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# ETHICAL COMPONENT WITH LINGUODIDACTIC COMPETENCIES

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**Annotation:**
The article talks about the skills of the methodological component, which are aimed at creating exercises (phonetic, lexical and grammatical) tasks (reading, listening, writing, speaking), as well as their subsequent monitoring, correction and evaluation.

**Key words:** management, control, correctness, technology, component, linguistic and methodological competence, maturity, activity.

## ЭТИЧЕСКИЙ КОМПОНЕНТ С ЛИНГВОДИДАКТИЧЕСКИМИ КОМПЕТЕНТНОСТЯМИ

**Аннотация:**
В статье говорится об умениях методического компонента которые направлены на создание упражнений (фонетических, лексических и грамматических) заданий (чтение, слушание, письмо, говорение), а также их последующие контроль, корректирование и оценивание.

**Ключевые слова:** менеджмент, контроль, корректность, технология, компонент, лингвометодическая компетенция, сформированность, деятельность.

## LINGVODIDAKTIK KOMPETENTSIYALARGA EGA AXLOQIY KOMPONENT

**Annotatsiya:**
Maqolada mashqlar (fonetik, leksik va grammatik) vazifalarni (o'qish, tinglash, yozish, gapirish) yaratishga qaratilgan uslubiy komponentning ko'nikmalari, shuningdek ularni keyingi nazorat qilish, tuzatish va baholash haqida so'z boradi.

**Kalit so'zlar:**boshqaruv, nazorat, to'g'rilik, texnologiya, komponent, lingvistik-metodik kompetentsiya, etuklik, faoliyat.

The skills of the target component are used to plan the entire course of study and maintain continuity between individual lessons. With their help, the teacher defines learning goals and objectives, integrates them into the calendar and topic planning, and then plans lessons based on them. Learning process management represents a set of skills used for the practical organization of the implementation of exercises and assignments and for searching for reference and methodological literature. Prompt engineering is a specific meta-component that is indirectly involved in the use of AI technologies to solve professional problems related to the three components described above. The legal component is necessary to guarantee the regulatory correctness of the teacher's professional activity in accordance with local regulations and the general legal framework. The ethical component is needed to ensure the academic integrity of the process of developing a foreign language course of study.

All components, except prompt engineering, can be implemented in teaching activities without the use of AI technologies. That is, some of them represent a linear development of the same skills, but based on different teaching tools. For example, one can distinguish the basic, traditional skill of "creating reading assignments," where the teacher manually creates

assignments, from the same skill, but based on AI technologies, where the teacher promptly specifies the criteria for the generated assignment and then selects the most appropriate options.

A related category to linguistic and methodological competence is methodological competence. A.A. Zimnyaya (2010) characterized competence and competency as the relationship between potential and actual. A.V. Khutorskoy (2003) defines competence as the individual's degree of effectiveness in implementing the components of a competency in practice. The ratio of competence to competency determines a specialist's readiness for teaching. Therefore, assessing the development of linguistic and methodological competence in students majoring in language arts is based on the components of linguistic and methodological competence. That is, the development of linguistic and methodological competence results in the acquisition of linguistic and methodological competence, which is why both categories are very important in the context of training specialists in linguistic and methodological fields.

The component composition is interpreted in different ways. G.K. Selevko (2003: 13) proposed using the following six components to determine a specialist's readiness: ethical, behavioral, social, motivational, operational-technological, and cognitive. I.A. Zimnyaya (2004: 25) identified the following components: readiness for activity (motivational aspect); knowledge possession (cognitive aspect); experience in activity (behavioral aspect); attitude towards activity (value-semantic aspect); emotional-volitional regulation (reflexive aspect).

The models considered complement each other, most of the differences between them are purely terminological. However, G.K. Selevko's model lacks a reflexive component, which, according to A.V. Khutorskoy (2017) is fundamental in developing competence. I.A. Zimnyaya lacks a social component. Due to functional similarities, G.K. Selevko's terms will be used primarily in the following work, but it should be noted that they essentially coincide with I.A. Zimnyaya's model.

The ethical component of linguodidactic competence operates with the specialist's ideological judgments. A specialist's ethics regulates the general moral principles of relationships between social actors. The conformity of an individual's actions with ethical norms determines the morality of their actions. Morality does not exist in isolation from practical activity, since in society, the ethicality of an individual's behavior is determined by their actions (A.A. Guseinov, R.G. Apresyan, 2000: 20).

T.A. Nesterenko (2013) identifies the practical objectives of developing ethical competence as developing motivation for moral self-improvement and a willingness to engage in dialogue with those with different worldviews. In most cases, the primary emphasis is on universal, conventional ethical norms. The presence of such norms is essential for successful communication with representatives of one's own and other cultures, which is reflected in an in-depth examination of ethical categories such as sensitivity, sensitivity, and tact (Trotskaya E.S., 2018).

The emphasis on these norms stems from the need to prepare students for the transition to the post-conventional level of morality, as defined by L. Kohlberg (1963). At this level of ethical development, individuals resolve moral issues based on their own experience and the principles developed therefrom. Since a gap between conventional norms and an individual's own ethical principles is inevitable (Dvoynin A.M., 2013), cultivating an understanding of universal maxims that are universally shared by various ideological systems and cultures seems appropriate.

The ethical component is directly manifested in linguistic and methodological competence through the ethical and legal components of the same name. The morality and conventionality of a specialist's professional activity guarantee normative compliance with the context in which the entire range of skills is applied.

The second component under consideration is behavioral. This is the ability to convey one's ideological judgments through decisions and actions. The behavioral component is consistent with etiquette—a predetermined order of individual behavior governed by a set of ethical norms. The interaction of experience and personal qualities leads to the development of a set of specific skills, referred to in Western literature as "soft skills." They are sometimes contrasted with professional and technical skills, as their development does not require specific knowledge and abilities (Jackson D., Chapman E., 2012). However, for example, a study by G. Albino (2018) found that in a production environment, a clear distinction between behavioral and technical skills is sometimes difficult. Therefore, soft skills regulate individual behavior, predetermining the ability to adapt to various professional scenarios.

In the scientific literature, no consensus has been reached on the nomenclature of the elements of the behavioral component. N. Gruden and A. Steyr (2018), summarizing, provided the following universal list: leadership, self-control, openness, creativity, self-motivation, relaxation, responsibility, conflict resolution, and communication. S.N. Batsunov (2018) and others identified four groups of soft skills: communicative, self-organizational, cognitive, and managerial. E.V. Getmanskaya and F.V. Chertov (2023), having analyzed foreign corpus studies, cited the following soft skills as most relevant for teachers: persistence, empathy, practice-oriented approach, stress resistance, and social openness.

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