

COMMUNICATION OF A FOREIGN LANGUAGE TEACHER AND STUDENTS AS
ONE OF THE ASPECTS OF TRAINING**Dilbar Khushvaktovna Primova***Karshi Engineering and Economics Institute, teacher at the Department of Foreign
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Abstract: *The article discusses the issues of communication between a foreign language teacher and students as one of the aspects of teaching a foreign language in higher education. The main attention is paid to the issue of forming a favorable psychological basis for the relationship between the teacher and students with each other, as well as the appropriateness of speech activity.*

Keywords: *professionalism, competence, the personality of the teacher, , pedagogical tact.*

Introduction:

The growth in the pace of development of the socio-political life of our country, changes in the content of the information structure of social processes, and a principled approach to moral and environmental values cannot but influence the educational process. Numerous scientific conferences and forums on higher education in Uzbekistan, the CIS and the world state the task of urgently reviewing the content, role and place of education in society.

Main part:

The higher education system in non-humanitarian universities in our country aims to train specialists in various industries, where the main component is the professionalism of the graduate. At the same time, an important aspect of education remains the humanitarian education of students, the formation of a worldview, the development of communication skills and self-presentation [1,175].

The decisive factor here is the pedagogical interaction between the foreign language teacher and students. With the high development of technology, enormous speeds of information exchange, and widespread computerization, the problem of communication deficit does not disappear, but becomes especially urgent. At the same time, a large role is given to the positive and competent psychological attitude of the teacher in the process of teaching students.

The teacher has to find ways and methods of teaching that can serve as special means of motivation when teaching a foreign language at the university. Based on the works of I.A. Zimnyaya, E.P. Ilyin and A.A. Leontiev, we understand by means of motivation a system of technical techniques and methods that direct the educational activities of students towards a deeper study of a foreign language and its improvement.

A modern student is registered in a large number of social networks and communicates via mobile communications, and yet he is happy to come to foreign language classes, participate in extracurricular activities, and strive to establish contacts with fellow students and the teacher. In the modern educational space, a group of information competencies of a university teacher [16,147], characterizing the knowledge and skills of a teacher to carry out professional activities based on modern information technologies, is becoming integral. Namely, knowledge of the educational capabilities of information technologies and their content, the ability to actively search, independently process information using technical means, as well as making new decisions and building prospects for the educational process based on their application.

The effectiveness of using information technology in teaching foreign students is based on the development of the necessary skills of interaction with information systems among this category of students due to their belonging to the youth environment. In addition, the information educational space of the university creates conditions for independent educational activities of students, leveling out differences in the level of their training, language knowledge, etc. [29].

In the process of teaching a foreign language, various spheres of human activity are affected, starting with the student's personality, his family, immediate environment, ending with education, modern technologies, environmental issues and future professional activities.

A foreign language has always been one of the important subjects in the humanities in higher education, and teachers tried to contribute to the development of a young specialist. The peculiarity of their role lies in the fact that one of the important components of the teaching process was communication, interaction between teacher and student, during which the individual characteristics of both parties were revealed. In the process of teaching a foreign language, the personality of the teacher, his individual qualities, such as love for his subject, the desire to interest the student, to provoke contact, have a strong impact on the motivation for further study of a foreign language [14,84].

In recent years, it has been rightly noted more than once that the main drawback of the professional pedagogical training of foreign language teachers lies in the fact that students acquire knowledge in such related disciplines as psychology, pedagogy, and methodology not integratively, but in isolation, as a result of which teachers in their teaching practice do not they are able to refract general pedagogical, psychological and methodological patterns in relation to a foreign language as an academic subject; they rely mainly on either intuition or borrowed (not always critically) techniques from the methodological arsenal of their mentors. On the other hand, in order to effectively use existing educational and methodological complexes in their daily work, and be able to implement the author's intention contained in them, it is not enough for a modern foreign language teacher to rely only on knowledge about the psychological and

pedagogical patterns of student personality development, and to take into account methodologically refracted results social-psychological research, linguistic analysis” At the same time, it is necessary to develop certain communicative skills, i.e. specific qualities and skills that allow one to manage internal, “hidden” reserves for intensifying students’ educational activities. Such “hidden” reserves lie in the ability to communicate, to use a foreign language precisely as a means of communication.

A large number of students have a positive attitude towards communicating with the teacher outside of class time - they participate in competitions for better knowledge of a foreign language, engage in scientific activities, and perform in creative events in a foreign language. Many students note the teacher’s friendly attitude towards them, the desire to provide support and assistance in solving various problems, the teacher’s interest in the student’s success not only in his own, but also in other disciplines studied at the university. Undoubtedly, the changed socio-political and economic conditions of our society could not but affect the ideology and morality of the new generation, its attitude towards education in general and higher education in particular. At the same time, a modern student who comes to a university to study values communication, knowledge, interest in his profession just as highly and is ready to make contact with a teacher, just like students of previous generations. All this places certain demands on the teacher’s professional competence: deep knowledge of his subject, psychology and pedagogy, the ability to learn, comprehend modern means of communication, constantly expand his horizons, and develop communication skills. This, according to the author, is the attractiveness and complexity of the teaching profession [21, 17].

An integral component of the system of pedagogical competencies for successful pedagogical communication with foreign students is a group of psychological competencies, the significance of which is due to the presence of numerous psychological problems that foreign students face when entering Uzbek universities. First, this is the problem of adaptation to educational activities and the sociocultural environment of the university [4,269]. The problem of adaptation, typical for all first-year students, is aggravated among foreign students by the difficulties of cultural and language barriers in communication, significant emotional and physical stress. This often causes increased anxiety, uncertainty, depression and presupposes that the teacher has such psychological competencies as empathy, sympathy, the ability to create psychological contact, and support in a difficult situation [17, 27].

The next problem is related to the educational and professional motivation of foreign students, which, according to research, is characterized by insufficient development, instability, external conditioning and can lead to poor learning results [22]. In this regard, the ability to understand the motives of foreign students in educational interaction and motivate students to succeed in professional training is an important psychological competence of the teacher.

Foreign students also need psychological help in solving problems of relationships with students from the same country, region or from different countries. It is difficult for students from different countries to communicate with each other because... they do not understand each other well, they do not have common interests and topics of conversation. Therefore, the teacher must have tolerance, pedagogical tact, be able to create a warm emotional atmosphere in the group, and prevent intercultural and other conflicts [16,152].

Conclusion:

Thus, pedagogical communication in a multicultural educational environment has characteristics common to this type of communication and specific features determined by differences in ethnic consciousness, norms, values, traditions, communication etiquette inherent in representatives of different cultures - subjects of pedagogical interaction, which actualizes the development of ethnocultural, communicative, general professional, informational, psychological competencies of a teacher working with foreign students at universities.

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