

Using Modern Requirements for Specialists of a Second Foreign Language

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ABSTRACT

this article deals with the modern requirements for specialists of a second foreign language, conducting lessons more efficiently with the assisting of miscellaneous aspects in terms of teaching, teacher's professional, personal and diverse capabilities, resolving the problem of cooperation as well as utilizing information technology in teaching process.

The issue of teaching a foreign language in higher educational establishment is now topical. Historically, it has been assumed that the success of educational activity is dependent on comprehending of pedagogy, its topic, and possession of its technique. Psychologists have demonstrated in recent decades that a educator's capacity to foster an atmosphere of mutual understanding and trust in the classroom encourages interactions, growth, and creative communication.

Pedagogues operate mostly on intuition, relying on their pedagogical gift. Even the most gifted individuals can feel useless and condemn themselves at times. Relationships with youngsters or adults are not always joyful. Many psychologists attribute this to the authoritarianism that exists in our culture and, as a result, in University. Attempts to forsake "team" education and training results in anarchy and disaster. Such a paradox heightens the sense of alienation and worry. As a result, adults and children are unable to communicate in a common language.

The characteristics of a mentor's professional-subject, personal (individual psychological), and communicative (interactive) attributes define his professional activity.

At the same time, the topic instructor has a distinct professional specialty. As a result, a foreign language teacher must have a high degree of understanding of a foreign language, as well as linguistic and socio-cultural information, teaching methods, and new advancements in this sector. In terms of foreign language teaching methodology, a student as a future educator should not only be taught how to teach phonetics, vocabulary, grammar, and different types of speech activity in a foreign language, but also form a system of methodological concepts, categories, and demonstrate their interrelationship and interdependence. Furthermore, it is becoming increasingly important to focus on the development of each student's specific skills, on the

education of clever, thinking persons who are predisposed to self-education. A proper arrangement of the learning process, namely the interaction of the instructor with the students as equal partners, personalities, or a team of personalities, might serve as a launching pad for this. Productive engagement is achieved when the instructor does not act on the student as an object - does not solve the issue instead of the student, who then merely repeats the solution, and they solve it together, with the instructor only assisting.

However, the effectiveness of teaching (particularly teaching a foreign language) is dependent on more than just the instructor and students working together. The interaction of students with one another is very crucial. Though, collaborative educational activity of children in the classroom, with students addressing each other, sharing perspectives, and even cooperating, is uncommon. Notwithstanding, the psychological basis for collaboration in the class is the interplay of their personalities, as well as the personality of the instructor, and the mutual understanding that develops between them.

Only in the conditions of joint creative activity of the professor and students, which has a personal meaning for each of them, that is, in the conditions of personal interaction, partnership relations develop between them, which manifest themselves in the relationship and mutual influence of the tutor and students.

The significance of the educational profession is reflected in the pedagogical actions performed by its representatives. It is a sort of social activity that aims to pass humanity's culture and experience from older generations to younger generations, establishing circumstances for their personal growth and preparing them to fulfill particular social tasks in society.

Professional pedagogical activity takes place in particularly structured educational institutions such as preschool institutions, schools, vocational schools, secondary specialized and higher educational institutions, institutions of supplementary education, advanced training, and retraining.

Pedagogical skill and educational skill are the fundamental qualities of a teacher's pedagogical activity and markers of his professional advancement.

Pedagogical proficiency is defined as a teacher's level of professionalism that includes a thorough knowledge of his/her academic subject, a good command of psychological and pedagogical theory, and a system of educational skills and abilities, as well as fairly developed professional and personal properties and qualities, all of which allow for adequately qualified training and education of students. [1]

Pedagogical expertise is the foundation of a teacher's professionalism, and it is impossible to function in a school without it. The next level of professional development is pedagogical skills.

Pedagogical mastery, as a qualitative characteristic of the teacher's educational activity, is nothing more than the teacher's educational and educational skill brought to a high level of perfection, which is manifested in the special refinement of methods and techniques of applying psychological and pedagogical theory in practice, ensuring high efficiency of the educational process. [1]

It is stated that teacher is more than just a teacher; he or she is also an actor, artist, sculptor, and so on. For him, every lecture is a performance in which he is the main character, the director, and the director. His ability, knowledge, talents, and, of course, imagination influence how the session goes, how pupils absorb the content, and how they arrive at the following lesson.

Pedagogical creativity is defined by the incorporation of specific methodological alterations into educational activity, as well as the rationalization of teaching and rearing approaches and procedures without disrupting the pedagogical process.

A teacher's greatest degree of professional engagement is instructional innovation. It spontaneously incorporates and implements new, innovative ideas, concepts, and approaches in the process of education and parenting, drastically changing and improving their quality.

A mentor is not only a career in which the essence is to convey information, but also a lofty purpose of establishing a personality and confirming a person in a person. In this sense, the purpose of pedagogical education may be defined as the continual general and professional growth of a new type of teacher, who is distinguished by the following characteristics:

- high civic responsibility and social activity;
- love for children, the need and ability to give them your heart;
- genuine intelligence, spiritual culture, desire and ability to work together with others;
- high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions;
- the need for constant self-education and readiness for it; physical and mental health, professional performance.

All other traits and characteristics of a person displaying his social and moral orientation are determined by ideological belief in the action of a teacher. Social needs, moral and value orientations, a feeling of public duty and civic obligation, in particular. The teacher's social participation is motivated by ideological commitment. As a result, it is rightly regarded as the most profound core trait of a teacher's personality.

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