



## **SOME PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF PREPARING FUTURE FOREIGN LANGUAGE TEACHERS FOR PROFESSIONAL ACTIVITIES**

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### **ABSTRACT**

*This article explains the current state of preparing future foreign language teachers for professional work, the normative documents that encourage the teaching and learning of foreign languages in the Republic of Uzbekistan, the role of pedagogical and psychological knowledge in the professional activities of future foreign language teachers.*

**KEY WORDS:** *professional work, professional formation, pedagogical skills.*

### **DISCUSSION**

As you know, in recent years in our country special attention is paid to the teaching of foreign languages to young people, training of highly qualified specialists who meet the modern requirements for various spheres of society. Because the knowledge of foreign languages opens doors to the world, it gives a chance to be informed about the events in foreign countries, achievements in the field of science and technology as well as notifying our great creative works and the positive results which are being achieved in our country to the globe.

In this regard the first President of the Republic of Uzbekistan I.A. Karimov said: "We are not only educating students with broad knowledge and professional skills, but also actively communicating with peers abroad, to keep abreast of all the current events, innovations and changes in the world. We attach great importance to learning foreign languages, which is a prerequisite for gaining immense intellectual wealth in the world."

Indeed, according to the Decree of the President of the Republic of Uzbekistan on December 10, 2012 "On measures to further improvements in the system of learning foreign languages" the State Educational Standards for Continuing Education have been developed and approved which aimed at radically upgrading the

system of teaching foreign languages using modern pedagogical and information-communication technologies, radical improvement of the system of training of specialists who are fluent in these languages and providing them with opportunities for world civilization and wide use of world information resources, development of international cooperation and dialogue. As a consequence, according to this Education Standard from 2013-2014 academic year teaching foreign languages in schools from the first grade started.

Students of higher educational institutions, who specialize in foreign language teaching, are required to use advanced pedagogical technologies, interactive, innovative methods and means of communication in the course of teaching. New methods and requirements are being developed in the Republic in accordance with the European Framework Recommendations (CEFR) for assessing the knowledge and skills of future foreign language teachers. These situations increase the need for specialists who knows foreign languages and can teach them to others. As the great French writer and philosopher Michel de Monten put it: "Teaching someone requires more knowledge than you need to teach yourself".

Although in recent years there has been a study of philosophical and psychologist scholars on



the initial axiological, methodological, methodical and factual merits of the category of 'professional formation', it remains at the level of vague, intuitive-emotional interpretation in pedagogical science. The professional formation of prospective specialists can be described as follows:

- Professional formation — is one of the most important aspects of personality development that reflects the individual's needs and interests related only to his or her choice of occupation (the general development represents the whole set of needs, the system of its relations with the living, the environment, and the self).

- Professional formation — is a clear and conscious decision-making process that depends on the choice of a particular type of work or profession, and is directly related to the purposeful work with students.

- “Professional formation” refers to appearance, reflection of values and a system of images in the pedagogical realm that help a teacher take the right course in a changing educational environment.

Thus, the professional formation of a future professional can be viewed as the interdependence of individual components of individual-oriented processes that develop the individual's need for pedagogical activity, nurture a responsible and creative approach to it, and promote social values.

The British scientist M. Rosenberg has developed the following nine approaches of professional activities and the professional requirements to them:

- to know the needs and requirements of students;
- ability to evaluate the effectiveness of activities;
- ability to develop curricula;
- professionalism;
- be a consultant;
- be able to communicate;
- ability to conduct research;
- continuous improvement of professional skills;
- achievement of cultural development.

It is evident from these requirements that pedagogical and psychological knowledge is essential and important for the subject, regardless of the subject matter of which the teacher works. It is known that pedagogy, psychology, methodology and pedagogical skills are interrelated and closely connected disciplines. In order to be successful, every teacher needs to have teaching skills. A teacher's professional skill is to achieve maximum

results with minimum effort. Only a talented person with pedagogical abilities can have pedagogical skills. Ability arises and develops in the course of action. In order to make effective teaching, a teacher (especially an English teacher) must have the following types of abilities.

- The ability to know is the ability to apply mathematics, physics, biology, literature, and other relevant fields of science. A teacher with this ability knows science more and more, not just at the size of the course, but always follows the discoveries in his field.

- Ability to be able to explain the material in a way that is clear to readers and to stimulate students to think independently. The teacher should be able to change the teaching materials when needed, to make difficult things easy to convey to the students. The psychology of the students should be taken into account. A gifted teacher takes into account the students' level of knowledge and maturity, imagining what they already know and what they don't know.

- Observational ability is the ability of the teacher to enter the inner world of the student, a pedagogical observation related to a very good understanding of the student's personality and his temporal mental state. Such teacher can quickly distinguish subtle changes in the student's psyche.

- Communication ability to express one's thoughts and feelings clearly, both in speech and in gestures. This is very important for the teaching profession. The teacher's speech is always focused on students. Even when a teacher explains a new lesson, analyzes or criticizes a student's response, his speech is always characterized by his inner strength, his confidence, his interest in what he is saying. The expression of his opinion will be clear and straightforward to the students.

- Organizational ability — first of all, involves the organization of the students in groups, the consolidation, the motivation to solve important tasks, and secondly, the right organization of their work. Organizing your own business involves being able to plan and control your work correctly. Experienced teachers have the ability to properly allocate time to their own sense of timing and the ability to set the deadlines.

- The ability to build a reputation — is to directly influence the students' emotional and willpower and build on this. Not only is this a prestige, but also a teacher's subject matter that is fun, kind, polite and so on. This ability relates to a whole set of teacher personal qualities, including their will, resilience and so on, as well as their ability to trust their readers to feel responsible for their education and upbringing.



- Ability to communicate correctly means being able to approach children, to have a very effective pedagogical relationship with them, and to have pedagogical control.

- The ability to foresee the future - to see the consequences of their actions, to be able to foresee what kind of person the student will be, and to foresee the kind of qualities that a student will need to develop.

- Emphasis on the ability to focus — the development of the teacher's ability to focus, size, power, visibility, and mobilization.

Proper organization of pedagogical work is not only economically important, it also plays an important role in improving the quality of education. Proper and efficient organization of activities will be useful both for the person and for the people working with him.

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