A FOREIGN LANGUAGE TEACHER AS AN ORGANIZER OF INTERCULTURAL COMMUNICATION

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Abstract. Currently, the problem of teaching a foreign language at school is relevant. Traditionally, it is believed that the success of pedagogical activity depends on knowledge of pedagogy, one's subject, and mastery of its methodology. A foreign language teacher must have a high level of knowledge of a foreign language; possess linguistic and socio-cultural information, methods of teaching a foreign language and new developments in this field.

Keywords: language education, foreign language, intercultural communication, methodological skills, culture, mentality, pace of speech, communication.

УЧИТЕЛЬ ИНОСТРАННОГО ЯЗЫКА КАК ОРГАНИЗАТОР МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация. В настоящее время проблема преподавания иностранного языка в школе является актуальной. Традиционно считается, что успех педагогической деятельности зависит от знания педагогики, своего предмета, от владения его методикой. Учитель иностранного языка должен иметь высокий уровень знаний по иностранному языку, владеть лингвострановедческой и социокультурной информацией, методикой обучения иностранному языку и новыми разработками в данной сфере.

Ключевые слова: языковое образование, иностранный язык, межкультурная коммуникация, методическое мастерство, культура, менталитет, темп речи, общение.

CHET TILI O‘QITUVCHISI MADANIYATLARARO MULOQOT TASHKILOTCHISI SIFATIDA

Annotatsiya. Hozirgi vaqtda maktabda chet tilini o‘qitish muammosi dolzarbdir. An’anaga ko‘ra, pedagogik faoliyatning muvaffaqiyati pedagogikani, mavzuni bilishga va uning metodologiyasini o‘zlashtirishga bog‘liq deb ishoniladi. Chet tili o‘qituvchisi chet tilini yuqori darajada bilishi, lingvistik va ijtimoiy-madaniy ma’lumotlarga, chet tilini o‘qitish usullariga va ushbu sohadagi yangi ishlanmalarga ega bo‘lishi kerak.

Kalit so‘zlar: til ta’limi, chet tili, madaniyatlararo muloqot, uslubiy mahorat, madaniyat, mentalitet, nutq sur’ati, muloqot.

Language education is the key to mastering the culture of the country of the language being studied. Learning a foreign language allows students to: 1. to get acquainted with a different social culture, other types of government, the life and way of life of peers; 2. to understand, rather than evaluate the similarities and differences of other cultures, the peculiarities of mentality, lifestyle and moral values of other peoples. In this regard, the opinion has appeared in methodological science to make a certain change in the content of teaching a foreign language. «Foreign language culture» should become the center of the content of foreign language education. [10]

This, a foreign language becomes an integral component of culture, its accumulator, carrier and exponent. A foreign language contains in its words and grammatical forms not only knowledge about the language system, about the rules for using the elements of this system, but also background knowledge. Information about the culture of another people can be found in the names of objects and phenomena of traditional and new life, in concepts reflecting phenomena of a social nature. Cultural elements are also contained in non-verbal means of communication. In this regard, a foreign language teacher faces the task of forming a secondary linguistic personality capable of being an effective participant in intercultural communication. In order for the dialogue of cultures to take place, it is necessary to develop students' willingness to use a foreign language as a means of communication, as well as to develop their intelligence, creative thinking, and desire to learn.

This circumstance determines the requirements that are imposed on a foreign language teacher as an organizer of intercultural communication in the classroom. First of all, he must have professional competence, the indicator of which is the professional skill of the teacher.

A foreign language teacher should have a good understanding of the world of a foreign language and foreign culture. This world includes knowledge about the connections of a foreign language and an individual, a foreign language and society, mutual understanding of another people in an intercultural dialogue.

The teacher's methodical skill is precisely to involve the student's personality in a dialogue between two cultures. The teacher should involve in intercultural communication all aspects of the student's life and activities, his experience, worldview, interests (educational and non-educational), inclinations and his feelings. Any foreign language lesson is a creative activity, the interaction of equal communication partners (teachers and students, students with each other). Every student should always be sure that they are listening to him, trying to understand, correctly evaluate what he says and does. The opinion of the student, as well as the opinion of the teacher, is respected mutually. The student has the opportunity to freely express his opinion. And the teacher, for his part, does not impose his own opinion on him.

An atmosphere of a favorable psychological climate and an atmosphere of democratic relations should prevail in foreign language lessons. A friendly psychological microclimate should exclude all irritability and ridicule about mistakes made by the student.

Foreign language lessons are always communication lessons. Students master communication techniques, master speech etiquette, strategy and tactics of dialogic and group communication, learn to solve various communicative tasks. The teacher and the student should become equal speech partners. Foreign language communication will bring joy to students if they feel that they are playing an important independent role in the lesson.

By mastering a new means of communication, students discover the cultural values of a new country, and then gain direct access to them. Each portion of the new material is presented as a fact of the culture of another nation. The novelty of the fact of culture itself, the way it is presented, and the appropriate technology for working on it contribute to increasing the cognitive, developmental and educational potential of a foreign language lesson.

The process of mastering a foreign language culture helps to satisfy the diverse interests of the personality of schoolchildren. At the same time, there is a development of thinking, a culture of intellectual work. The development of thinking is carried out mainly by solving constantly complicated speech-thinking tasks of different levels, reflecting the content of the communication process.

