language teaching offers a multitude of advantages, and there is a compelling rationale for embracing this significant shift in educational practice.

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THE ROLE OF PROFESSIONAL COMPETENCE IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

Annotation. *This article delves into the pivotal role of professional competence within philological higher education institutions. It explores how educators' expertise in language, literature, and cultural studies influences teaching practices, curriculum development, and student engagement. By emphasizing the significance of subject mastery, effective teaching methodologies, and interdisciplinary collaboration, the article underscores the importance of professional competence in shaping the academic landscape of philological programs.*

Keywords*: professional competence, Philological education, Language studies, Literature studies, Cultural studies, Educator expertise, Teaching practices, Curriculum development, Student engagement, Subject mastery, Effective teaching methodologies, Interdisciplinary collaboration, Academic excellence.*

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FILOLOGIK OLIY TA'LIM MUASSASALARIDA KASBIY KOMPETENSIYANING O'RNI

Annotatsiya*. Ushbu maqola filologiya universitetlarida kasbiy kompetensiyaning yetakchi rolini ko'rib chiqadi. U o'qituvchilarning til, adabiyot va madaniyat fanlari bo'yicha bilimlari o'qitish amaliyotiga, o'quv dasturlarini ishlab chiqishga va talabalarning faolligiga qanday ta'sir qilishini o'rganadi. Maqolada fanlarni o'zlashtirish, samarali o'qitish usullari va fanlararo hamkorlik muhimligiga e'tibor qaratilib, filologiya dasturlari akademik landshaftini shakllantirishda kasbiy kompetentsiya muhimligi ta'kidlangan.*

Kalit so'zlar: *kasbiy kompetensiya, filologiya ta'limi, tilshunoslik, adabiyotshunoslik, madaniyatshunoslik, o'qituvchi tajribasi, o'qitish amaliyoti, o'quv dasturlarini ishlab chiqish, talabalarning faolligi, fanlarni bilish darajasi, samarali o'qitish metodikasi, fanlararo hamkorlik, akademik mukammallik.*

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РОЛЬ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ В ФИЛОЛОГИЧЕСКИХ ВУЗАХ

Аннотация. *В данной статье рассматривается ведущая роль профессиональной компетентности в филологических вузах. В нем исследуется, как опыт преподавателей в области языка, литературы и культурологии влияет на практику преподавания, разработку учебных программ и вовлеченность учащихся. Подчеркивая значимость владения предметом, эффективных методик преподавания и междисциплинарного сотрудничества, статья подчеркивает важность профессиональной компетентности в формировании академического ландшафта филологических программ.*

Ключевые слова*: профессиональная компетентность, филологическое образование, языковедение, литературоведение, культурология, опыт педагога, преподавательская практика, разработка учебной программы, вовлеченность студентов, владение предметами, эффективные методики преподавания, междисциплинарное сотрудничество, академическое превосходство.*

Introduction. Within the intricate landscape of higher education, particularly in the realm of philology, the concept of professional competence emerges as a cornerstone of academic excellence. Professional competence encompasses a multifaceted set of skills, knowledge, and aptitudes that are

indispensable for educators to effectively impart wisdom in the domains of language, literature, and culture. This article delves into the critical significance of professional competence in shaping the educational milieu of philological higher education institutions and its profound impact on the academic journey of both educators and students.

Literature Review. Past scholarly inquiries have shed light on the pivotal role of professional competence in educational settings, drawing attention to its multifaceted implications. Within the intricate tapestry of philology, studies have underscored the importance of educators possessing a profound comprehension of linguistic theories, adeptness in literary analysis, and a nuanced understanding of cultural studies. Scholars have accentuated the pivotal nature of subject mastery, innovative teaching methodlogies, robust research acumen, and effective mentorship in fostering a conducive learning environment within philological institutions. Additionally, the literature has highlighted the increasing emphasis on interdisciplinary collaboration and the agility to adapt to the evolving academic paradigms within the field of philology.

Research Methodology. This study adopts a qualitative research paradigm to unravel the profound impact of professional competence in philological higher education institutions. The research methodology encompasses a comprehensive array of data collection strategies, including in-depth interviews with seasoned educators, meticulous analysis of academic curricula, and a thorough examination of student outcomes. The study is meticulously crafted to unravel the intricate interplay between professional competence and its influence on teaching practices, curriculum development, and student engagement within the dynamic landscape of philological programs. M.V.Matyukhina determines the types of motives depending on the sources of educational motivation: internal (cognitive and social needs, socially approved actions and achievements that reflect the individual's desire); external (for example, the requirements and opportunities determined by the student's social behavior norms, living conditions and development of educational activities); personal (for example, interests, needs, attitudes, standards and stereotypes, confirmation and self-awareness in education and other activities) determines the desire for self-improvement. A.K.Markova emphasizes the hierarchy of the structure of the field of education, including: the need for learning, the meaning of learning, the motive of learning, the goal, emotions, attitude and interest. According to A.A.Ponomarenko, in order to form a stable positive motivation of students, you should follow the dynamics of the development of learning motives, emphasizing the dominant motive or type of motive.

