result of which the purpose of personnel training in educational models is to define the meaning of the term "competence" on the scale of the qualimetric requirements of the specialist raised to the level of one of the necessary aspects [5].

In the third stage between 1990-2000, Russian scientists AKMarkova, EFZeyera, AVKhutorsky introduced the concept of "professional competence" from the point of view of pedagogy and psychology [6].

Since the period of the pedagogy of Ya. A. Komensky, the goal of imparting knowledge and training personnel has been focused on the process of formation of knowledge, skills and abilities in individuals, but today the main essence of being skilled is precisely with the concepts of "competence", "competence" It is explained that it is related [7]. Also, these two concepts are a combination of market economy and professional activities.

"Competence", according to KJRiskulova, means a set of professional laws, duties and obligations, as well as deontological norms related to a person [8].

Ilhamova IN believes that socio-cultural competence consists of international linguistics, social, linguistic and cultural competences [9].

A competency-based approach is essentially an attempt to bridge the gap between the learner's acquired knowledge and its practical use [10]. The result of the traditional approach is only in the strengthening of knowledge, while in the competence approach it is in the content of the educational activity [11].

In general, what should a modern teacher be today? First of all, one of the main issues is that the teacher should quickly instill all the knowledge he has into the person he is teaching in such a quality way that the person learning should clearly learn all the necessary knowledge. Secondly, in the process of my education system, I teach students about abstract things, teach them about things they will need in their lives, improve their integration into society, and after completing that higher education as a specialist, work purposefully in an enterprise or organization. directing him to take his place. Therefore, it is necessary to work on the basis of the system of integral connection of the economy with the educational system.

In terms of Arabic language, teacher competence can provide today's society with high-level specialists, translators, focused on a specific field.



The term "competence" has entered the scientific circulation, starting from the definition of linguistic identity, becoming an economic and management term, and now being observed in all pedagogical processes. When translated into Russian, the two concepts mean "competence" and "competence". In the interpretation of these terms, we can see that the opinion of researchers is divided into two groups, that is, one group of scientists views them as synonymous words, and the other group as concepts that have two meanings [12].

CIS and some foreign scientists T. Ordzhi, M. Halsted, N. Chomsky, as well as Russian specialists N.V. Bagramova, L.I. Berestova, V.I. Baidenko, G. Ye. Belitskaya, N.A. Grishanova, A.A. Derkach, N.V. Kuzmina, A.K. Markova, N.V. Myasishev, A.Sh. Palferova, L.A. Petrovskaya, A.A. Pinsky, V.V. Serikov, A.P. Tryapitsina, S.E. Shishov, Ye. V. Bondarevskaya and other authors consider the concepts of "competence" and "competence" to be synonymous. According to V.I. Baydenko, he understands the skills, relevant methods and methods specific to different subject areas [13].

According to TAGochar, competence is understood as the ability or certain readiness to engage in activities by mobilizing knowledge and skills in a specific situation [14]. O.M. Bobiyenko emphasizes that even though competence is different from knowledge, skills, skills, they should not be denied [15]. I.A. Shebannaya defines competence as potential activity of the subject of activity, preparation and desire for production activity with full awareness of responsibility for its results [16].

The ability to perform certain activities based on the acquired knowledge, skills and abilities ". B.V. Avvo, I.A. Zimnyaya, D.A. Meshcheryakov, A.V. Khutorsky and others studied the concept of "competence" and "competence" [17].

A.V. Khutorsky defines competence as an alienated, predetermined social requirement aimed at the educational preparation of a student for effective activity in a specific field [18]. Personal qualities, goals, motives of a person that ensure the quality of a particular activity, values, skills, knowledge, The system league of qualifications, skills and experiences is reflected in A.A. Verbisky's opinion [19]. According to E.F. Zeer, it is the generalized methods of action that ensure the effectiveness of professional activity [20].

T.P. Terenteva believes that competence is the scope of human activity in which knowledge, skills and experience are applied [21].

The problems of improving the system of preparation of the teacher for innovative pedagogical activities and developing professional competence were studied by N. Muslimov, K.J. Riskulova, F. Yuzlikaev, R. Joraev, U. Tolipov, O. Musurmonov, Z. Sh. Alimardonov and other scientists studied [22].

Professional laws, requirements necessary for the owner of any profession, principles, duty, rules, K.J. Riskulova believes that a set of tasks and obligations, as well as personal deontological standards is competence [23].

R. Sh. Urakov believes that "competence" represents the scope of a person's powers, the ability and ability to apply the acquired knowledge in practice, and "competence" represents its aspects [24].

