

READINESS OF THE TEACHER TO SOLVE PROBLEMS IN TEACHING FOREIGN LANGUAGE COURSES

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Abstract: *the modern teacher is most often himself a consultant, a director, and a person who has long been determined to choose his professional language from the standpoint of cultural self-determination as the aggregate of the three components of a person: linguistic / national consciousness, conscious professional choice and social status in the process cultural communication.*

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Development of cognitive motivation is promoted by the strategy "culture through language, language through culture", which uses: exercises based on the facts of the culture of the peoples of English-speaking countries and the native culture of students; specially selected texts containing cognitive geographic information; Exposure to exercises, motivating students to perform tasks; a linguistic and cultural guide, etc.

To create situational and communicative motivation, such tools as the cyclical organization of the textbook material and communication exercises involving students in the solution of various cognitive, communicative, moral and ethical etc. The development of the motivation for success is facilitated by the dosed delivery of the linguistic material and the repeated frequency of the assimilated material both within the cycle of lessons, and throughout the year; the feasibility of the proposed tasks; conducting project lessons that enable students to demonstrate their progress in mastering a foreign language. For the development of linguistic abilities, mental functions and processes is used:

- an integrated approach to mastering speech material, allowing you to compensate for missing abilities, thanks to the work of all analyzers.

- different types of supports, (sound image of the word, transcription, logical-syntactic schemes, grammatical schemes, functional models of dialogues, illustrative visibility, etc.);

- alternative and additional exercises for students with different abilities and different levels of training.

The structure of the manual is structured in such a way that basically there is a transition from task-instructions to reconstruction tasks and then to job-searching tasks. This is especially evident when you submit grammatical material, i.e. the actualization of the rule is made, examples are given of the use of structures, either in the text or in separate sentences, where students learn to distinguish between the rule being studied and its expression forms. Then the structure is replaced, followed by an exercise to transform the grammatical structure, and, finally, the making of their proposals, or a story, etc., is made. Thus, students are involved in the process of generalizing the studied rule and applying the knowledge to practice, when the student can use the learned rule in his speech, for example, when describing his personal experience.

Developing exercises is a system of means of achieving all three groups of educational results, which, in combination with the communicative technology of foreign language education, contribute to the attainment of the set goals. The use of technologies of personality-oriented education and upbringing provides the required results. The application of personal-oriented technologies allows to form adaptive, socially-active traits of students, feelings of mutual understanding, cooperation, self-confidence, responsibility for their choice.

Tasks-searches are aimed at using the entire system of previously acquired techniques of mental activity, designing new combinations of these techniques, restructuring the "template" in a familiar situation to obtain new information. Students each time independently choose the logic of reasoning, independently plan the execution of a complex task that requires cognitive theoretical and practical activity; carry out self-control¹.

Developmental tasks are those tasks that encourage the learner to realize the knowledge, skills and skills acquired by means of the studied language. To do this, it is necessary to comprehend, logically construct a statement, with a specific goal in mind. Setting these goals in the absence of a language environment is the task of the teacher. The process of teaching in the Textbooks for the main school is built as a process of solving the ever more complicated rechemyslit problems. The solution of various speech-thinking problems is inextricably linked with the development of cognitive, regulative, personal and communicative universal learning activities

The relevance of this article is beyond doubt, since teaching a foreign language in an elementary school is the foundation for further learning of students for a foreign language, and mastering the communicative competence at the initial stage of training is one of the important and difficult tasks facing the teacher. The author carried out a serious work to determine the system of developmental training.

¹ Alimova X.T. Functional and semantic features of cultural values in English language. Научный электронный журнал. 2019., p. 208.

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