

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
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РЕСПУБЛИКА УЗБЕКИСТАН



АБДУЛЛА ҚОДИРИЙ НОМИДАГИ ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ  
IN THE NAME OF ABDULLA QADIRI JIZAK STATE PEDAGOGICAL INSTITUTE  
ДЖИЗАКСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ ИМЕНИ  
АБДУЛЛЫ КАДИРИ

**«ТАЪЛИМДА ФИЛОЛОГИЯНИ  
РИВОЖЛАНТИРИШНИНГ ГЛОБАЛ МАСАЛАЛАРИ»  
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**GLOBAL ISSUES OF DEVELOPMENT OF PHILOSOPHY IN  
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## REQUIREMENTS FOR PEDAGOGICAL EXCELLENCE IN THE MANAGEMENT OF EDUCATIONAL PROCESS

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**Annotation:** This article gives information about the system of knowledge on the psychological aspects of such issues as pedagogical communication, pedagogical politeness, components of pedagogical abilities, pedagogical skill in the pedagogical process, pedagogical skill in managing the educational process, pedagogical etiquette, pedagogical creativity.

**Key words:** pedagogical process, skill, knowledge, creativity, physiology, psyche, socio-psychological, personality, communication, abilities.

The work of our President Sh. M. Mirziyoyev "We will build our great future together with our brave and noble people" further emphasizes the ideological inviolability of young people, their patriotism, a sense of gratitude and firm confidence in the future. [1;3]

In the process of implementing the national training program in our country, the teacher's responsibility for the upbringing and education of the younger generation afore society will continue to increase. The role of the educator and his duties are determined by the importance of attention paid by society and the public to the work of educating the younger generation. A modern educator cannot be a social psychologist. Because he needs to be able to establish mutually beneficial positive relationships between children, to know the application of social and psychological norms in the children's community. As you know, teaching is one of the most difficult spheres of human labor [2;20]. In addition to the requirements of the pedagogical society in its activities, one should also remember what surrounding people, the administration of the preschool institution, colleagues, children and their parents expect from it. It is important for a teacher to know what he expects from his work, so that expectations, although they fit to the requirements of society for a teacher, have their own characteristics. But these requirements may not always correspond to each other.

Researches carried out by psychologists has shown that the departments of public education do their utmost to assess how important certain qualities of a teacher are. A number of serious requirements are imposed on the future pedagogical personality. They can be divided into basic ones, that is, it is impossible to become a highly qualified teacher or educator without mastering them, and secondary ones, that is, they are intended not for direct pedagogical activity, but for its formation as a person and for requirements that are important in the upbringing and training of a person. Like general basic requirements, secondary requirements are imposed on the psychology of the teacher's activity, that is, on his communication, abilities, knowledge, qualifications and skills, qualities necessary for the upbringing and education of children. Among the main ones, it does not change in additional psychological characteristics, that is, in each period, time and peoples are constantly changing, necessary for teachers and educators, for qualified teachers, that is, arising from the requirements of a certain period of socio-economic development, life in conditions in which determined by society, and the requirements of the educational work environment. The main, important and unchanging requirements for the educator are attachment to children, special knowledge in the field of pedagogical activity, independent work, broad thinking, pedagogical intuition, highly developed thinking, deep knowledge, culture and good behavior, possession of the skills of using various methods of teaching and raising children. Without any of the qualities mentioned above, it is impossible to successfully perform pedagogical work.

Additional, but relatively stagnant requirements for a teacher include availability, artistry, cheerful behavior, good taste, and so on. Although these characteristics do not stand in the most basic place, they are of great help in the teacher's activity. All of these features are not innate abilities. They are mastered with the regular work of the educator, as well as with his hard work on

himself. The main and secondary pedagogical characteristics are concentrated, determine the personality of the teacher, these aspects are manifested in the force that each teacher is irrevocable as an individual.

