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THE ROLE OF THE TEACHER IN THE LESSONS OF FOREIGN LANGUAGES

Annotation: *This article deals with the modern era which changed and complicated the role of the teacher in general. The teacher is not only a source of information, but a person who organizes and directs the educational process.*

Keywords: *foreign language, educational process, new knowledge*

Foreign language as an academic discipline and, accordingly, the organization of teaching a foreign language has its own specifics. When teaching a foreign language, not only is the mastering of new knowledge, but also the formation of skills and abilities, which implies a special organization of the educational process, including the control system. Although foreign language skills and abilities acquired at school are improved and developed subject to continuity within secondary specialized and higher educational institutions, the level of proficiency in a foreign language of any specialist, we think, depends largely on the training that he received in secondary school in the process of educational, extracurricular and elective classes.

Training is largely determined by how deeply the social and economic significance of a foreign language is understood and understood and its importance for an educated person. The disclosure of the role of a foreign language in the life and activities of various people belongs to a large extent to the teacher. The teacher, even brilliantly mastering all aspects, types of speech activity, is not yet a teacher, if he does not know how to teach, he does not have the means to do it. Methodical culture serves as a means for teachers.

In modern conditions, the teacher must have a communicative methodical culture.

Much depends on the skill of the teacher. Today requires a teacher of high methodological skills, the ability to plan and implement learning activities in new conditions for him, when ready-made recipes are ineffective, and each lesson requires a search and creativity. The teacher is engaged in creative work, he is a researcher, a creator. Being a creator is very difficult. But he must be prepared for changing conditions and requirements.

The question of the concept of "methodological mastery" of the teacher becomes relevant as soon as we begin to talk about the use of communication as a means of teaching a foreign language.

The development of the creative personality of the teacher is an important task. Today, the role of the technique is increasing, new ideas and problems are emerging, new concepts of education, new forms of foreign language teaching that require methodological support. The level of mastery is the goal of improving and self-improving the teacher. The mastery of all elements of the methodological culture, as well as the level of professionalism, depends on the personality traits, the style of its activities, abilities and character traits.

At present, it is necessary to decide what from the accumulated experience has justified itself, what should be discarded and what paths to choose in order to

prepare the teacher of a new formation - not a disciplined executor of instructions, but a creative personality. The current tasks of the methodology are determined by life itself: the age limits of learning a foreign language are being moved apart in the context of lifelong education, the variable teaching of the subject is introduced. We know that no program, no textbook can provide a teacher with a ready-made scheme. He must construct it himself, therefore determining the goal of a lesson, the choice of methods and methods of teaching, is the business of the teacher himself. To educate a creative person can only be a teacher - a creator. The problem of creativity of the teacher is in the first place; it is considered as a decision process and has many features.

These features include: the focus of creative activity on the formation of another person, the teacher's desire for positive results (pedagogical creativity as co-creation, since the pedagogical process is the interaction of the teacher and students); the need to manage their mental state, to cause a creative mood, and with this, there is a limited pedagogical creativity in time.

If you disclose the component composition of methodological skill, then you should talk about the skills and, above all, about the design skills, because any work begins with a plan, thinking through and drawing up a work plan.

The general culture of the teacher, his diverse professional knowledge, including history, the general theory of teaching, the theory of teaching a specific subject, and reliance on one's own experience is the scientific basis of pedagogical skills. Mastery is also the organizational, communicative, innovative, and research skills of a teacher. The skill of the teacher, his inspiration is closely connected with his personal qualities, his character, attitude to the teaching profession, the ability to control the development and formation of the student, that is, his teaching abilities.

The structure of pedagogical abilities may include various components: pedagogical observation, love for children and their work, erudition, ability to analyze and self-analyze, flexibility of thinking, pedagogical imagination and foresight, tact, oratorical skills and ability to approach each individual, etc.

Teacher's qualities such as musicality, artistry, literary abilities, etc. are important. The end result should be a fully developed personality capable of using a foreign language as a means of communication for solving a whole complex of communicative tasks; a person attached to the culture of another people, possessing all the qualities of a patriot. First of all, the teacher must correctly understand the objectives of learning, which the program and the textbook sets, and his work is manifested in the ability to apply these goals to his working conditions. This requires taking into account many factors: the differentiation of goals, the transformation and the original formulation of tasks at each stage of training. The teacher must first of all know the content of the textbook well. His work will be manifested in the ability to link the subject of oral speech and reading offered to him with situations of communication, including events that excite students.

A wide field of activity for the creativity of the teacher opens when choosing methods and methods of teaching to achieve the goals. The teacher takes such forms, methods and methods of work that are most effective in relation to this topic. Different teachers achieve the same methodological goal with a different combination of teaching methods. Some pay more attention to the formation of students' cognitive activity while mastering language means with them: others direct

their efforts to the development of communicative skills of students, widely using situational exercises, role-playing games, etc. But the teacher should use various types of motivation: both cognitive and communicative, including aesthetic, emotionally - valuable, and thereby develops an interest in a foreign language, in the country of the language being studied.

The teacher should expand the general outlook of students, organizing the assimilation of the language as a genuine element of national culture and means of communication. An important role in the lesson of a foreign language is played by the means of instruction. The creativity of the teacher here can be expressed in the selection and manufacture of textbooks for the lesson, the non-standard design of visual aids, in their rational combination. Creativity of the teacher is manifested in the selection of homework.

When organizing a learning process in a foreign language, it is important to ensure access to other activities, i.e. at each stage to identify such collective creative affairs that would be attractive. However, each teacher creativity is manifested in its own way. Individual style of activity in each case will depend on the characteristics of the person.

Also important is the successful application of various types of frontal work, the systematic use of gaming and competitive forms of student activity. But the work of a teacher of a foreign language should not be spontaneous. If we imagine the educational process as the interaction of a teacher and students with each other, carried out with the help and on the basis of a textbook as the main material teaching tool, the latter should be considered as one of the important means of managing this activity. There is an experience of such a construction of textbooks and methodological manuals, which provide for the availability of material for a teacher to choose, for a variable construction of the educational process. For example, the revised French textbooks offer various options for performing exercises that the teacher can use at his discretion.

And so, the modern teacher of a foreign language is faced with the task of not only leading students to successfully master the program material in their subject, but also to teach them to use a foreign language to replenish their knowledge of other subjects. Using his skills, the teacher, thus, creates a prerequisite for students to realize the need for deep mastering of a foreign language, which is an important incentive for increasing interest in the subject.

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