

THE IMPORTANCE OF CONSIDERING PEDAGOGICAL KNOWLEDGE IN CONTEXT

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Abstract

The effectiveness of foreign language teaching depends on how successfully teachers master and implement new approaches in modern education and whether they introduce these ideas into the practice of teaching a foreign language. Novice foreign language teachers should understand that updating implies lots of issues including importance of pedagogical knowledge in context with a holistic, anthropological and educational vision of organizing the educational process in the classroom.

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Uzbekistan, as many world communities, pays great attention to the development and improvement of quality of education at all stages. Large-scale educational reforms in the system of learning and teaching foreign languages, started in the country after the signing of Presidential Decree No. 1875 “On measures to further improve the system of studying foreign languages”, as well as the growing needs of our society for training specialists in all fields of knowledge who are confident in foreign languages, through the introduction of advanced teaching methods using modern pedagogical and information and communication technologies [2, 3], made obvious the need to create conditions and opportunities, as well as to find ways to optimize the process of teaching foreign languages at the initial stage, since at this stage the foundation and basic knowledge of the student are laid.

Improving the qualifications of foreign language teachers is one of the key conditions for optimizing and improving the system of learning and teaching foreign languages. In connection with the introduction of the study of foreign languages by primary schoolchildren, there is an urgent need to improve the qualifications of foreign language teachers at all stages of the educational system.

The new “Law on Education” [1] of the Republic of Uzbekistan, dedicated to the revision and improvement of requirements for the content of education at the present stage, indicates the need for the development of successful preschool and primary school education, priority training of qualified personnel; search and implementation of effective psychological and pedagogical methods of education at the initial stage; development and creation of modern teaching aids, didactic and information support for the educational process, as well as the need to ensure the formation of a holistic picture of the world in the learners and the integration of the individual into national and world culture.

The effectiveness of foreign language teaching depends on how successfully teachers master and implement new approaches in modern education and whether they introduce these ideas into the practice of teaching a foreign language. Novice foreign language teachers should understand that

updating implies lots of issues including the following: adapting the goals and outcome of learning, methods, approaches and technologies for mastering educational content, individualization of the process of teaching a foreign language as well as improving standards, programs, curricula in a foreign language teaching.

The modern approach to teaching foreign languages views the teacher as a professional rather than a passive performer, implying a transformation of emphasis from theory to practice and empowerment of the teacher. Further, the consensus in contemporary academic circles is that to develop professional competence, teachers must have the opportunity to work in the community.

Shulman, the founder of the concept of pedagogical content knowledge, supports scientists, methodologists and practicing teachers who integrate the principles of integrating content knowledge and pedagogy into practice. K. Johnson and P. Golombek [13; c. 1], emphasizing the importance of pedagogical knowledge in context, stress that teachers must be actively involved in the process of creating professional knowledge and skills. M. Hashweh [10; c. 121], who studied the history of the development of Shulman's concept over a 25-year period, argues that in order to determine the essence of pedagogical knowledge in context, it is necessary to take into account the following parameters provided in the table.

The essence of pedagogical knowledge in context

(M.Hashweh)

1	Pedagogical knowledge in context represents the totality of personal and private knowledge;
2	Pedagogical knowledge in context is a set of basic units called pedagogical constructs of the teacher;
3	The teacher's pedagogical designs are the result mainly of planning, as well as the interactive and post-active phases of teaching;
4	Pedagogical constructs are the result of a process influenced by the interaction of knowledge and beliefs of different categories;
5	Pedagogical constructions represent both a generalized event-based and plot-based type of memory;
6	Pedagogical structures are created on a specific topic;
7	Pedagogical constructs are (or ideally should be) labeled in a variety of interesting ways that link them to other categories and subcategories of teacher knowledge and beliefs.

Moreover, S. Feiman-Nemser [9; c. 704] mentions the need for more conceptual work on the content, mechanisms, and contexts of teacher learning and more thoughtful efforts to link teacher learning with meaningful student learning. For example, teachers teaching foreign languages in primary schools, along with general pedagogy, theory and methods of teaching foreign languages, need to know the features of working with children of primary school age, including psychological and age-related characteristics. Moreover, according to the definition of O. Inbar-Lowry and E. Shohamy [11; c. 91] in early foreign language education, language should be a tool for understanding the world and developing cognitive skills. Along with this, the importance of taking into account language development, educational conditions and methods and approaches that meet the interests of younger students is

emphasized. A. Pinter [16; c. 2] states that all children are unique, and that two children of the same age can have completely different characteristics. Learning foreign languages should be considered as part of the child's overall development, so educational material and teaching methods should be appropriate to the child's developmental stage.

As well as developing general literacy, learning foreign languages broadens and enriches children's language experiences and offers unique discoveries and opportunities for developing cognitive, social-emotional and 21st century skills. J. Brewster and G. Ellis [5; c. 5] give the following classification of a child's readiness for learning: psychological readiness, linguistic and cultural readiness. A child cannot learn what he is not yet ready for and what he cannot understand. For example, teaching grammar at an early stage is not effective because the child cannot grasp abstract concepts. L. Cameron [7; c. 107] points to the fact that primary schoolchildren perceive foreign languages "from the inside" through active interaction with it, and not "from the outside", considering the system and structure of the language. M. Araos [4; c. 20] argues that younger schoolchildren should be considered as a special group of students in view of the fact that the learning process and motivation for learning of this age group is very different from adults and adolescents.

According to Z. Dorney [8; c. 117] the role of motivation as a key factor influencing the success of learning is recognized by both scientists and teachers. M. Brumen [6; c. 723] also emphasizes the importance of taking into account the internal motivation of younger schoolchildren, which must be supported by taking into account the immediate environment that is concrete and understandable to the child and providing him with the opportunity to be actively involved in the learning process. We believe that the use of realities of the immediate environment, such as descriptions of cities, streets, museums and other attractions of Uzbekistan, helps primary schoolchildren in the conscious study of foreign languages, since the study of foreign languages by children of primary school age is directly dependent on the learning environment.

Moreover, D. Nunan [15; c. 235] refers to C. Linse [14], who recommends an approach with a holistic, anthropological and educational vision of organizing the educational process in the classroom. D. Larsen-Freeman [13; c. 16] emphasizes that when considering the student and the learning environment, it is necessary to remember that they complement each other and actively interact in the learning process. The learning environment, including the classroom environment, should be rich in content, understandable and interesting for younger students.

Therefore, teachers who support an integrated approach to language learning, characterized by integrity, and restoration of unity, advocate for full use of the learning environment and context in which the child lives every day, including the cultural and socio-cultural context. Integrated learning allows students to form a holistic picture of the world, increase cognitive interest in the subject, develop memory, attention, imagination, thinking, speech and communication abilities. Accordingly, the characteristics of a successful learner will be influenced by the learning environment and how the learning process occurs.

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