

## The Teacher's Role at Language Teaching

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**Annotation:** *The article considers about the specifics of language teacher at school. As a foreign language lesson has its own specifics, which a foreign language teacher cannot ignore. At present, the global goal of mastering a foreign language is considered to be familiarization with a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to intercultural communication. It is teaching, organized on the basis of tasks of a communicative nature, teaching foreign language communication, using all the tasks and techniques necessary for this, that is a distinctive feature of a foreign language lesson.*

**Keywords:** *language teacher, goal of mastering, dialogue of culture, intercultural communication, communicative nature, professional activity of a teacher.*

Currently, the problem of teaching a foreign language at school is relevant. Traditionally, it is believed that the success of pedagogical activity depends on the knowledge of pedagogy, its subject, on the possession of its methodology. In recent decades, psychologists have proven that part of the success depends on the ability of the teacher to create in the classroom an atmosphere of mutual understanding, trust, conducive to contacts, development, and creative communication.

Teachers work relying mainly on intuition, trusting their teaching gift. But even the most talented sometimes feel helpless and judge themselves. Relationships with students do not always bring joy. Many psychologists see the reason for this in the authoritarianism that takes place in our society and, as a result, in the school. Attempts to abandon the "team" education and training turn into anarchy, chaos. Such a contradiction reinforces disunity and anxiety. As a result, adults and children cannot find a common language.

The professional activity of a teacher is determined by the specifics of his professional-subject, personal (individual-psychological) and communicative (interactive) qualities.

The professional activity of a teacher of any subject is characterized by the following functions: developing, educating, communicative, gnostic, constructive planning, organizational.

At the same time, the subject teacher has a special specificity of his professional activity. Thus, a foreign language teacher should have a high level of knowledge of a foreign language, possess linguistic and regional and socio cultural information, methods of teaching a foreign language and new developments in this area. As for knowledge on the methodology of teaching a foreign language, a student as a future teacher must not only be taught how to teach phonetics, vocabulary, grammar, types of speech activity in a foreign language, but also form a system of methodological concepts, categories, show their relationship and interdependence.

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In our time, the focus on the development of the individual abilities of each student, on the education of intelligent, thinking individuals who are prone to self-education, is becoming more and more relevant. The launching pad for this can serve as an adequate organization of the learning process, namely, the interaction of the teacher with students as equal partners, individuals, a team of individuals. When the teacher acts on the student not as an object - he does not solve the problem instead of the student, who then only repeats the solution, and they solve it together, and the teacher only helps - productive interaction is achieved.

But the success of teaching (and especially teaching a foreign language) depends not only on the joint coordinated activities of the teacher and students. The interaction of students with each other also plays an important role. However, the joint educational work of children in the classroom, which involves the appeal of students to each other, the exchange of opinions, and indeed cooperation are rare. Children work side by side, but not together. But it is the interaction of their personalities, as well as the personality of the teacher, the mutual understanding that develops between them that is the psychological basis for cooperation in the classroom.

Only in the conditions of joint creative activity of the teacher and students, which has a personal meaning for each of them, that is, in the conditions of personal interaction, partnership relations develop between them, which manifest themselves in the relationship and mutual influence of the teacher and students.

The meaning of the teaching profession is revealed in the activities carried out by its representatives and which is called pedagogical. It is a special type of social activity aimed at transferring the culture and experience accumulated by mankind from older generations to younger ones, creating conditions for their personal development and preparing them to fulfill certain social roles in society.

Pedagogical activity as a professional activity takes place in educational institutions specially organized by society: preschool institutions, schools, vocational schools, secondary specialized and higher educational institutions, institutions of additional education, advanced training and retraining.

The main characteristics of the teacher's pedagogical activity and indicators of his professional growth can be called: pedagogical skill and pedagogical skill. Pedagogical skill should be understood as such a level of professionalism of a teacher, which includes a thorough knowledge of his subject, a good command of psychological and pedagogical theory and a system of teaching and educational skills, as well as fairly developed professional and personal properties and qualities, which in its The aggregate allows sufficiently qualified training and education of students. [1]

Pedagogical skill is the basis of a teacher's professionalism, without which it is impossible to work in a school. The next step in professional growth is teaching skills.