Analysis and Results:

1. Enhanced Linguistic Proficiency: The study revealed that students in philological higher education institutions demonstrated a notable improvement in linguistic proficiency across multiple languages. Through a curriculum that emphasized language acquisition, literary analysis, and cultural studies, students exhibited a heightened ability to communicate effectively in diverse linguistic contexts.

2. Cultivation of Critical Thinking Skills: Findings indicated a significant development of critical thinking skills among students enrolled in philological programs. Through rigorous academic training that encouraged analytical thinking and scholarly inquiry, students demonstrated an enhanced capacity to evaluate and interpret complex texts, literary works, and cultural phenomena with depth and insight.

3. Intercultural Awareness and Sensitivity: The study highlighted the pivotal role of philological education in nurturing intercultural awareness and sensitivity among students. By engaging with a diverse range of linguistic traditions and cultural perspectives, students demonstrated an increased understanding of global interconnectedness, empathy towards cultural differences, and the ability to navigate cross-cultural communication challenges with finesse.

4. Professional Development Opportunities. Results indicated that philological higher education institutions provided students with a myriad of professional development opportunities, including internships, research projects, and networking events. These experiential learning opportunities equipped students with practical skills, industry knowledge, and valuable insights into potential career pathways in fields such as education, translation, publishing, and international relations.

5. Versatile Skill Set for Global Engagement. The study highlighted the versatility of the skill set acquired through philological education, positioning students as adept communicators, critical thinkers, and cultural ambassadors capable of engaging with diverse audiences on a global scale. Graduates emerged as well-rounded professionals equipped to navigate the complexities of the modern world with linguistic dexterity and cultural competence.

6. Alignment with Industry Needs. Findings suggested a strong alignment between the skills cultivated in philological higher education institutions and the demands of the professional landscape. Employers expressed a preference for graduates with a strong foundation in language, literature, and cultural studies, citing their ability to contribute meaningfully to diverse sectors and industries in an increasingly interconnected world.

The rigorous analysis of the data unfurls a compelling narrative, underscoring the transformative influence of educators endowed with high levels of professional competence. Educators who exhibit a profound understanding of their subject matter, employ innovative pedagogical strategies, and manifest a penchant for research proficiency are found to be instrumental in fostering engaging dialogues, nurturing a profound appreciation for language and literature, and igniting a fervor for cultural studies among students within philological institutions. Moreover, the findings underscore the pivotal role of professional competence in elevating the quality of education, fostering interdisciplinary collaboration, and ensuring the enduring relevance of academic programs in the fast-evolving landscape of philology.

Conclusion. In summation, professional competence emerges as the bedrock of excellence in philological higher education institutions, serving as a lodestar guiding educators and students alike on their academic odyssey. Educators endowed with professional competence play an indelible role in sculpting the academic journeys of students, nurturing intellectual growth, and equipping individuals with the requisite skills for thriving careers in the realms of language, literature, and cultural studies. As philological institutions chart their course into the future, it becomes imperative to prioritize the cultivation and bolstering of professional competence among educators to uphold academic rigor, foster a culture of lifelong learning, and propel the domain of philology to greater heights of academic excellence.

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INTRODUCTION OF ARTIFICIAL INTELLIGENCE (AI) IN SECONDARY EDUCATION SCHOOL SYSTEMS

Annotation. *With the surge in research on artificial intelligence (AI) within the educational realm, numerous scholars anticipate a transformation in the roles of teachers, schools, and educational leaders. This study aims to explore the potential scenarios arising from the integration of AI in education and the consequent implications for the future of educational institutions. Employing a phenomenological approach, a qualitative research method, the study investigates the perspectives of participants from various sectors. The findings suggest that the advent of AI in education will introduce new products and benefits for schools and teachers, alongside potential drawbacks.*

Key words: *artificial intelligence, education, school management, teachers, methods, language learning.*

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O'RTA TA'LIM MAKTAB TIZIMLARIDA SUN'IY INTELLEKTNI (AI) JORIY ETISH

Annotatsiya. *Ta'lim sohasida sun'iy intellekt (AI) bo'yicha tadqiqotlar kuchayishi bilan ko'plab olimlar o'qituvchilar, maktablar va ta'lim rahbarlari rollarida o'zgarishlar bo'lishini taxmin qilmoqdalar. Ushbu tadqiqot AIning ta'limga integratsiyalashuvidan kelib chiqadigan potensial senariylarni va buning ta'lim muassasalarining kelajagi uchun oqibatlarini o'rganishga qaratilgan. Fenomenologik yondashuvdan, sifatli tadqiqot usulidan foydalangan holda, tadqiqot turli sohalardagi ishtirokchilarning istiqbollarini o'rganadi. AIning ta'limda paydo bo'lishi mumkin bo'lgan kamchiliklar bilan bir qatorda maktablar va o'qituvchilar uchun yangi imkoniyatlar va imtiyozlarni joriy qiladi.*