



DEVELOPING TEACHING SKILLS IN A FOREIGN LANGUAGE TEACHING

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ABSTRACT

The article pays attention to professionalism of a foreign language teacher. The skill of the teacher is emphasized. It is considered that the success of pedagogical activity depends on knowledge of pedagogy. The author of the article consider that raising the level of professional skills as a generalized ability to carry out their professional activities is crucial both for the preparation (self-training) of the teacher himself and for the development of the society as a whole.

KEY WORDS: *student, teacher, pedagogical skill, a foreign language, professionalism, academic discipline, globalization, education, specialist, pedagogical technique.*

DISCUSSION

In the conditions of globalization of modern educational processes and development of computer learning processes, the problem of intensive study of foreign languages and national cultures becomes more actual. In these sociocultural conditions, a new concept of pedagogical education is being developed, in particular, training of foreign language teachers and advanced training of foreign language teachers in technical universities.

At present, the problem of teaching a foreign language in technical higher educational institution is an urgent one. Traditionally, it is considered that the success of pedagogical activity depends on knowledge of pedagogy, one's own subject and knowledge of its methods. Psychologists in recent decades have proven that part of success depends on the ability of the teacher to create an atmosphere of mutual understanding, trust in the classroom, conducive to contacts, development, creative communication [2].

Each foreign language teacher should be experienced, knowing his subject better than other subjects and comprehensively developed specialist, have such qualities that could help him master the audience, be able to present each foreign word as a native. The most important condition for improving the educational process in the university is to improve the pedagogical skills, which are the core of any pedagogical system. Pedagogical skill of a

teacher is the possession of professional knowledge and skills, allowing a specialist to successfully solve professional problems. It is the knowledge of the peculiarities of the pedagogical process, the ability to build it and set it in motion [3].

A special place in the structure of a teacher's mastery is occupied by pedagogical technique. This is the set of skills and abilities, which is necessary for the effective application of the system of methods of pedagogical impact on individual students and the team as a whole. The ability to choose the right style and tone in dealing with students, the ability to manage attention, sense of pace, management skills and demonstration of their attitude to the actions of students [1]. To become a master, a creator, a teacher must master the regularities and mechanisms of the pedagogical process. This will allow him to think, act, analyze the pedagogical phenomena and divide them into constituent elements. Mastery of pedagogical skills is available to every teacher, provided that he works on himself.

Professionally significant personalities of a teacher is a complex of socially demanded qualities and abilities of a personality that allows to implement effectively modern educational goals. The success of a foreign language teacher depends on the level of professionalism. A professional is a specialist who has mastered high levels of professional activity, makes his or her individual creative contribution to the profession, finds his or her individual purpose,



stimulates interest in the results of professional activity in the society and increases the prestige of his or her profession in the society.

Professionalism is an integral characteristic of a person as a person, a subject and a professional. The skills of a foreign language teacher are divided into constructive, organisational, communicative ones, including didactic and organisational ones [5].

Constructive skills help a foreign language teacher to plan his or her activity; organizational skills are connected with the direct implementation of his or her plans; a teacher should be able to organize both his or her activity and that of students.

Didactic skills are the skills of a foreign language teacher to explain new material to students in a clear and comprehensible way, to demonstrate the skills of foreign language knowledge.

Organizational skills will allow the teacher to correctly and clearly conduct a well-thought-out training session, to implement the planned activity. In the process of education of interest in foreign language lessons usually proceed from the essence of the general system of educational work, as well as the features of the age of students [6].

The conditions of education and upbringing of students determine the interests of students in the activity and contribute to the formation of personality. Pedagogical skills are based on the professional level of a teacher, his general culture and pedagogical experience. For a teacher, the most important link of his professional activity shall be the practice of education, training and development of the younger generation. Pedagogical excellence shall consist not only of knowledge of the subject, professional competence and pedagogical technologies, but also of style, creativity, thinking, experience and many other factors.

The focus on the development of individual abilities of each student, on the education of intelligent, thinking individuals who are inclined to self-education is becoming more relevant [1]. The starting point for this can be an adequate organization of the learning process, namely, the interaction between the teacher and students as equal partners, individuals, and a team of individuals. When the teacher does not impact on the student as an object, he does not solve a problem instead of the student, who repeats the solution and they solve it together, and the teacher only helps, productive interaction is achieved. But the success of learning (and especially of learning a foreign language) does not depend only on the coordinated action of the teacher and the pupils. The interaction of pupils with each other is also important. However, it is rare for children to work together in a lesson that involves addressing each other, exchanging opinions, and really working

together. Children work side by side, but not together. But it is the interaction of their personalities, as well as the personality of the teacher, the mutual understanding formed between them, that forms the psychological basis for cooperation in the classroom. Only in the conditions of joint creative activity of the teacher and pupils, having for each of them personal sense, i.e. in the conditions of personal interaction, the partnership relations between them, which are shown in interrelation and mutual influence of the teacher and pupils, develop.

CONCLUSION

Thus, the pedagogical mission is formed in the process of future teachers' accumulation of theoretical and practical pedagogical experience and self-assessment of their pedagogical abilities. From this we can conclude that the shortcomings of special (academic) training cannot serve as a pretext for recognizing the future teacher's full professional invalidity.

The professional important skills of a foreign language teacher can be divided into four groups:

1. Ability to learn the peculiarities of a learner's personality, which are formed and developed on the basis of self-knowledge process. The teacher should analyze his experience of learning a foreign language, correlate it with modern theory and practice of teaching the subject and project the obtained data on a specific educational situation.
2. Skills related to the planning of speech communication in the learning process. The teacher should be able to select, based on analysis, learning and visual materials that are most appropriate to the learning objectives and conditions.
3. The skills related to the implementation of planned professional activities and evaluation of their results. The teacher organizes students to carry out the planned activities in class and involves all students in communication. In the course of the learning process he observes the development of creative, cognitive and linguistic abilities of the child, the ability to socially interact with other students.
4. Ability to analyze the results of foreign language communication organized in the lesson.

A teacher of this subject should be an expert not only in the field of foreign language teaching methods, but also in the culture of one or more foreign countries whose peoples speak a particular language studied by students. A teacher of this subject should, in the course of teaching, serve as a native speaker of the culture of a foreign country as well as that of a foreign country, showing pupils the different aspects of the culture of other countries and helping them to understand and appreciate the



valuable aspects of that culture. As a native speaker of the culture of the country in which the subject is taught, the teacher must, in particular, know the standards of behavior adopted in the country, that is, he must not only know a foreign language, but also have a culture of speech in that language, expressed in a culture of speech behavior, in the richness, accuracy and expressiveness of speech, and in the observance of speech etiquette.

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