

THE COMBINATION OF EDUCATIONAL SKILLS IN THE STRUCTURE OF THE ACTIVITIES OF A TEACHER OF A FOREIGN LANGUAGE

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Annotation: *the formation of educational skills in a teacher of a foreign language, the totality of certain points of view for this, the integrity, the separation of the type of relationship, the regular occurrence of such relations between students and teachers, the current consideration of a teacher of a foreign language as an innovative process in the educational activity of a teacher*

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Each teacher is primarily an educator. An integral part of his pedagogical activity is the task of spiritually forming the younger generation. J. G. Yuldashev, S. Nishanova, O. Mosurmonova, B. Mamurav, A. S. Gazman, V. A. Scientists such as Petrovsky note that the methods of upbringing and points of view are not only content in connection with the specific requirements of public life, but are also directly related to the traditions of the people, the political construction of the state, the specific character, points of view and lifestyle of the teacher. An example of this is family life, the right attitude to its work, interpersonal relations, as well as the pedagogical culture formed in it. That is why, in our society, random pedagogical points of view are emerging. But teacher-student relations, depending on the personality of the student, are durable-clarifying, life-giving, and promising, like the point of view of educating the student based on interest.

Alternatively, it is not always correct to describe the skills of upbringing in a teacher of Foreign Language Science in this way. To do this, it is necessary to distinguish the sum of certain points of view, integrity, and type of relationship. Such relationships arise in a regular way between students and teachers. It is necessary to take into account the specificity and uniformity in the activities of a teacher of a particular foreign language science. For this, it is required to select mutually similar aspects of the classification. In this process, it is necessary to take as a basis the high goal of upbringing. Not only individual life situations should be taken into account when facilitating the student's

acquisition of identity as a person, in support of having his own life, but also situations, life turns, and completeness of life are taken into account.

Psychologists believe that to understand a person, it is necessary to understand his feelings. The integrity of educational activities is important in this. Each teacher of a foreign language subject must realize his actions, and shortcomings to ensure that his activities are aimed at the goal. While focusing on himself, the teacher carefully looks at his behavior, activities, lifestyle, and professional actions.

Value orientations embody indicators, needs, views, and professional development of the teacher's interests. The result of the experience of a teacher of foreign language science determines his future activities and behavior. Any thought should be born in the teacher himself initially as a content of complex personal experience. If the teacher himself does not have personal experience, he will not be able to effectively use the experiences of other colleagues.

As we analyze the skills of upbringing in a teacher of Foreign Language Science in the framework of modern pedagogical relations, we first study the circle of its relations, cooperation, which arises or specifically establishes with students. As educators and psychologists study the range of interpersonal relationships, they distinguish the range of cognitive, behavioral-based, and affective relationships. When, within the framework of cognitive relations, the subject's perception of the object is implied, in a relationship based on behavior, the result of activity and actions are perceived. The circle of affective relationships, on the other hand, embodies all the indicators related to the state of the individual. Including A. A. Bodalev distinguishes between research, practical and effective relationships within the framework of interpersonal relationships. Ya. A. Kolominsky, on the other hand, in his studies of cognitive, behavioral-based, affective relationships and their parts, B.F. In Lomov's research, however, he divides managerial, affective, and informational relations.

As a result of the understanding of upbringing as an embodied phenomenon, it is interpreted in pedagogy in the way of the emergence of a person's life. Within the framework of the teacher's educational activities, L. M. Luzin had divided 3 cases related to the occurrence of life:

1. A process associated with the formation of judgments and thoughts. This process allows you to understand the essence of thought. It helps to distinguish between natural and fake. However, it does not allow us to judge the hidden aspects of thought in the process.

2. Behavioral manifestations. They represent the beginning of the conscious activity. Personality behavior is an important indicator that

expresses its existence. The presence of a reader does not allow us to make comprehensive judgments about his internal circumstances. M. M. Bakhtin believes that a person is not a subject of actions, but a subject of a system of actions. Modern approaches to the actions of the individual put forward theoretical conclusions about their harmonious analysis.

3. Expression of anxiety. In this, it is manifested as a result of complex spiritual activity. In this process, teachers work creatively on artistic literature, and samples of Fine Arts, and strive to make the most of their educational opportunities. Such life situations are associated with the human psyche. Emotions that are not reflected in consciousness contribute to a better understanding of the author concerning him. In this place, the teacher uses the opportunity to possess the property of samples of artistic creativity to help change the personality worldview.

Currently, it is necessary to approach the educational activities of a teacher of foreign language science as an innovative process. This activity embodies 3 important components in itself: independent thinking, as manifestations of procedural and inclined-value activity based on creativity.

As we interpret the process of upbringing as a thought-forming process, in which educators are involved in the process of professional training. During his pedagogical activity, a teacher of a foreign language should be able to reflect the universe in his consciousness and analyze it. Particular attention is paid to the following:

- Professional approaches related to social norms;
- Situational, functional approaches adapted to the purpose of pedagogical activity;
- Approaches that determine the personal-professional interests, professional activities, and experience of the teacher.

In the process of education, the components of upbringing are reflected. It is important to analyze these cases in theory. The formation of knowledge in practice is not interpreted without a fork from the content of skills. This is manifested in the manner of Subject-subject relations. As part of this attitude, the student enters into cooperation with the teacher of a foreign language.

We will try to reflect below on some manifestations of pedagogical culture, which are manifested in the educational process. In the paradigm of pedagogical thinking, the activities of a teacher of foreign language science are composed based on the leading values and thinking of the Uzbek people. Such values and manner of thinking control and regulate the educational and educational activities of the teacher.

Many studies that put forward theoretical approaches to the pedagogical culture of the teacher, including J.G.Yuldashev, O.Hyderrova, Sh. Mardonov, B.Rakhimov, B.Mamurov, In the work of Boymurodova and others, various aspects of the pedagogical activity and experience of the teacher were analyzed. These are independent thinking activities of the teacher, general pedagogical activity, as well as emotional-value relationships with students.

Today, the following are recognized as the results of the pedagogical activity of a teacher of a foreign language in the educational process. Indicators that determine the essence of the activity of a teacher of a foreign language are determined by 3 types of results occupied by students. It should manifest itself as independent thinking skills, multidisciplinary activities, and emotional-value relationships of students, that is, moral experiences.

To date, every teacher should know exactly in what way his experience of social, and professional activity affects the result of Education. Alternatively, each teacher should be able to distinguish the results of the pedagogical activity, which, within the framework of his activities with an emotional-value orientation, will become more significant for himself. The establishment of process forms that determine the personal pedagogical culture of each teacher is also of important organizational importance. At first, it is necessary to determine the pedagogical point of view of the teacher, and the types of this point of view.

It should be noted separately that the greater the pedagogical experience of a teacher of Foreign Language Science, the more solid pedagogical culture and effective result he will have.

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