

The Role Of Teachers In Foreign Language Teaching

Turoпова Lola Suyunovna¹, Jumayeva Sabina Rajab qizi²,

Karshi State University^{1,2}, Uzbekistan

Abstract— *Modern English teacher brings the latest research and reflections about English language teaching to your classroom, with articles covering innovative approaches to teaching, analysis of teaching theory, and in depth methodology to improve your classroom teaching.*

Keywords— Facilitators, integrator, researcher, technology, language.

1. INTRODUCTION

Our President Shavkat Mirziyayev pays great attention in teaching English among young generation. As we know the language plays a huge role in human life. Teaching English language is one of those subjects that helps the deep development of the student's personality. Learning at the present stage is a process of development of students, development of creative thinking, its creative abilities. And the main task of the school is the development and formation of the personality of schoolchildren. We are facing one of the most difficult tasks — creating an environment conducive to the formation of the personality of each child.

2. MAIN PART

The teacher¹ as facilitator and guide. As facilitators, teachers must in many ways know more than they would as directive givers of information. Facilitators must be aware of a variety of materials available for improving students' language skill, not just one or two texts. The language textbook is no longer the sole source of information. Multimedia programmes offer sound and vision, showing how native speakers interact; electronic dictionaries and encyclopaedias are available for instant reference; online newspapers provide up-to-date information on current affairs in the countries of the target language; (official) websites offer background information on policy, tourism, political views. Teachers need to know how to teach learners to use all this material effectively.

I think that every teacher has his/her own learning style, however, depending on the type of work that is currently being conducted in a lesson, he should behave quite flexibly: to lead and support students, but not always to dominate. The teacher performs in different roles in various lessons. A teacher can be a carrier of information, when the student needs basic data, an observer, when students independently work in pairs or groups, at this time the teacher walks around the audience, assisting individual students, a consultant, and when doing an independent task, either advice or certain sources of information are required., for example during project execution. To implement these principles of communicative learning, certain conditions are necessary. The first condition for communicating in a lesson as close as possible to real life is trusting relationships, mutual sympathy between the teacher and students, a favorable psychological climate and an atmosphere of cooperation. The second condition is the ability of the teacher to realize subject-subject relations with students in the classroom and outside of it, through the organization of group, pair and individual work of students, by planning as many situations of communication as possible and encouraging attempts to participate in them. The third condition is the availability of educational and methodological complex, which helps to implement communicative-oriented learning. In my opinion, English teachers give students the opportunity to learn, gaining experience in practical activities. In one lesson, the teacher can try on many roles. The teacher is the manager. Organizes, gives a lesson design, informs, coordinates learning activities. The instructor is the trainer. Organizes practical activities, objectively assesses achievements, praises and encourages. Teacher — guide. Instructs, gives examples, opens the way to progress. The teacher is a consultant. Gives advice on language issues as well as life situations. The teacher is a source of knowledge. Able to train in students to explore and find the answers themselves. The teacher is an expert. Facilitating and guaranteeing open communication between students. The teacher is the leader. Motivating inspiration, shaping the goals and dreams of students. The role of a teacher of foreign languages in general, can be defined as the livelihoods of a modern teacher, combining personal qualities, professional competencies and trying on different roles. The communicative approach is primarily intended to remove the fear of live communication, and aims to build students' interest in learning a foreign language through the means of obtaining and expanding knowledge and language experience. Based on the above, considering the role of a teacher of foreign languages in general, it can be defined as the livelihood of a modern teacher, combining personal qualities, professional competencies and trying on different roles. The new educational standard orients the transition from school explanations and knowledge transfer to

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school development. Competence approach is one of the best approaches to improving the quality of education as a specific form of implementation of the modernization of the educational process. The use of a competence-based approach contributes to the inculcation and development of students of a set of key competencies that ensure the successful adaptation of the young person in society. The educational process is a two-way process — “teacher and student”. There is such an English proverb “you can bring a horse to the pond, but you cannot make it drink”. This is about education. If the teacher wants to teach, and the student wants to learn, then success is guaranteed. The atmosphere in the classroom should be comfortable, benevolent; we should never laugh at each other’s mistakes, but correct them correctly, without offending the speaker. Otherwise, the student closes and there is no talk of any further communication. The teacher in the classroom is only a partner in communication, an assistant, an employee, not a dictator. The style of communication with students is democratic. The use of computers in English lessons increases the intensity of the educational process. The use of ICT in the classroom helps to improve the professional level of teachers. The use of a computer is of great help to me in preparing for lessons, drawing up calendar-thematic and lesson planning, preparing reports and reports, in conducting diagnostic activities, and tracking the results of the educational process.

