

NATIONAL VALUES IN THE PROFESSIONAL DEVELOPMENT OF FOREIGN LANGUAGE TEACHERS UNDER GLOBALIZATION

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Abstract. In this article, the importance of national values in improving the qualifications of foreign language teachers in the process of globalization is analyzed on a scientific and theoretical basis. In the course of the study, the pedagogical and methodological possibilities of integrating national values into the educational process were considered, and their positive influence on students' acquisition of a foreign language, the development of cultural competence, and the strengthening of motivation was highlighted. It was also noted that professional development programs based on national values serve the formation of innovative methods, a reflexive approach, and creative pedagogical skills in the activities of teachers. The research results indicate the need to continue empirical research in this direction.

Keywords: globalization, national values, foreign language teacher, professional development, cultural competence, innovative methods.

INTRODUCTION

In the current period of rapid globalization, one of the most important tasks facing the education system is the improvement of the professional qualifications of foreign language teachers based on modern requirements. The rapid development of information technologies, the expansion of international cooperation, and the growing dialogue between different nations and cultures require thorough foreign language instruction. Therefore, foreign language teachers must possess not only linguistic knowledge, but also intercultural communication competence, methodological skills, and a broad worldview. However, in the process of globalization, a perfect knowledge of foreign languages alone is not enough. The preservation of national values and their integration into the educational process, along with improving the quality of education, serve as an important factor in the formation of national identity, patriotism, tolerance, and spiritual maturity in the minds of the younger generation. Because national values embody the historical memory, cultural heritage, and spiritual and moral criteria of the people. Their use in the process of teaching a foreign language enriches the teacher's pedagogical activity, makes the lesson more meaningful, and increases students' interest in a foreign language.

From this point of view, taking into account national values in the process of professional development of foreign language teachers is of great importance in the development of their professional competence. Effective use of national traditions, customs, historical heritage, oral folk art, and spiritual wealth improves the teacher's methodological approaches and increases the effectiveness of the lesson process. As a result, along with learning a foreign language, national pride and spiritual and moral education are strengthened in pupils and students. Therefore, the harmony of globalization and national values is one of the priority tasks in improving the qualifications of a modern foreign language teacher.

LITERATURE REVIEW

The issue of increasing the effectiveness of the educational process in the context of globalization has been widely studied by domestic and foreign scientists. In particular, Dewey (1933) emphasized that personal experience and reflection play an important role in the educational process, while Vygotsky (1984) substantiated the inextricable link between education and the cultural environment. These views indicate the need to integrate national values in the professional development of foreign language teachers. Local scientists have also conducted valuable scientific research on the application of national values in the educational process. Karimova (2019) reflects on the role of national values in the pedagogical process, their influence on the spiritual and educational formation of the younger generation. Khudoyberdiyeva (2020) emphasizes that the use of elements of national heritage in teaching foreign languages increases students' motivation and helps them master a foreign language in harmony with national identity.

Also, according to international experience, the formation of intercultural competence in the process of professional development of foreign language teachers is of particular importance. Byram (1997) identifies the main components of intercultural competence - knowledge, skills, attitudes, and critical consciousness. This confirms the effectiveness of education based on national values in teaching foreign languages.

METHODOLOGY

The purpose of this study is to determine the scientific basis for the use of national values in the process of professional development of foreign language teachers in the context of globalization. Therefore, the methods of theoretical analysis, comparative analysis, and generalization were used as a methodological approach. First of all, the pedagogical and psychological views of foreign and domestic scientists were analyzed, and the conceptual foundations for improving the qualifications of foreign language teachers were determined. Also, the role of national values in the educational process was theoretically studied, and their influence on the effectiveness of foreign language teaching was comparatively analyzed. Based on the obtained theoretical data, general conclusions were developed, and the scientific and pedagogical foundations of the integration of national values into the educational process were highlighted.