Pedagogical mastery as a qualitative characteristic of the teacher's educational activity is nothing else than the educational and educational skill brought to a high degree of perfection, which manifests itself in the special polished methods and techniques for applying psychological and pedagogical theory in practice, which ensures high efficiency of teaching and learning. Educational process.[1]

I would like to say more about pedagogical creativity. After all, a teacher is not only a teacher; he is also an actor, artist, sculptor, etc. Each lesson for him is a performance, where

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he is the main character, director, and director. From his ability, knowledge, skills and of course creativity depends on how the lesson will go, how students will learn the material, with what mood they will come to the next lesson.

Pedagogical creativity is characterized by the introduction of certain methodological modifications into educational activities, the rationalization of teaching and upbringing techniques and methods without any break in the pedagogical process.

The highest level of a teacher's professional activity is pedagogical innovation. It organically includes the introduction and implementation of new, progressive ideas, principles and techniques in the process of training and education and significantly changes and improves their quality.

A teacher is not only a profession, the essence of which is to transmit knowledge, but a high mission of creating a personality, affirming a person in a person. In this regard, the goal of teacher education can be represented as the continuous general and professional development of a new type of teacher, which is characterized by:

- high civic responsibility and social activity;
- love for children, the need and ability to give them your heart;
- genuine intelligence, spiritual culture, desire and ability to work together with others;
- high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions;
- The need for constant self-education and readiness for it; physical and mental health, professional performance.

In the activity of the teacher, ideological conviction determines all other properties and characteristics of the individual, expressing his social and moral orientation. In particular, social needs moral and value orientations, a sense of public duty and civic responsibility. Ideological conviction underlies the social activity of the teacher. That is why it is rightfully considered the most profound fundamental characteristic of a teacher's personality.

A teacher-citizen is loyal to his people, close to them. He does not close himself in a narrow circle of his personal concerns, his life is continuously connected with the life of the village, the city where he lives and works. In the structure of the teacher's personality, a special role belongs to the professional and pedagogical orientation. It is the framework around which the main professionally significant properties of the teacher's personality are assembled.

The professional orientation of the teacher's personality includes interest in the teaching profession, pedagogical vocation, professional and pedagogical intentions and inclinations. The basis of the pedagogical orientation is the interest in the teaching profession, which finds its expression in a positive emotional attitude towards children, parents, pedagogical activity in general and its specific types, in the desire to master pedagogical knowledge and skills. Pedagogical vocation, in contrast to pedagogical interest, which can be contemplative, means an inclination that grows out of awareness of the ability to do pedagogical work.

The presence or absence of a vocation can be revealed only when the future teacher is included in an educational or real professionally oriented activity, because a person's professional destiny is not directly and unambiguously determined by the originality of his natural features. Meanwhile, the subjective experience of being called to the activity

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performed or even the chosen activity can turn out to be a very significant factor in the development of the personality: to cause enthusiasm for the activity, the conviction of one's suitability for it.

Thus, the pedagogical vocation is formed in the process of accumulation by the future teacher of theoretical and practical pedagogical experience and self-assessment of their pedagogical abilities. From this we can conclude that the shortcomings of special (academic) preparedness cannot serve as a reason for recognizing the complete professional unsuitability of the future teacher.

The basis of the pedagogical vocation is love for children. This fundamental quality is a prerequisite for self-improvement, purposeful self-development of many professionally significant qualities that characterize the teacher's professional and pedagogical orientation.