Mastering the cultural values of another nation in the process of learning a foreign language makes a significant contribution to the culture of intellectual work itself. Students develop the ability to use dictionaries, reference books, and memos on the rational performance of educational tasks.

Thus, the simultaneous process of mastering a foreign language and the facts of a foreign language culture is a special kind of intellectual work. This work is systematic and persistent. The process of learning a foreign language closely interacts with all spheres of society (economic, political, social, and spiritual).

A foreign language acts not only as a means of cognition, preservation of national culture, communication, personal development and education, but also as an important means of interethnic, interstate and international communication. «A foreign language» as E. I. Passov points out, «makes a person twice a person» [10]

High demands are placed on a foreign language teacher as an organizer of intercultural communication. A teacher of a foreign language should be able to use it as a means of communication, should be able to create situations of verbal communication in the educational process.

Special requirements are imposed on the level of his language training. The level of language training should allow the teacher to model the teaching foreign language speech environment, conduct lessons in the language being studied. The teacher's speech should be authentic, normative, and expressive and serve as a model for students.

In addition, the teacher should be able to adapt his foreign language and speech experience to the level of speech capabilities and general development of students. He must have a certain set of classroom expressions that will help him to correctly build the process of interaction with children in the classroom. For natural communication in a foreign language, it is very important to establish the correct pace of speech. The current opinion that students better understand the slow pace

of speech is deeply mistaken. Such a pace of speech disrupts the rhythmic and intonation pattern of the phrase and thereby makes it difficult to perceive and comprehend foreign language material. The pace of speech should correspond to the teacher's temperament and be normal. A normal pace of speech is considered to be one that does not seem strange to a native speaker. At a normal rate of speech, it is possible to achieve not only understanding without translation, but also to save a certain amount of time. A normal pace of speech contributes to better concentration of students' attention and good discipline. He encourages students to closely monitor the teacher, his verbal and non-verbal actions.

To create an atmosphere of genuine communication in the classroom, the teacher must be able to communicate himself: speak naturally, not mechanically (memorized), pay attention to the reaction of the interlocutor. The teacher should not read his lines according to the lesson plan. He needs to be able to take into account the interests of the interlocutor, to be sincere: formalism, indifference kills the spirit of communication.

During communication, the teacher should skillfully use non-verbal means of communication (gestures, facial expressions), which make his speech more emotional and expressive. He must be able to move around the classroom correctly, stand at the blackboard, and sit at his desk. This is due to the fact that the partner's speech mood largely depends on the posture of the interlocutor.

However, communication is a process that is determined by a two-way nature. No matter what communication skills a teacher has, he will not be able to achieve a speech partnership if students are not taught at least basic rules of communication in the classroom.

The teacher must simultaneously manage the process of learners learning the language being studied as a means of intercultural communication. At the same time, it is important for him to manage the process of communication in the lesson in this language. And for this, he needs to be able to transfer his knowledge, skills and abilities to schoolchildren, organize the educational process.

The negative attitude of a foreign language in students causes repeated repetition of speech patterns without a communicative task. In this case, the process of learning the language and culture of a native speaker of this language is perceived by students as a formal procedure.

During and after the lesson, the teacher analyzes his and the students' activities, makes appropriate adjustments to the educational process. Thus, a modern foreign language teacher should possess not only the science of teaching and educating students, but also the art of communicating with them. He has to be fair to them. The ability of a teacher to organize pedagogical communication with students largely determines the effectiveness of the educational process in a foreign language. A foreign language lesson should be considered as a complex act of communication. At each stage of the lesson, the actions of the teacher and students must be coordinated. Students should be aware of the need to acquire foreign language knowledge, skills and abilities. If the teacher's actions at the very beginning of the lesson are aimed at expressing the joy of meeting with students, from the upcoming communication with them, then they will motivate and stimulate all

subsequent speech activity of students.

Underestimation of mutual understanding between teachers and students can also lead to significant losses in mastering a foreign language. It is known that emerging interpersonal relationships can inhibit normal interaction or, conversely, contribute to it.

Thus, V. A. Kan-Kalik identifies the following styles of pedagogical communication between teachers and students: a) communication based on passion for joint creative activities; b) communication based on friendly disposition; c) communication-distance; d) communication is intimidation; e) communication-flirting. It is only in conditions of joint creative activity that a partnership relationship develops between a teacher and students. The teacher's speech is characterized by requests, advice, praise, and approval. The main form of educational activity is live communication between teachers and students. Thanks to friendly interpersonal relationships, the student does not feel afraid to make a language mistake, feels relaxed and free, which results in an increase in the level of motivation to learn a foreign language.

The adoption of a particular communication style cannot but affect the nature of the content and organization of a foreign language lesson. Entering into a cooperative relationship, the teacher focuses on the personality of the student and the prospects for its development. This is facilitated by the joint design of newspapers, collages, work on mini and maxi projects. These goals are also met by teaching methods that create an atmosphere of relaxation, activate the speech-thinking activity of students and stimulate their independence and creativity. Only under these conditions and with a good command of the above-mentioned knowledge and skills that constitute the professional competence of a foreign language teacher, a secondary school teacher will be able to implement a modern educational and language policy in the field of teaching foreign languages.

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