



Modern requirements for teachers of foreign languages to improve professional skills and personal qualities

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ABSTRACT

The article describes the modern requirements of a foreign language teacher to improve professional skills and personal qualities. About how a modern teacher should know his subject at a high professional level and should possess modern technical means of teaching. The article also talks about methods of teaching the students to foreign languages at a high level.

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Хорижий тиллар ўқитувчиларига касбий маҳорат ва шахсий сифатларни оширишга қўйиладиган замонавий талаблар

АННОТАЦИЯ

Калит сўзлар:

электрон технологиялар,
касбий маҳорат,
интернет ресурслари,
малака,
рақобатбардошлик.

Ушбу мақолада хорижий тиллар ўқитувчиларига касбий маҳорат ва шахсий фазилатларини оширишга қўйиладиган замонавий талаблар баён этилган. Замонавий ўқитувчи ўз фанини юқори профессионал даражада билиши ва ўқитишнинг замонавий техник воситаларига эга бўлиши ҳақида маълумот берилган. Шунингдек, мақолада талабаларга чет тилларини юқори савияда ўқитиш методикаси ҳақида ҳам тавсиялар берилган.

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Современные требования преподавателям иностранных языков по повышению профессиональных умений и личностных качеств

АННОТАЦИЯ

Ключевые слова:

электронные технологии,
профессиональные
навыки,
интернет-ресурсы,
квалификация,
конкурентоспособность.

В статье описываются современные требования к преподавателю иностранного языка по совершенствованию профессиональных навыков и личностных качеств. О том, как современный учитель должен знать свой предмет на высоком профессиональном уровне и владеть современными техническими средствами преподавания. В статье также рассказывается о методах обучения студентов иностранным языкам на высоком уровне.

INTRODUCTION.

Currently, a foreign language teacher needs a sufficiently high level of foreign language proficiency, because without a good knowledge of his subject – one of the most common European languages (primarily English), the doors to the world of electronic technologies and Internet resources are closed, which affects his qualifications and competitiveness. Thus, the list of professional skills and personal qualities of a foreign language teacher is diverse and complex.

MATERIALS AND METHODS.

The general requirements for the bearer of higher education are a high degree of humanity, patriotism, culture, tolerance towards people of other nationalities and other faiths, honesty, decency, the desire to constantly improve their professional level, etc. The listed properties are very important. Their lack is often noted in the pedagogical literature. So, G.D. Khoroshavina writes: “Low general culture, lack of formation of a holistic worldview, lack of creative skills, low level of professional independence, lack of need for continuous professional self-education and self-improvement – these are the main disadvantages in the education of a future specialist” [1].

G.D. Khoroshavina explains these shortcomings with a low level of professional independence among specialists. The properties of this group are often out of sight of the attention of university teachers who relate to their functional responsibilities formally, without initiative. The development of this group of properties is based on communicative skills, which are so important for specialists of many profiles, especially for teachers - teachers of philology, teachers of linguistics teaching a non-native (foreign) language; properties determined by specific requirements for a specialist of this profile. Most often, they are indicators of the personal qualities of a graduate of a particular faculty, allowing him to carry out professional activities well, with a sufficiently high level of professionalism.

Being the basis of the professionogram of a foreign language teacher, the personality traits of a graduate of the Faculty of Foreign Languages (as a group concretized and mediated by the educational process at the university) are divided into a number of special requirements. They can be presented in the form of functions, or in the form of professional skills, or in the form of personal qualities [2, 3, 4]. Emerging new

pedagogical tasks that affect the system of university training of specialists as a whole are designed to solve a number of problems: the problem of intensification of teaching academic disciplines, the rejection of the narrowly sectoral system of training specialists in higher education and the transition to multidisciplinary training of students, the formation of a “model” of training specialists in higher education, and some others.

At the same time, it is proposed to put the “subjectivity” of a student as the ability to “treat oneself as a doer, creator, creator of oneself” in the center of university vocational training [5]. In other words, the understanding of the importance of professional development, the formation of their own personal characteristics should pass from the teacher to the student; the student should be aware of the direction and ways of realizing their individual development. “Educational and communicative abilities should serve as the means to provide the subject of education with the opportunity to determine the direction and implementation of individual formation”.

RESULTS AND DISCUSSION.

In my opinion, the student needs to be given in-depth knowledge about the role of communicative skills in the teaching activities of a foreign language teacher, in the process of mastering a native language of another culture, as well as to equip him with the skills to evaluate the speech manifestations of schoolchildren and himself. A real and objective assessment of their success in speech activity in a foreign language allows a person to outline the stages of their own improvement, puts the individual at the center of learning. And here, an important role is played by such a purely organizational method of university education as a multi-level system of training a specialist – a teacher of a foreign language, systematically putting forward specific forms of control to the future teacher, allowing them to get an objective assessment of their language and professional skills.

Penetrating into the depth of the psychological essence of the professional training of specialists – teachers of a foreign language, we can say after G.D. Khoroshavina that the essence of the future teacher’s communicative training is not so much external communication as internal: “... pedagogical reflection forms the basis of the teacher’s communicative activity, since the relationship of reflection with the teacher’s creativity, pedagogical communication, teacher’s self-education, his professional self-awareness, pedagogical skill, professional skills has been proven” [5]. With the help of reflection formed by students – future teachers, a positive attitude and interest in improving their own personality is developed, readiness to use knowledge in practical actions is concretized, evaluation and self-assessment of the results of pedagogical (training) activities is more successfully carried out.

In addition, with the help of reflection, such negative personality qualities as “professional symptom complexes are overcome: edification, overestimated self-esteem, self-confidence, decreased critical thinking, dogmatic views, straightforwardness, emotional instability, pedagogical stubbornness, conservatism, etc”.

CONCLUSION.

Consequently, the communicative properties of a person, the communicative skills of a future school teacher should be the subject of close attention during his professional training. This is due to the fact that the socio-political and economic conditions of our life have changed and the leading role in the life of society has been played not by industrial relations, but by humanitarian relations, information processes. In this regard, it is very

valuable to think that “communicative activity passes into the category of primary characteristics of specialists, providing professional mobility and a high level of professionalism”.

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