

## Specific features of professional training of foreign language teachers

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**Abstract:** *This article discusses the specifics of the professional training of foreign language teachers. The features required in the professional activity of a teacher are analyzed.*

**Keywords:** *Pedagogy, competence, foreign language, method, creativity, punctuality, demanding*

### **Introduction:**

The list of tasks and competencies of a modern foreign language teacher is broader and more global than it was before. As modern theories and concepts testify, the practice of training teachers of foreign languages should include such areas: as multilingualism, duality, learning in a self-organized environment, a new understanding of the teacher as a consultant in the development of a foreign language and foreign language culture, intercultural education, autonomous learning, a certain level development of reflection.

Thus, the readiness for pedagogical activity presupposes the presence of firm positive attitudes and motives, professional knowledge, general pedagogical skills and abilities, as well as professionally significant qualities of the future teacher. As for the professional training of a future teacher of a foreign language, he must meet not only all the listed requirements, but also be characterized by a number of specific features associated with the characteristics of the subject taught. In other words, a future teacher of foreign languages needs to possess the skills of modeling the educational process in accordance with the modern requirements of science and practice, taking into account the personal, procedural, psychological and pedagogical aspects of this process.

The intensification of research on the problem of communication is often associated with an increase in the role of the moral and volitional factor in the teacher's professional activity. The moral and volitional factor is genetically embedded in professional and pedagogical activity, which is impossible without communication, especially the activity of a foreign language teacher. Hence follows the special role of the communicative-personal approach to the activities of a foreign language teacher.

Critics of traditional forms of training future teachers of a foreign language point out that the main drawback lies in the fact that students acquire knowledge in such related disciplines as pedagogy, psychology, methodology, linguistics, not integratively, but in isolation. As a result, a teacher in his professional activity does not know how to use general pedagogical, psychological and methodological laws in teaching a foreign language. They mainly rely on either intuition or borrowing from their mentors. On the other hand, in order to effectively use existing textbooks in their work, to be able to implement the author's intention inherent in them, to attract additional sources of educational, linguistic and cultural information, it is not enough for a teacher of a foreign language to rely only on his language training, on knowledge of psychological and pedagogical developmental laws. personality of students. At the same time, it is necessary to develop professional and communicative, that is, specific qualities, skills that allow you to manage the internal reserves of intensifying the educational activities of students, as well as ensure the mastery of a foreign language by students at a communicatively sufficient level. In both cases, psychological and pedagogical

reserves lie in the ability to communicate, to use a foreign language as a means of foreign language interpersonal communication.

A number of scientists believe that for successful mastery of a foreign language and using it as a means of interpersonal foreign language communication, it is necessary to take into account the foreign language abilities of students. The authors approach the definition of foreign language abilities from three positions:

- identification of abilities for various aspects of language and speech skills;
- determining the characteristics of mental processes - perception, thinking and reproduction;
- personal characteristics of a person - will, emotions, extraversion, introversion when teaching a foreign language.

As one of the main abilities, along with the «sense of language», B.V. Belyaev calls foreign language thinking as «the ability to retain them in memory for a certain period of time in order to grasp individual thoughts and their integral associations».

Studies of foreign language abilities have identified a significant relationship between the level of development of certain indicators of mental processes and the success of mastering a foreign language.

A different approach is presented in the works of the research group M.G. Kasparova, who showed a significant connection between personal and communication skills with successful mastering of the language and its application in the conditions of foreign language interpersonal communication. Of particular importance are communicative abilities in the activities of a foreign language teacher, due to the fact that teaching a foreign language takes place in a situation where the teacher must control not only the process of mastering a certain language material by students, but also the process of foreign language interpersonal communication, which is both the goal and learning tool.

A teacher of a foreign language, in contrast to a teacher of other disciplines, must also have specific character traits. So, according to A.A. Alkhazishvili, he

must be able to find, choose the subject of communication, direct it in such a way that students do not feel superiority either in knowledge, or in age, or in the social role of a teacher. Moreover, he emphasizes that a foreign language teacher, being a communication partner, should be interested in the process and result of this communication. That is, one of the features of the pedagogical activity of a foreign language teacher is the ability to be both a partner and a mentor, directing foreign language interpersonal communication and correcting its shortcomings.

