



PSYCHOLOGICAL ASPECTS THAT A FOREIGN LANGUAGE TEACHER SHOULD PAY ATTENTION TO DURING THE EDUCATIONAL PROCESS

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ABSTRACT

A foreign language teacher's conscious perception of the importance of his professional activity requires him to successfully perform a number of professional functions. These functions include teaching, educational, organizational and research functions of a pedagogue.

KEYWORDS

Reveals, intuition, sufficiently, existence, perception, manifested, conceptualization.

INTRODUCTION

Speech competence includes, among other things, knowledge, skills and competences of a foreign language teacher, the ability to express the problems of the lesson in an acceptable way in the studied language. Speech competence, at the same time, serves as a mechanism that reflects and "reveals" the inner experience of a foreign language teacher gained during professional activity. Conceptual and emotional experiences of a person are mostly transmitted through communications.

Among the main psychological aspects of learning foreign language, the most important are: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier. Some researchers consider that, Motivation is a key factor in language learning. As in any activity, if a person does not want to do something or if he does it with effort, he will not achieve a high result. The result in language learning can only motivate you to succeed. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding teacher. It will pass the test, maybe not badly, but such local success will have no long-term impact. The fact is that it is necessary to gradually form and develop foreign language skills, and then maintain them throughout life.

Psychology denies the similarity of abilities with knowledge, skills and habits, but at the same time emphasizes their unity. Activity is necessary for the manifestation of abilities, which, in turn, cannot be performed without abilities. In the process of learning foreign language, it can be obvious whether a person has the skills or not. Foreign language skills, as well as other areas of human activity, are interrelated with interest and motivation. The better a person does something, the more interesting it becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, and motivation

also grows due to the desire to achieve better and better results, when a person realizes that he is achieving a lot with relatively little effort.

On the other hand, if the motivation to learn English does not come primarily from the language itself, but depends on some other external factors, it can primarily develop language skills through regular and conscious practice.[4]

The experiences of the foreign language learner's inner sense (intuition) are studied as a special problem in the issues of education for school students. Processes related to inner intuition have not been sufficiently studied within the framework of pedagogical sciences. There are only researches devoted to the forms of feeling and perception that take place in the course of internal intuition. Inner feeling (intuition) is "a form of knowledge based on the inner world of a person" [1, p. 175]. When translated from Latin, this word means "look", "appearance". Say that all teachers are able to solve educational issues intuitively (relying on intuition) in relationships with students we can't. This case is one on which human axiology and psychology rest is related to the number of main factors.

First of all, intuition as one of the leading methods of human existence is formed on the basis of the teacher's high level of analytical ability. The ability to analyze is one of the possibilities of consciousness, based on the experience of a foreign language teacher in speech activity. Intuition, as a product of thinking, is unique to every person and can be seen at any time of life. However, if a person's overall speech and communication ability is lower, the transition of consciousness to a stable intuitive mode is delayed. Essentially, being out of consciousness, the inner sense "awakens" in the form of a reaction to the facts that the individual has consciously studied and adapted.

Secondly, the solving of problems based on inner intuition (intuitively) is related to the pedagogue's responsibility to "solve" and perceive one or another problem related to educational work (by the way, it makes sense to give intuition the meaning of "look" at this point). However, this responsibility is not common to all pedagogues, because most foreign language teachers define the concept of "problem" with adjectives such as "unpleasant" or "obstinate", and as a result, let alone perceive the problem, they try to "run away" from it using some method in the correct sense. or "Try to bypass.

The majority of foreign language teachers think analytically, and among them there are a minority of reactive (situational) thinkers. However, there are few teachers who lead their thinking based on intuition. Therefore, in the formation and development of professional communication and high-level speech competence of a foreign language teacher, speech activity the relevance of the related experience is increasing as much as possible. Intuition of a foreign language teacher can also have a clear definition: for this, it is necessary to present a detailed definition of the concepts of "perception" and "feeling". However, seeing, feeling, trance, and similar processes related to the inner world of a person are not considered concepts that are part of speech competence and, therefore, are not studied within the scope of dissertation research.

The triple cycle of the formation and development of high speaking competence of a foreign language teacher requires studying the problems related to the professional presence, professional activity and work efficiency of the pedagogue. Professional existence refers to the status of a pedagogue as a specialist. Professional activity is defined as a practical activity consistent with the goal, labor efficiency is the result of professional activity. Representation of each cycle of formation and development of professional competence (such as "conceptualization", "tool», «goal", "action", "product", "efficiency" and other concepts) is briefly defined and described. Otherwise, the possibility of expanding and transferring professional experience will be limited, because in the professional

sphere, communication in Zeta of communicative partners is carried out only by means of certain symbols.