Arab scholars Muamen al-Inan [25], M. Amjad Qasim [26], V. Vasilakh [27], H. Saifuddin, I. Al-Khakamilar [28] criteria of the pedagogical activity of the Arabic



language teacher, Arabic as a second language as teaching, views on the issues of teacher's moral and ethical criteria and worldview, teacher's personality and interests, and teacher's pedagogical skill in teaching arabic.

Arabic is one of the most widely spoken languages in the world [29]. The international community and the opening of doors to diplomatic missions with it, and the subsequent attacks on many foreign countries, especially the 9/11 attacks, all of these factors have led to the demand for learning Arabic. this has led to research into methods and methods of teaching Arabic to non-Arab teachers, and researchers are increasingly focusing on Arab teachers in this area [30].¹

Year by year, the need to learn Arabic is increasing all over the world as a result of many factors that intersect with subjectivity and objectivity. The fact that many interested and non-Arab intellectuals have a desire to learn Arabic and learn about Arab culture in order to satisfy academic and knowledge is one of the subjective factors . The creation of various forms of mutual understanding and communication between different peoples and civilizations is one of the objective factors . Saudi Electronic University has worked to create a global electronic program for non-Arabic speakers . Through D astur, Arabic can be mastered in a year or less [31].

According to the observations of the Kingdom until 2030, many developed countries in their policies will focus on educational outcomes and their adaptation to the needs of the labor market, as well as the knowledge that will be needed for the work of any future professional in the future. and focused on skills provision [32]. These countries widely use modern educational technologies such as Elearning, games, mobile education, video slides , and Internet projects in order to increase students' interest in the lesson, using the technical progress created in the educational system [33].

Today, the Academy of Arabic Language of Oman has launched an Arabic language exam application and the first Arabic language incubator, with the help of the Crown Prince Foundation, it has succeeded in creating large platforms for the computerization of the Arabic language on the Internet [34]. Dr. Salah Jarrar of the University of Jordan emphasized the importance of the spread of the Arabic language and the importance of maintaining its place among countries. He also noted the need for computerization due to the scarcity of Arabic language materials in computer databases [35]. We are also working on new methods to teach Arabic above traditional education using similar platforms, and this method is convenient for evaluating the language skills taught and obtaining an internationally recognized certificate. **2 1**

This program aims to achieve two goals. The first is to fulfill the communication task according to the requirements of the citizens of Saudi Arabia, and the second is necessary for the implementation of activities aimed at diplomatic, commercial, academic goals [36]. The institute considers teachers to be one of the important pillars of the education system. Therefore, the institute has sought to focus on it through innovation and research, improve its talent and capabilities in academic and research terms, and realize the importance of elearning and distance learning.

Various programs have been developed by Umm Al-Qura University, which have tried to find innovative solutions for easy Arabic learning [37]. An online teacher's program focuses on three areas or applications, and of course one can choose from them using all of them. The first: creating virtual



classrooms and online conferences. Second: tutorials and tutorials, as well as online content development and creation tools. Third: online assessment tools and tests. Online platforms are: <https://www.edmodo.com/>; <https://www.classdojo.com/>; <https://padlet.com/>; https://www.canva.com/en_eg/; <https://www.twinkl.ae/l/17mgev>; <https://www.quizalize.com/>.

Any Islamic country teaches Arabic to its citizens. Arabic is the language of the Qur'an, so knowing it is a priority for a believer. These Eastern countries are very popular in international companies, so there are many arabic language courses in Ukraine to prepare graduates for immigration or to study at universities in Eastern countries. Designated as ALPT, it is designed to determine the skill level of a student or trainee. After passing this test, certificates are issued: Egyptian Arabic Speaking (YeCA) certificate. If Advanced C1 (AMMEA) is passed, Modern Standard Arabic (MSA) can be taken.

Talala Abu-Ghazale Digital University (TAG-DU) is a member of the Talala Abu-Ghazale Organization (TAG-Org), a global professional and educational services organization operating through more than 100 offices worldwide. The Certificate of Proficiency in Arabic is issued by Talala Abu-Ghazale Digital University and awarded to students through Talala Abu-Ghazale Organization (TAG-Org) affiliates or accredited centers worldwide.

Therefore, competence is a collection of modern skills that help to achieve the best results. Teacher competence provides the formation of high-level competences in future specialists in the educational system. These futurespecialists will be competent specialists in their future professional activities, that is, one of its main characteristics is to acquire a set of competencies aimed at achieving high results in personal and professional activities, manifested in the ability and readiness to independently solve professional problems.

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