

USING AI TECHNOLOGIES TO OPTIMIZE THE PROFESSIONAL TASKS OF A TEACHER

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Annotation. The article talks about the developed structure, which is universal in nature and is focused on systematizing applied competencies that are in demand in the process of teaching a foreign language. The classification is based on the division of skills into six functional areas corresponding to the key aspects of teaching work. Goal-setting block: ensures strategic planning of the educational track and adherence to the principle of continuity.

Key words: applied competence, strategy, didactics, graphics, management, integrative prompt engineering, communication, formation.

Аннотация: В статье говорится о разработанной структуре, которая носит универсальный характер и ориентирована на систематизацию прикладных компетенций, востребованных в процессе преподавания иностранного языка. В основу классификации положено разделение умений на шесть функциональных областей, соответствующих ключевым аспектам педагогического труда. Целеполагающий блок: обеспечивает стратегическое планирование образовательного трека и соблюдение принципа преемственности.

Ключевые слова: прикладная компетенция, стратегия, дидактика, графика, менеджмент, интегративный промпт-инжиниринг, коммуникация, формирование.

Introduction. Using this toolkit, teachers formulate didactic objectives, integrating them into the overall logic of the calendar-thematic schedule and specific lesson plans. Methodological tools: focus on designing a system of language exercises (from phonetics to grammar) and speech assignments for all types of activities. This segment also covers mechanisms for monitoring, verification, and final assessment of students. Organizational management: includes a set of skills for the technical and logistical implementation of the educational process, as well as the effective search for specialized reference and information resources. Integrative proposal engineering: acts as a meta-component, indirectly interweaving the three aforementioned areas. It serves as a connecting link in the use of AI technologies to optimize the teacher's professional tasks. Regulatory framework: guarantees the legitimacy of educational activities and their strict compliance with current legislation and the organization's internal regulations. Professional ethics: regulates adherence to the principles of academic integrity and moral standards in the development and implementation of language courses. Thus, the proposed model allows for comprehensive coverage of the teacher's practical activities, transforming theoretical knowledge into effective pedagogical actions in the modern digital environment. With the exception of prompt engineering, all of the identified elements can be implemented in teaching practice without the use of intelligent systems. In this context, the use of AI technologies is viewed as an evolutionary development of classical professional skills adapted to new teaching tools. To illustrate, consider the traditional skill of designing reading exercises "manually" with a similar process based on neural networks. In the latter case, the



teacher moves from direct design to expert control: formulating prompt queries with specified parameters and then critically selecting and verifying the generated content.

Analysis of literature. A related and important category in this study is methodological competence. In the scientific tradition, in particular in the works of I.A. Zimnyaya (2010), these concepts are related as "potential" and "actual". A.V. Khutorskoy (2003) interprets competence as a personal level of effectiveness, manifested in the practical implementation of the structural elements of competence. It is this relationship that determines the degree of readiness of a future specialist for real work activity. Consequently, the assessment of the development of linguo-methodological competence of students of language faculties is based on the analysis of the components of the corresponding competence. The development of competence is a necessary condition for acquiring professional competence, which makes both categories fundamental in the system of training personnel in the lingua-methodological profile. "The issue of the structural content of a specialist's professional readiness does not have a uniform interpretation in the scientific literature. Thus, G.K. Selevko (2003) proposes a hexagonal model that includes social, motivational, cognitive, ethical, behavioral, and operational-technological elements. In turn, I.A. Zimnyaya (2004) emphasizes five qualitative characteristics: from the value-semantic attitude toward the profession to the mechanisms of emotional-volitional self-regulation. A comparison of these concepts demonstrates their complementarity, where differences are often merely terminological.

A special place in linguodidactic training is occupied by the ethical component, based on the teacher's ideological attitudes. As noted by I.S. Kharcheva (2010), professional ethics acts as a regulator of social relations, while the moral value of an individual is confirmed not by theoretical judgments, but by specific actions in real practice (Guseynov A.A., Apresyan R.G., 2000). In the context of the development of ethical potential, T.A. Nesterenko (2013) emphasizes the desire for moral growth and openness to cross-cultural dialogue. Of primary importance here are universal conventional norms (sensitivity, tact, delicacy), without which effective communication in a multicultural environment is impossible (Trotskaya E.S., 2018). This emphasis is due to the need to transform students' legal consciousness towards the post-conventional level according to L. Kohlberg (1963). At this stage of development, the professional makes independent decisions based on an internal value system. Given the inevitable discrepancy between societal standards and personal beliefs (Dvoynin A.M., 2013), the priority task is to cultivate a commitment to universal humanistic maxims that unite various ideological and cultural paradigms. The ethical aspect is directly reflected in the structure of linguistic and methodological competence through the integration of relevant moral and legal principles. The specialist's commitment to moral principles and generally accepted conventional norms serves as the foundation guaranteeing the legitimacy and normative accuracy of the implementation of the entire arsenal of professional skills in a given context. The next key element is the behavioral component, which is interpreted as the individual's ability to translate their internal beliefs into specific actions and decisions. This component closely correlates with the category of etiquette—the established order of social interaction determined by a set of ethical prescriptions (Kurochkina I.N., 2004). The synergy of personal experience and individual qualities is manifested in the implementation of so-called "soft skills ." In foreign pedagogical thought, they are often distanced from highly specialized (hard skills) competencies, indicating the lack of need for specific technical tools for their actualization (Jackson D., Chapman E., 2012). Nevertheless, as the study of G. Albino (2018) shows, in real production and pedagogical conditions, the boundary between behavioral and professional-technical skills becomes diffuse.

Thus, soft skills act as a regulator of a specialist's adaptive behavior in various professional scenarios. In modern science, there is no unified nomenclature of behavioral elements. Summarizing various approaches, several classifications can be distinguished : N. Gruden and A.



Steyr (2018): a universal list including leadership, emotional stability, creativity, responsibility, and communication strategies. S. N. Batsunov et al . (2018): a four-factor model (cognitive, managerial, communication, and self-organizational skills). E. V. Getmanskaya and F. V. Chertov (2023): an emphasis on qualities specific to a teacher - empathy, stress resistance, perseverance, and social openness. L. R. Gazizulina (2019) emphasizes the immanent connection between the development of soft skills and the study of foreign languages. Since communicative competence is essentially a strategy of behavior in a foreign language environment, linguistic education is inextricably linked with the cultivation of self-organizational and cognitive abilities.

Management skills in this context can be effectively integrated into the structure of mediation "Teacher subcompetencies ." Unlike a static ethical system, the behavioral component of linguistic and methodological competence is characterized by a certain flexibility and potential for correction. Despite the complexity of transforming an individual's basic life experience and deep-seated qualities, the educational environment allows for the stimulation and reinforcement of specific behavioral strategies. This approach is reflected in the structure of universal competencies, covering areas such as project management, systemic critical analysis, communicative interaction, and self-regulation skills. Moreover, professional development within this component is determined by social expectations: self-actualization of a teacher is impossible outside the context of current societal demands on the profession (Boguslavskaya M.M., 2022).

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