

The Formation of Pedagogical Culture of a Foreign Language Teacher in the System of Higher Education

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Abstract. The article is devoted to investigation of formation of pedagogical culture of a foreign language teacher in the system of higher education. The author proves that pedagogical competence is formed through the implementation of the components of the teacher's personal qualities and professional content, which interact with each other in the educational process.

Key words: pedagogical culture, factor, personal culture, speech etiquette, education process, competence, elements of a portrait.

Pedagogical competence is aimed not only at pedagogical self-improvement, but also at the personality of the student, as well as at establishing communicative interaction between the teacher and the students themselves, manifested in a dialogical form of communication. Moreover, a competent teacher always gives students the opportunity to cooperate with him in building forms of training and control, to design different tasks based on the desires and capabilities of students. It is this kind of joint activity of the teacher with students that will allow to identify the shortcomings of the educational process and eliminate them in order to achieve effective results.

The emphasis is on mastering a certain level of linguistic competence, i.e. communicative competence, where one of the components is socio-cultural or intercultural competence necessary for mutual understanding and adequate interpretation of cultural characteristics and differences in value and behavioral plans. It has already been proven that ignoring differences in linguistic and cultural terms is the main reason for the breakdown of communication and leads to conflicts on national and religious grounds. In addition to certain socio-cultural information, the structural and content basis of cultural awareness includes the formation of such value orientations as trust, mutual respect and mutual understanding of the specifics of culture and religion, products of material culture, etc. [G.T. Makhkamova, 2021, p. 121].

K.A. Abulkhanova-Slavskaya proved that changes in the spiritual world of a person should be carried out in a systematic way, and not just under the influence of time and circumstances. The author of the "Strategy of Life" believes that the personality goes through three levels of formation [K.A. Abulkhanova-Slavskaya, 2009, p. 35].

The first, the initial level is determined by the "non-separation" of the personality from the course of life events and changes in its conditions.

At the next level, the personality begins to stand out, to self-determine in relation to events, there is a stabilization of personal properties.

The third level is related to self-determination of one's own life; it is least affected by circumstances. At the last, high level, the personality acts as a subject of vital activity, which is characterized by knowledge about what he wants, about his capabilities in overcoming social circumstances. The realization of personal spiritual growth consists in building a life line with the individual's own capabilities and powers. Logical-personal growth can reject subjective desire if it does not meet the requirements of the individual to himself, his principles. A person realizes the motives of his actions, guided by their significance for his life line.

The culture of a teacher means the degree of development of his personality, as well as professionalism, the level of education and compliance with the norms of speech etiquette. As with every individual, a teacher can distinguish between a general culture and a professional, i.e.

pedagogical culture. What kind of teacher should have a high level of general and pedagogical culture?

1. Firstly, such a teacher is distinguished by his well-read, erudition, understanding of different types of art and a fairly broad outlook. Reading fiction, journalistic and scientific texts undoubtedly influence the culture of a teacher who can answer questions not only within the framework of the discipline being taught (in our case, a foreign language), but also other aspects and spheres of human activity.

2. Secondly, such a teacher has a good command of his subject, in our case a foreign language. In addition to a foreign and native language, he may know other languages of mass communication of people in society. The more languages a teacher knows, the more information he can receive and the wider his background knowledge, because knowledge of a language means knowledge of the culture of its native speakers.

3. Thirdly, a teacher with a high pedagogical culture has such an important quality as self-control, i.e. the ability to restrain his feelings and emotions, the ability to control his speech behavior and observe the norms of speech etiquette, regardless of the subjective attitude to the speaker and to the content of communication. In the learning process, there may be different situations of misunderstanding or conflict situations between the teacher and students due to their rudeness or arrogant treatment (for example, a student may say that he is bored in class or that he is not ready for the lesson, get up and leave the classroom without the teacher's permission, etc.). The teacher should be more restrained and to prevent the development of conflict in any situation.

4. The appearance of a cultural teacher corresponds to his level and meets the requirements. The appearance includes the style of clothing, hairstyle, choice of accessories, jewelry and makeup (for female representatives). The most acceptable style of a teacher is classical, strict. Accessories and hairstyle, makeup and jewelry should not be vulgar and should not go beyond the norm.

5. The high pedagogical culture of the teacher is also courtesy to colleagues, students, their parents and in general to all surrounding people. A polite attitude to others creates a favorable atmosphere of communication and speaks of a high general culture of the teacher.

6. A teacher with a high culture has a rich vocabulary, including speech formulas and polite phrases of cultural communication corresponding to the communication situation. The teacher should know the relevance or inappropriateness of a particular phrase in a particular situation and anticipate the response of the interlocutor.

7. The activity of a teacher should be pedagogically aimed at achieving positive results in learning (in our case, a foreign language). Such a teacher has a good teaching methodology and has knowledge of psychology. In addition, he knows how to use information and computer technologies.

8. Pedagogical skills and organizational qualities of a teacher are the basis for creating various communication situations and organizing various types of work.

The above is a complex of professional and personal qualities that help the teacher to correctly build the course of communication with students in the educational process.

So, the portrait of a teacher with a high level of pedagogical culture includes:

1. Well-read, erudition and a broad outlook.
2. Knowledge of at least one foreign language, its literature and linguistic culture.
3. Self-control and control over yourself and your speech behavior.
4. Appropriate appearance.
5. Polite treatment of students and people around them.
6. Knowledge of speech formulas of communication.
7. Good teaching methods.
8. Pedagogical skills and organizational qualities.

The communication culture of students is formed and developed due to some factors: reading, negotiations, seminars, meetings within the framework of scientific and educational projects and art classics, foreign language classes based on good textbooks and textbooks, including rules and recommendations on the culture of communication, the practice of communicating with foreigners.

Among the various directions of modern methods and technologies, the most adequate is the project method. It makes it possible to organize educational activities; successfully integrates into the educational process; provides not only intellectual, but also moral development of students, their independence, activity; allows students to gain experience of social interaction, unites them, develops communication skills.

Literature

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