

Open Access Article

METHODS, MEANS AND CONDITIONS FOR IMPROVING THE TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

Khojamuratov R.I.

Karakalpak State University named after Berdakh, Faculty of Foreign Languages,
Department of English Language and Literature

Abstract: The article reveals the conditions for improving the training of future teachers of a foreign language, namely: the role of pedagogical practice; general pedagogical conditions for teachers of a foreign language; didactic conditions for teachers of disciplines of the language cycle.

Key words: pedagogical conditions; pedagogical technologies; creative search; bachelor teacher training system; pedagogical views; professionally oriented tone; teaching, developing, educating, diagnostic functions; effective methods and forms of teaching; unity of scheduled and extracurricular work; continuous pedagogical practice; differentiated approach to; professionogram.

摘要: 文章揭示了提高未来外语教师培养的条件, 即: 教学实践的作用; 外语教师的一般教学条件; 语言周期学科教师的教学条件。

关键词: 教学条件; 教学技术; 创意搜索; 本科教师培养体系; 教学观点; 专业的语气; 教学、开发、教育、诊断功能; 有效的教学方法和形式; 统一安排和课外工作; 持续的教学实践; 差异化的方法; 职业图。

The change in the socio-economic model of our society causes an adequate reform of all levels of education. The reform of teacher education provides for a number of necessary measures, namely:

- in-depth analysis of the current system of training bachelor teachers in a foreign language in pedagogical educational institutions;
- the rejection of everything that did not justify itself, turned out to be outdated, lost its meaning, not meeting modern requirements;
- creative search for new, more effective ways, forms, methods and means of forming professional and moral qualities of a teacher.

Familiarization with the pedagogical views of scientists-encyclopedists, scientists-educators,

educators, public figures of subsequent generations on the role of the teacher in the life of society, on the requirements for him, the study of the experience of the formation of the personality of the teacher in pedagogical educational institutions made it possible to identify some pedagogical conditions necessary to improve his training. Let 's name the main ones:

1. Building the entire system of training a bachelor of a foreign language teacher in pedagogical educational institutions in accordance with the peculiarities of the native land, its history, culture, folk traditions, the spiritual mood of outstanding scientists and

Received: November 18, 2021 / Revised: December 09, 2021 / Accepted: January 30, 2021 / Published: February 28, 2022

About the authors : Khojamuratov R. I.

Corresponding author- Email:

educators of previous generations, the precepts of Uzbek folk pedagogy, customs and language.

2. Wider use of all the valuable things that have been accumulated in the training of a foreign language teacher, in the work experience of domestic and foreign pedagogical educational institutions, covered in pedagogical literature and periodicals.

3. The creation of a professionally oriented tone, lifestyle, and traditions in pedagogical universities designed to ensure the improvement of teacher training.

4. The association of teachers into a single, purposeful team of like-minded people, whose creative activity is aimed at finding and introducing new pedagogical technologies for modern educational institutions.

5. Significant improvement of two sides of the educational process: teaching (training) organized by teachers, and the teaching of the students themselves.

6. The use of effective methods and forms of training (practical classes, special courses, special seminars, electives).

7. Introduction of modern forms and methods of extracurricular work.

8. Ensuring the unity of scheduled and extracurricular work aimed at the formation of professional and moral qualities of the teacher.

9. Significant improvement of the system of continuous pedagogical practice, which should perform teaching, developing, educating, diagnostic functions.

Pedagogical and language practices should ensure:

- development of students' interest in the chosen profession of a teacher;
- conviction in the special role of the teacher in the life of society, in the education of the younger generation;

- knowledge of school and professional college documentation;

- knowledge of students, the ability to take into account their age and individual capabilities, to carry out a differentiated approach to them;

- the ability to give an objective assessment of each student's readiness for pedagogy-language activity activity.

10. Understanding that in the general system of formation of students' readiness for pedagogical activity, their didactic training should occupy a special place.

11. Isolation of a special subsystem of their didactic training from the general system of formation of students' professional, spiritual and moral qualities of the teacher's personality.

12. The existence of a concept and a system of language training of students capable of ensuring its intensification.

13. The availability of scientific and pedagogical recommendations that reveal the essence of the intensification of language training, substantiating its necessity, ways, forms and means of achievement.

14. The availability of scientifically based criteria for the readiness of graduates of pedagogical universities to study, develop, educate students (psychological, theoretical, practical readiness).