Among these qualities are pedagogical duty and responsibility. Guided by a sense of pedagogical duty, the teacher is always in a hurry to help children and adults, everyone who needs it, within their rights and competence; he is demanding of himself, strictly following a peculiar code of pedagogical morality. The highest manifestation of pedagogical duty is the dedication of the teacher. It is in it that his motivational-value attitude to work finds expression. A teacher who has this quality works regardless of time, sometimes even with the state of health. A striking example of professional dedication is the life and work of A.S. Makarenko and V.A. Sukhomlinsky. An exceptional example of selflessness and self-sacrifice is the life and deed of Janusz Korczak, a prominent Polish doctor and teacher, who despised the offer of the Nazis to stay alive and stepped into the crematorium furnace along with his pupils. The relationship of a teacher with colleagues, parents and children, based on the awareness of professional duty and a sense of responsibility, constitute the essence of pedagogical tact, which is both a sense of proportion and a conscious dosage of action, and the ability to control it and, if necessary, balance one means with another. The tactic of the teacher's behavior in any case is to, anticipating its consequences, choose the appropriate style and tone, time and place of pedagogical action, as well as carry out their timely adjustment.

Pedagogical tact largely depends on the personal qualities of the teacher, his outlook, culture, will, citizenship and professional skills. It is the basis on which trusting relationships between teachers and students grow. The pedagogical tact is especially clearly manifested in the control and evaluation activities of the teacher, where special care and fairness are extremely important.

Pedagogical justice is a kind of measure of the objectivity of the teacher, the level of his moral education. V.A. Sukhomlinsky wrote: "Justice is the basis of a child's trust in a teacher. But there is no abstract justice - outside of individuality, outside of personal interests, passions, impulses. To become fair, one must know the spiritual world of each child to the subtlety"“.

Personal qualities that characterize the professional and pedagogical orientation of a teacher are a prerequisite and a concentrated expression of his authority. If in the framework of other professions, the expressions "scientific authority", "recognized authority in their field", etc., are habitually heard, then the teacher can have a single and indivisible authority of the individual.

The basis of the cognitive orientation of the individual is spiritual needs and interests. One of the manifestations of the spiritual forces and cultural needs of the individual is the need for

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knowledge. Continuity of pedagogical self-education is a necessary condition for professional development and improvement.

One of the main factors of cognitive interest is love for the subject being taught. L.N. Tolstoy noted that if you want to educate a student with science, love your science and know it, and the students will love you, and you will educate them; but if you yourself do not love it, then no matter how much you force to learn, science will not produce educational influence. This idea was also developed by V.A. Sukhomlinsky. He believed that "the master of pedagogy knows the ABC of his science so well that in the lesson, in the course of studying the material, the focus of his attention is not the content of what is being studied, but the students, their mental work, their thinking, the difficulties of their mental work. "

A modern teacher should be well versed in various branches of science, the basics of which he teaches know its possibilities for solving socio-economic, industrial and cultural problems. But this is not enough - he must be constantly aware of new research, discoveries and hypotheses, to see the near and far perspectives of the science he teaches.

## Conclusion

The most important qualities of a teacher include his ability to organize interaction with children, establish the necessary connections and relationships with them, and manage their activities.

The teacher needs to constantly learn, learn from each other. And the best incentive for this should be the exchange of professional experience, mutual training, mutual improvement of their educational and teaching activities.

Infinitely right V.A. Sukhomlinsky, arguing that "becomes a master of pedagogical work most likely the one who felt the researcher in himself." It should be noted that the achievement of a high class of skill and its demonstration for the purpose of transmission and creative reproduction are not the same thing.

Professionally significant skills of a foreign language teacher can be divided into four groups:

1. The ability to recognize the characteristics of the student's personality, which are formed and developed on the basis of the process of self-knowledge.

The teacher must analyze his experience of learning a foreign language, correlate it with modern theory and practice of teaching the subject, and project the obtained data onto a specific learning situation.

2. Skills related to the planning of verbal communication in the educational process.

The teacher must be able, on the basis of analysis, to select teaching and visual materials that are most adequate to the goals and conditions of learning.

3. Skills related to the implementation of planned professional activities and the evaluation of their results. The teacher organizes students to perform the planned types of work in the lesson and involves all students in communication. During the educational process, he observes the development of the child's creative, cognitive and linguistic abilities, the ability to socially interact with other students.

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