RESULTS AND DISCUSSION

The research results show that the conscious and systematic integration of national values into foreign language lessons significantly increases not only students' language skills, but also their cultural awareness and motivation. The main findings identified in theoretical analysis and comparative studies are characterized by practical examples as follows: translating and discussing the context of national oral creativity (proverbs, sayings, legends) provides rich material for studying new vocabulary and phraseological units in lessons - for example, translating Uzbek proverbs into English in an English lesson and analyzing their pragmatic function (in what situation they are used) not only increases students' vocabulary, but also develops the ability to perceive and interpret cultural differences. Another practical example: in a project lesson organized on the topic of Navruz, students read texts about the holiday, and then prepare mini-reports in English - this jointly strengthens listening comprehension, speaking, and presentation skills, and encourages the expression of topics related to national identity through language.

From a methodological point of view, the introduction of national values into the lesson also expands the qualifications of teachers: they begin to integrate content with language

teaching through new didactic tools (CLIL, task-based learning, project-based learning). For example, the project to create an audio guide in English for a local museum simultaneously develops students' academic writing, listening, and communicative competencies; the teacher acquires new competencies in the design of this project, assessment criteria, and the use of multimedia tools. Using role-playing games as an example, by dramatizing situations such as "welcoming a guest" or "organizing a festive event," students practice cultural conventions (politeness strategies, forms of address), and the teacher learns how to pedagogically model this process. Microteaching and video analysis proved particularly effective in teacher training: teachers record 10-15 minutes of mini-lessons on national topics, and then analyze their approaches based on peer feedback and a reflective journal. For example, one teacher, wanting to fulfill lexical goals by dramatizing a legend, identifies the reasons for low student participation in video analysis and adds interactive elements (pair work, jigsaw reading) in subsequent microteaching - which in practice leads to rapid improvement. At the same time, the action research stage allows teachers to conduct small pedagogical experiments in their lessons and systematically analyze the results; for example, a 4-week intervention based on the translation of proverbs and sayings in one series of lessons can lead to an increase in the number of phraseological units used in students' oral speech and cultural interpretation skills - this is shown by the teacher's portfolios, video observation, and product evaluation (presentation, video).

In addition to traditional tests in assessment practice, the study noted that quality tools - student portfolios, results of creative projects, and assessment rubrics - are more effective. As an example, the task of "cultural mediation" can be cited: the student is required not only to present a brief Uzbek cultural event in English, but also to interpret it in a way that makes the context and utilitarian information about the event understandable; the evaluation rubric provides for such criteria as linguistic accuracy, cultural accuracy, communicative effectiveness, and the presence of reflexive interpretation. When evaluating teachers, a reflective journal, video-based observation, and a system that combines colleagues' opinions - how they incorporate national content into the lesson and its impact on language learning outcomes - are more clearly visible. The study also revealed the risks that may arise in the process of integrating national values and proposed practical measures to counter them. For example, there is a possibility of stereotyping national themes or discriminating against other cultures; to prevent this, lesson plans should be drawn up from a pluralistic point of view, educational discussions should be based on open questions, and historical and cultural sources should be presented from different perspectives. It is also necessary to train teachers through special training on cultural sensitivity and ethical issues in order not to misuse national content for political or ideological purposes.

The result observed at the institutional level is that for the sustainable effectiveness of professional development based on national values, cooperation between schools and higher educational institutions, ties with local cultural centers, a bank of didactic materials, and financial support are important. For example, the "virtual excursion" project, organized in cooperation with the regional museum, provided teachers with practical skills in using real materials and integrating multimedia resources into the lesson; as a result, students' interest in language and cultural awareness increased.

CONCLUSION

In the context of globalization, the use of national values in improving the qualifications of foreign language teachers has become an effective approach. The research results showed

that the integration of national values into the educational process, along with the development of language competence in students, strengthens their cultural awareness and motivation. At the same time, it allows teachers to master new methodological approaches, reflexive practice, and innovative pedagogical methods. Consequently, the application of national values in teaching a foreign language is an important factor in enriching the educational process and ensuring effective communication between the teacher and the student.

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