Of the requirements imposed by society, the most important are the personality of the teacher and the qualities associated with his profession. The main requirements of society for the teaching profession are as follows:

- to educate a person from the spiritual and educational side, to know the essence of the ideology of national awakening and universal wealth, to bring up children in the spirit of loyalty to the ideas of independence, to love their homeland, nature and family;
- have a wide level of knowledge, be aware of various knowledge;
- have in-depth knowledge of youth, educational psychology, social psychology and pedagogy, youth physiology and school hygiene;
- possession of thorough knowledge of the subject in which he teaches, and awareness of new achievements and shortcomings in the field of his profession, in world science;
- mastering the methods of teaching and upbringing;
- the creative side of his work;
- the child will be able to understand his mental development, his inner world;
- possession of pedagogical techniques (logic, speech, expressive means of education) and pedagogical tactics;
- continuous improvement of pedagogical skills.

Every teacher should strive to meet these requirements at the highest level. The requirements imposed by society on the educator, the most important personal qualities of various teachers are their homeland, native language, love for the history of their people and their culture, living in the idea of state independence, a high sense of social responsibility, the assimilation of such qualities by children from society, the ability to self-development. It is also important that he is noble, smart, spiritually pure, and corresponds to high goals in spirituality and enlightenment.

The teacher's loyalty to his homeland, love for children, the desire to educate them in the spirit of humanism are social expectations, the individuality of the Educator, his readiness to meet the requirements thus testify to the readiness of a particular educator for pedagogical activity. [3; 10] In a certain historical period of society, the solution to the issue of the main and secondary variable characteristics of the educator, characteristic of the specified time and place of work, becomes somewhat more complicated. The new conditions that are taking place in society pose new goals and objectives in the field of education and professional training. In order to form a child as a free-thinking personality that meets modern requirements, it is necessary that the educator himself be an independent thinker, highly educated, broad-minded person and regularly develop these qualities in himself. Parents expect him to be able to educate and teach their children, despite teacher's working experience and age. And children characterize teachers according to three different qualities. In particular, firstly, the educator's humanism, justice, a clear conscience, the qualities of loving children; secondly, depending on the external qualities and behavior associated with the sensitivity, hard work of the educator; thirdly, they characterize the educator in accordance with his qualities related to the educational process, such as his knowledge of science, his understanding of it. It should be noted that along with the requirements for increasing the efficiency of the educational process, social requirements for the personality of the teacher and his activities are also growing. The requirements for the educator on the part of society, various social expectations, the individuality of the educator, his readiness to meet the requirements thus indicates the level of readiness of a particular teacher for pedagogical activity.

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## PROBLEMS AND SOLUTIONS ON TEACHING ENGLISH AS A FOREIGN LANGUAGE

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**Annotation.** This article given below notes four global issues faced by numerous English teachers with learners in classrooms and shows how to solve them. Some notes written are taken from my own life experience.

**Key Words:** issues, solution, methods, skills, active methods, passive methods, interactive methods, resources, pronunciation.

### Introduction

This article aims at focusing on important problems like methods to be adopted in dealing with the learners for their effective learning of English Language skills and communication skills used in schools. Nowadays learning English is very important for both teachers and students. Pupils join different courses, classes and groups where English teachers teach them the language in order to get speaking and writing skills of English. As you know, English is taught to non-native speakers as a foreign language all over the world. However, it is not easy being English teacher to others who don't accept English like mother. In addition, teaching international language to adult students is different from teaching it to young learners. By the way, it is difficult to teach young students than elder learners because of their physical energy and short attention I think.

The people who are into English language are expanding day by day. At the same time, study issues faced on getting education and teaching coming out step by step. This article given shows some examples of real problems of education and supports solutions.

### The methodology

While traditional methodologies such as the audio lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom. Additionally, methodological approach in teaching foreign languages may be divided into three groups.

- passive methods
- active methods
- interactive methods

If we remember here in the first place about the passive methods, it should be noted that in passive methods a master is in the middle of teaching. The teacher plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests

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