The role and importance of speech competence in the professional competence of a foreign language teacher is determined by the relevance of issues such as the transfer of professional experience from one communicative partner to another, from a teacher to a student, and the experience of self-development of a pedagogue. The richness, variety, effectiveness of the teacher's experience, in general, all aspects have the characteristic of being "tightly" located in the speech structure, and this process happens relatively quickly will be. The more quickly and "intensely" the speech competence of a foreign language teacher is manifested, the more clearly the teacher's image and personal qualities will be revealed, consequently, the professional experience will be transferred to communicative partners (that is, foreign language education to the receivers and language learners) the transfer will take place in such a qualitative way. The landscape of the world is not embodied in front of our eyes with ready-made labels and designations. In the educational process, we convey these scenes to learners and communicative partners through subjects, situations, events, processes, etc.

While drawing a picture of the world, a foreign language teacher performs all stages of a certain level of thinking in a certain framework. Such actions include deletion-skipping, generalization [3, p. 149]. deformation-disruption.

Usually, we selectively "delete" or "skip" one or a certain part of our experience. We distort or distort our experience by emphasizing or diminishing some important or unimportant events. We attach to categories and types, that is, we generalize.

Researching the directions of the foreign language teacher's speech system is not only from the point of view of the culture of pedagogical relations, but also from the point of view of the development of professional competences of the teacher, and for the theory and methodology of foreign language teaching, it is something new in a certain sense.

The formation of mental-thinking actions such as "launch", "skip", "deformation", "disruption" and "generalization" serve as a kind of "filt" in the pedagogical relations of a foreign language teacher. The ability formed as a result of the belief that "blowing out" (or "skipping") negative events in the practice of school education is the right way, instead, it is necessary to focus all attention on other more important events. It is not like filling with feelings: this is the characteristic "filter" characteristic of mental-thinking movements. The existence of such a "filter" is of great importance in creating a positive, creative research-oriented environment for beginning teachers. as a result, it is to create the ground for the development of the ability to search for cause-and-effect relationships in the pedagogical process.

The filter in the mental-thinking movement consisting of summarizing existing events and information encourages the teacher to justify his actions, to show confidence and determination in the development of verbal thinking competence.

High speaking competence of a foreign language teacher's real value of formation and development is that high speech competence gives him a wide freedom in communicative relations, the ability to express his experience fluently and without strain, to freely manage students. The formation of the conceptual-discursive management system creates an environment and conditions for the teacher to manifest his inner potential, to reveal his undiscovered potential. As a result, the foreign language teacher controls his mental actions, analyzes and summarizes events, plans his future work, predicts future events, conducts research, and generally develops as a specialist and a person.

One of the biggest dangers in pedagogical practice is that sometimes the "shortage" of the word limits and enriches the teacher's vision of the world. The main factors that create a really big danger in the pedagogical environment are the following:

- insufficient development of the teacher's speech system: as a result, communicative relations do not have the expected effect;
- low professional status: as a result, the teaching process is not built on the basis of mutual trust and respect;
- lack of effective practical activity: self in communicative dialogues cannot fully perform its functions;
- lack of management experience: as a result, effective learning of the final product by learners is not achieved.

If we analyze the main factors of the biggest risk that can occur in pedagogical practice, we can see that they have a common root. This is the root of teacher's speech competence.

When we were interested in their attitude to concepts during the retraining and professional development courses of foreign language teachers, it was observed that teachers who do not pay attention to their own speech literacy (not to the development of speech competence) have a negative attitude to the general paradigms of the ratio of professional characteristics or do not pay attention at all. For example, concepts such as "conceptualization", "ideological conclusions", "law" have been seen to be almost unrelated to the standard and adequacy of education and teaching of some foreign language teachers, and the adequacy of pedagogical methods.

Concepts such as "movement", "rationalization" or "execution" have been taken as synonymous with the word "fatigue" in a relational way. The interpretation of the proposed concepts necessarily excluded juxtaposition with concepts such as "responsibility", "desire to teach", "development". And finally, concepts such as "possession", "materialization", "product", "mastery", "final reflection" were interpreted as concepts that are necessary, but not dependent on the speaker of a foreign language. The argument given to justify the stated interpretations is often so, that the educational environment seems to depend on the students: if they want to study, otherwise it is impossible to "materialize" the products in the form of knowledge, skills and abilities in a foreign language.

In conclusion, it is important to increase the effectiveness of foreign language lessons in secondary, secondary special and higher education, increase student activity and communication skills in the teaching process, improve not only productive but also receptive language skills, as well as develop independent, creative skills. By giving such reasons, foreign language teachers showed a very low level of flexible speech communication. It is only through the formation and development of the speech competence of the foreign language teacher that it is possible to eliminate the negative situations encountered in the pedagogical practice.

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