15. The ability to use the opportunities of creative cooperation of the university, school and professional college, the public.

16. Availability of the material base corresponding to the requirements of the time, the latest didactic teaching tools (equipment, computer equipment, didactic literature).

17. Continuous creative search for modern language technologies and their implementation in the student's didactic training.

The provision of these pedagogical conditions can contribute to the improvement of the comprehensive training of a bachelor of a foreign language teacher for modern schools, lyceums, professional colleges.

General pedagogical conditions for language teachers:

- the desire of each member of the teaching staff, regardless of their position, academic title, work experience, the specifics of the foreign language they teach, to contribute to improving the training of future teachers;

- understanding the special role of one's pedagogical institution (university, institute, lyceum, college), knowledge of its history, prospects for further development, where and how its graduates work;

- knowledge of the requirements for a foreign language teacher, his professionogram, which includes, first of all, deep knowledge of the subject, psychological and pedagogical erudition, pedagogical technique, general culture, intelligence, high moral qualities of a person, the ability to combine high professionalism with active activity in various spheres of social and spiritual life;

- understanding of their role in the training of highly qualified teachers for academic lyceums and professional colleges of the republic and responsibility for its implementation;

- understanding the need for constant purposeful work on expanding knowledge of a foreign language, modern achievements in the field of language training, improving pedagogical skills;

- knowledge of the possibilities of a foreign language in the development of students' interest in the teaching profession, in enriching their spiritual world, educating high moral qualities of

the individual, forming professional competencies;

- the ability to establish a connection between educational and cognitive, educational and practical and independent activities of students;

- the ability to design the desired results, clearly plan different areas of activity: 1) educational; 2) extracurricular; 3) research, search; 4) socially useful;

- knowledge of the principles of scientific organization of pedagogical work, the ability to rely on them in the process of work;

- knowledge of the most effective ways, forms and methods of organizing the educational process, the ability to use them creatively;

- the ability to constantly analyze the results of their work, objectively evaluate them, abandon the outdated, lost its meaning, which has become a template, stencil and no longer meets the requirements of the time, nor the peculiarities of the region, nor the interests and needs of students;

- knowledge of computer technology and the ability to use it in teaching.

Didactic conditions for teachers of language cycle disciplines:

- understanding of the special place of didactic training of students in the general system of formation of their professional language competencies, conviction of the need for its intensification;

- understanding the essence of intensification, ways to achieve it;

- the ability not to be limited to the organization of the educational process in the classroom, to optimally use a variety of forms and methods of extracurricular work with students;

– understanding and wide use of the possibilities of interdisciplinary connections, the material of curricula in various subjects and forms of teaching organization;

– the ability to arouse students' special interest in independent work to accumulate their knowledge, acquire practical language skills, and provide them with constant methodological assistance;

– the ability to arouse students' interest in search, creative research and educational research work;

– the ability to maintain constant communication with schools, lyceums, professional colleges, to study and make available to students the experience of advanced teachers;

– the ability to find opportunities for a comprehensive study of students, designing their professional qualities, communicating more closely with them, serving as an example of pedagogical skills and citizenship for them;

– the ability to create a benevolent moral and psychological atmosphere in the classroom, providing a workable mood that mobilizes students to actively perceive, comprehend, and memorize educational material;

– the ability to diagnose the state of teaching of young teachers, graduates of pedagogical

universities, to identify their difficulties, to provide the necessary scientific and methodological assistance (through pedagogical and language consultations on special methodological days "To help a young teacher of a foreign language", by sending methodological materials).

REFERENCES

1. Юзликаев Ф.Р. Интенсификация дидактической подготовки учителя-бакалавра: монография – Черняховск: изд-во «Смартбукс», 2018.-200 с.
2. Юзликаев Ф.Р. Создание оценочных инструментов для проведения внутрирегионального анализа оценок качества педагогического образования : метод. рекомендации.-Черняховск: ГБОУ ВО КО «Педагогический институт : изд-во «Смартбукс»,2018.-163 с.
3. Кудрявцева Е.Н. Современные подходы к проблеме формирования и использования моделей компетенций// Управленческое консультирование.- 2012.-№ 1. – с.166-167.
4. Качество профессиональной подготовки специалистов в колледже : теория и опыт реализации : коллективная монография / Под общ. ред. М.А.Емельяновой.-М.: ВЛАДОС, 2012.-200 с.