

## DEVELOPMENT OF PEDAGOGICAL SKILLS OF A FOREIGN LANGUAGE TEACHER THROUGH EDUCATIONAL TECHNOLOGIES

K. M. Begmatov  
PhD, SamSIFL

### Abstract

The academic discipline "Foreign Language" is of particular importance in the light of the modernization of education. Being an essential element of the culture of the native people of a given language and a means of transmitting it to others, a foreign language contributes to the formation of a holistic picture of the world in students. The main purpose of a foreign language is to develop communicative competence. Mastering a foreign language in the context of the second generation federal state standards involves the use of modern pedagogical technologies by the teacher. The article discusses technologies such as pedagogical workshops and the development of critical thinking in English lessons.

**Keywords:** pedagogical skills, interaction, systematization, analysis, development of students, cooperative teaching, methods and technologies.

Improving the pedagogical skills of a foreign language teacher occurs through the development and use of new technologies of education and upbringing. The need of using new educational technologies is stated in the decrees of the President of the Republic of Uzbekistan. The new educational paradigm puts in the first place not only knowledge, skills and competences, but the personality of the student and his development through education. A characteristic feature of modern pedagogy is the desire to create new educational technologies aimed at the personal development of the student. In order to achieve this goal, it is necessary to implement the following:

- 1) introduction of person-oriented educational technologies meeting the educational needs of each student according to his personal abilities;
- 2) transferring to a subjective basis with the establishment of the individual self-development.

V.I. Andreev believes that "the interaction between teachers and students is an integral system of the educational process in terms of the ratio of management, the specificity of time and place of study, the number of students, goals, resources, content, methods and learning outcomes" [Andreev, 2000]. Based on the three-dimensional model of the systematics of forms of educational organization proposed by V.I. Andreev, we consider it appropriate to use the following professionally oriented foreign language teaching forms:

#### 1. External forms of organization of vocational education:

- practical training in a foreign language, which includes elements of other forms of organization of professionally oriented education;
- organization of round table discussions on the problems of foreign language teaching;
- a role-playing game in which students play the roles of teachers and students to express their opinions on the proposed problem, to reach mutual understanding and agreement;
- systematization and analysis of data obtained on students' independent work and teaching students various types of speech activity;

- organizing a free discussion based on the discussion of the main problems faced by undergraduate students in preparing materials for foreign language classes;

2. Its structure describes the specific features of the internal organization of lesson elements and reflects the ways of their interaction. It is important for understanding the features and possibilities of effective operation of a particular form of educational organization. In this regard, internal forms of teaching organization are distinguished in didactics, "where the structural interaction of elements from the perspective of the primary goal of teaching is used as a basis for classification" [Andreev, 2000]. We refer to the internal forms of organization of the vocationally oriented educational process:

- introductory lesson;
- cooperative learning,
- developing technologies.

It is very important to use the following pedagogical technologies of teaching for the successful implementation of vocationally oriented foreign language teaching of undergraduate students:

- collaborative teaching technology;
- project method;
- model teaching method.

Cooperative learning technology: This technology is aimed at organizing effective joint training of students. This efficiency applies not only to the academic success and intellectual development of students, but also to their moral development. The main stages of cooperative teaching are as follows:

- 1) formation of student groups, each group should have strong, medium and weak students;
- 2) the group is given one task, but its implementation ensures the distribution of roles among team members;
- 3) the work of several students and the whole group is evaluated;
- 4) the teacher selects groups of students who should be responsible for the work.

If a weak student can report in detail the results of the joint work of the group, answers the questions from other groups, the goal could be achieved and the group is considered to have completed the task. In professionally oriented teaching practice, we often use this technology to prepare lesson fragments. Independently preparing and finding the necessary information for the lesson is sometimes boring and uninteresting for students. Collaborative technology can help solve this problem.

A characteristic feature of modern pedagogy is the desire to create new educational technologies aimed at the personal development of the student. The transition of public schools from authority to adaptive pedagogy includes two successive stages: 1) the introduction of person-oriented educational technologies that meeting the educational needs of each student according to his personal abilities; 2) transfer to a subjective basis with the establishment of self-development of the individual.

The main characteristics of pedagogical technologies include humanity, efficiency, knowledge intensity, universality and integration. This creates appropriate conditions for the education of members of the society today. Therefore, a new paradigm of education is emerging: student-subject-information environment teacher - (including new information technologies).

Recently, the issue of using new information technologies in educational institutions is becoming more and more widespread. These are not only new technological tools, but also new forms of teaching. The main goal of teaching the German language is to form and develop the student's communicative culture, to teach the practical mastery of a foreign language.

If we determine the main goal of learning the German language - the formation of communicative competence, and all other goals (educational, educational developmental) are implemented together in the process of this main goal. The ultimate goal of teaching is to learn to navigate freely in a foreign language environment and to be able to respond appropriately in different situations. In our opinion, the task of the teacher is as follows:

- to create conditions for each student to acquire a practical language,
- to choose such teaching methods that allow each student,
- to show his activity and creativity; - activation of the student's cognitive activity in the process of learning a foreign language.

At the current stage of educational development, the following are noted as well-established methods and technologies:

- level differentiation technology,
- game technology,
- training by stations.

It should be said that the moral education of a foreign language teacher implies the high development of collectivism, duty and responsibility, being demanding of oneself and others, honesty and truthfulness, modesty, simplicity and other moral qualities. Teacher's labor education is characterized by high level of diligence, work skills and habits - mental and physical, creative attitude to professional activity. Aesthetic education of a teacher means developing his feelings, intelligence, activity and behavior at a high aesthetic level. It is manifested in the understanding of the essence of aesthetics in real life and in art, in the presence of aesthetic ideals in accordance with generally accepted norms, in the adequate development of artistic abilities.

The didactic role of the foreign language teacher is to implement the pedagogical functions defined by us. The connection of these functions with other elements of the professional-oriented teaching system of the foreign language teacher should always be strong, for the main factor in the development of the teacher's pedagogical skills.

### **References:**

1. Andreev V.I. Pedagogy: training course for creative self-development. – Kazan: Center for Innovative Technologies, 2000. – 608 p.
2. Bespalko V.P. Pedagogy and progressive teaching technologies – Moscow: Higher School, 1995. – 412 p.
3. Passov E.I. Skill and personality of the teacher Foreign languages. – Moscow: Flint, 2001.
4. Selevko G.K. Modern educational technologies: textbook. – Moscow: Public Education, 1998. – 256 p.
5. Furmanova V.P. Intercultural communication and innovations in teaching foreign languages at universities: – Saransk: Mordovian State University named after. N.P. Ogarev, 2005. – 195 p.
6. Khutorskoi A.V. Modern didactics. Tutorial, 2nd edition, revised. – Moscow, 2007. – 639 p.
7. Rashidova F.M. Improving the professional competence of foreign language teachers. – Tashkent, 2016. – 62 p.
8. Saydaliev S. Essays on foreign language teaching methodology - Namangan. 2002. - 106 p.