The results of our research show that students attach great importance to knowledge of the language in their future professional activities. At the same time, they ignore the development of their skills and abilities of foreign language interpersonal communication. So, to the question: «What is important in your future professional activity?» The following answers were received from students: 68% indicated knowledge of a foreign language, 20% indicated the importance of skills and abilities of pedagogical communication, only -12% indicated both. This indicates that the overwhelming majority of them consider practical knowledge of a foreign language important in their future professional activities. Unfortunately, future teachers underestimate the importance of skills in foreign language interpersonal communication in their professional activities. Therefore, one of the reasons for the poor assimilation of a foreign language by modern students is the low level of formation to build relationships through dialogue.

The main norms and principles of organizing a dialogue are the personal disclosure of communication partners, a psychological attitude to the relevance of each other's state, trust and sincerity of feelings and states. In the course of communication, the teacher and the student form something in common, in which the creative process of mutual disclosure and mutual development unfolds. Being adequate to the subjective character of human nature itself, dialogue is the most realistic for organizing the

most productive and personal developmental contacts between people.

In the course of teaching a foreign language, it is important to use the dialogical method of diagnosis. A feature of this method is that the teacher and the student enter into an equal relationship with the aim of joint understanding of a particular subject. This type of psychological diagnosis should also ensure a certain personal development of all subjects participating in this process, since it creates conditions for the implementation of a new experience of dialogical contacts between people. In this regard, the success and effectiveness of the teacher's activity is not only the depth of his theoretical and methodological training, but also his professional experience, psychological and personal qualities.

An analysis of the works of philosophers, sociologists, psychologists, teachers allows us to highlight the following points for the formation of interpersonal foreign language communication skills:

The teacher must take into account that he is not only a subject who cognizes students, but also an object that is subject to cognition by students;

The teacher should be able not only to recognize signs that indicate the characteristics of behavior, mental state, students' abilities, but also to adjust their communicative behavior in accordance with the changing situations in foreign language communication;

How the teacher perceives, interprets the appearance, behavior of students, assesses their capabilities, largely depends on the nature of their relationship and, undoubtedly, the results they come to in joint activities.

Understanding communication "as a vivid indicator of the ability of communicants to understand and objectively evaluate each other," we recognize that pedagogical communication has the status of an identifier for each specific personality. However, for a foreign language, it is important not only that communication is an objective source of information about the personal characteristics of students. Given that students have not yet sufficiently

formed their communicative experience when teaching a foreign language, the teacher needs to create appropriate conditions for them so that they can better understand it. Enthusiasm, friendliness, interest of the teacher contributes to the appearance of students' desire for cooperation, for partnership. For pedagogical activity, where communication acts not only "as a special kind of its need - an internal moment" but also as a mechanism for the internal organization of the educational team.

Mastering the skills of communicative competence acquires a fundamental character, since in the educational process the activities of the teacher and the activities of the student interact. It is this factor that allows us to consider the educational process as a communication process, since two-sidedness is the main communicative communication, and communication itself is not limited only to the exchange of information, to acts of communication, but acts as a process in which a person shares his experience, thoughts, feelings with other people, continues itself in them and appears to them as a person.

The most important factor in modeling the teacher's speech and non-speech behavior is communicative training in the context of pedagogical communication. Communicative training includes the following: the structure, volume and content of educational material, taking into account the composition of the study group, personal characteristics of students, the emotional state and relationships of the participants in interpersonal foreign language communication, the nature of the roles in which they act, the communicative psychological state from which they proceed, the attitude of speakers to the subject of communication. Interpersonal foreign language communication, carried out in practical and seminars at the university, should act as a means of preparing a future teacher for teaching and educational activities.

At the same time, it should be noted that in a number of articles, which highlight the formation of skills and communication skills among future teachers, it is noted that interpersonal foreign

language communication, organized by the teacher in the classroom, should be reduced only to creating an atmosphere favorable for communication, pedagogic etiquette and communication technique. With regard to a foreign language lesson, it is proposed to «arm» the teacher with stereotypical speech statements corresponding to certain didactic functions and to organize the necessary training in the use of these speech stereotypes. Of course, such work is needed, but it cannot limit the process of preparing a future teacher of a foreign language for interpersonal communication in a foreign language.

We agree with those scientists who hold the opinion that the development of speech activity, included in the process of interpersonal foreign language communication, consists not in the simple mastering of speech actions that the student can perform, but in the gradual improvement of the method of interpersonal communication.

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