As facilitators, teachers have to be flexible, responding to the needs that students have, not just what has been set up ahead of time based on a curriculum developer’s idea of who will be in the classroom. Teacher training is a key element to success in this more flexible language classroom, so that teachers can use multi-media and other resources effectively. The teacher as integrator (of media). Teachers must not only know and understand the functions of different media available in a media-rich environment, they should also know when best to deploy them. In the joint construction of projects with their learners, they need to guide learners in the use of word-processing, graphics and presentation programs. Integration of audio-visual elements will bring home to learners the fact that the foreign language environment of the target language is as vibrant and multi-faceted as the society in which they live. The teacher as researcher. To keep abreast of developments in the countries of the target language in an increasingly complex world, teachers need to know how and where they can access information for their own and for their learners’ use. Knowledge and competent use of search engines and reliable information sources are essential.

For those concerned with mainstream education, the propriety and reliability of information sources must figure as one of the main criteria for the selection of background material. Familiarity with the use of electronic tools for language analysis (e.g. concordancers) will enable teachers to further develop their own linguistic and professional competence and increase their confidence in the use of the language. The teacher as designer of (complex) learning scenarios. In order to orchestrate successful learning scenarios, teachers need to learn how to put together tasks and materials to guide their learners to successful execution and conclusion of their projects. Unlike work with conventional teaching materials (textbook, work-book, audio and video materials), which have been graded, and collated in a chronological order, the design of learning scenarios is much more complex, requiring higher order skills involving researching and evaluating source materials, setting overall aims and objectives and breaking down tasks into meaningful and manageable sequences.

For the teacher tackling this for the first time, the task is very daunting indeed. Encouragement, help and advice is needed in terms of examples of good practice which may be emulated or serve as sources of inspiration for similar undertakings. If this new role of language teachers is accepted and encouraged by educational authorities, the implications in terms of duties and responsibilities need to be considered. Lesson preparation time increases as these tasks are taken on and this fact must be honoured in teaching contracts, if teachers are to adopt and accept the approach.

The teacher as collaborator (with other teachers). The investment in time and effort implies a sharing of responsibilities and tasks among teaching staff, if there is not to be a general rejection of new technology because it confronts them with an impossible workload.

Collaboration with colleagues will lighten the burden and make the efforts more fruitful and rewarding. Obviously, co-operation within a specific teaching institution will prove more efficient, producing tailor-made responses to the local situation, but the new media provide possibilities for exchange between institutions and beyond (national) borders. Teachers of the less widely taught and used languages could well profit from such internet exchanges, helping them to overcome the sense of isolation many experience in their teaching situation.

New management patterns must emerge to ensure fair distribution of workloads, and revised job descriptions will be necessary to share and coordinate the tasks in hand.

The teacher as orchestrator (technology, learners, curriculum) Teachers will need to develop fairly sophisticated management skills in order to be able to provide a healthy balance between the different elements which make up the new learning environments. Mastery and confidence in the use of technology needs to be applied to the learning inclinations and abilities of individual learners whilst covering the prescribed syllabus or curriculum which are often set by outside authorities. Because of the immediacy of IT, many decisions have to be made on an ad hoc basis and time budgets need to be constantly reviewed if optimal results are to be attained. Present indications are that traditional time frameworks of 45–60-minute lessons drastically need revising, if the potential of the new media is to be exploited to the full. The teacher as learner². For many teachers,

² American Council on the Teaching of Foreign Languages. ACTFL proficiency guidelines. Yonkers, NY: Author, 1999.

opening up the classroom to the outside world presents as much a threat as an opportunity. Their authority is challenged in a world of constantly changing patterns, when it is often difficult to establish, for example, the difference between —correct and —incorrect language use. In the protected environment of the textbook they have recourse to the authority of the author(s) and publisher. In the wild mangroves of the real world they must constantly be searching for new patterns confirmed by reliable data from trusted sources. A further challenge is often presented to them by learners who possess more advanced computer skills than they do. However, if they are prepared to enter into the adventure of ongoing learning together with their pupils, they will find it a rewarding and fruitful experience. A prerequisite is that they are prepared to act as the experienced guide for their learners and not as the all-knowing who controlled and dominated the classroom of yester-year. The teacher as evaluator. If task-based, project oriented work in the foreign language classroom using the new media is to become the norm, or at least form an important part of activities, then models of evaluation need to be revised radically. Standard multiple-choice examinations are, for example, hardly likely to test the learners' newly acquired skills in (foreign language) Web literacy. A portfolio-based approach to assessing language competence and skills acquired would seem to be a more appropriate way of recording progress in the target language. As the skills to be acquired by learners are largely identical to those to be mastered by teachers-in-training, this form of evaluation should be practiced in initial and INSET training courses, providing teachers with first hand experience of the system and with direct relevance to their own situation.

3. CONCLUSION

In conclusion, we can say the role of the teacher of a foreign language is very important for creating the motivation of his/her subject. We want to show the means that help us solve one of the main tasks of learning — to teach students to work in and out of the lesson, to arouse an interest in his soul, to make the teaching feasible and joyful, to nurture a person with developed creative thinking.

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