

THE ROLE OF TRAININGS IN THE FORMATION AND DEVELOPMENT OF FUTURE FOREIGN LANGUAGE TEACHERS

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At a time when our independent Republic is entering the XXI century with bold steps towards socio-economic development, the need for highly qualified, competitive specialists is growing. The National Training Program of the Republic of Uzbekistan is aimed at meeting such a very important social need. In the professional training of future professionals, special attention should be paid to the formation of leadership qualities, leadership skills of the student body. After all, today's talented, enterprising young people studying in modern universities work as foreign language teachers.

A new approach to education, which needs to be introduced in the future, should be based on the active participation of more learners in innovative educational technologies, aimed at developing the need and skills for independent learning. The teacher should move from the role of the transmitter to the role of the developer, who organizes the process of active learning of students, psychologically and pedagogically rationally supports their existing needs for knowledge, free thinking, creativity, innovation.

What should foreign language teachers look like in the new century? The analysis of the results of our research, which includes this question, shows that in the opinion of respondents, modern foreign language teachers are spiritually mature, enlightened, have a deep knowledge of modern social psychology, new information and communication technologies. must be able to find a way, be able to express themselves clearly, have communication skills, organizational, business acumen, be fair in evaluation. This concept embodies the qualities of a foreign language teacher, such as the ability to find their way into the hearts of students, the ability to direct students to the goal with their public speaking skills, communication skills, a high culture of communication. . We believe that in the training of future foreign language

teachers, it is important to study, create and implement methods of communicative literacy.

The main task of social psychology is to explain the nature and laws of the complex relationships that each person has with society, the complex relationships that he or she establishes with people like him or her, and the phenomena that occur under their influence. Social training is a practical area of social psychology that studies such complex mental realities.

The relevance of social psychology today and its relevance to all processes taking place in society has also expanded the scope of its areas of application. Social training primarily focuses on teaching individuals or groups effective communication skills and ways to increase their communicative knowledge and measures to put them into practice.

In the field of psychology, as opposed to social knowledge or communicative literacy, which is formed in the process of increasing personal experience, social skills and abilities in one's life, these processes are aimed at the immediate formation of social qualities related to the activities of the individual and the group. There is a set of applied styles. They are abbreviated as Social Psychological Training (IPT) or Social Training.

The term "training" in English means "training" - it is the preparation of a person for various areas of social activity, in which the level of knowledge of an individual or a group in the field of communication is purposefully developed through a special system of exercises. That is, it prepares a person for social interaction in a purposeful way. For example, to prepare future professionals to effectively carry out their future activities. Training of management in effective management methods, etc.

Social psychological training is organized in a special way, in which the individual needs of each participant in individual situations, the qualities that need to be formed individually play an important role, and the person is deliberately placed in this or that social psychological situation.

The specific situation for a training session must have a clear purpose, personal needs, and the ability to clearly follow and manage certain aspects in order for the person conducting the training or the initiator of the training to be successful. So, the essence of social psychological training is to teach people to know themselves and others, to understand human relationships.

Training sessions are usually held in special rooms or in specially selected places (in the embrace of nature). But the main requirement in the preparation of the place is that the members of this group should be able to interact directly with each other or to look each other in the eye. For example, a round table is a gathering of people face to face, and so on.

Depending on the shape of the group members sitting around the table, or their spatial position relative to each other, individuals will also feel different. For example, if the members of a training group are located around a rectangular table, then the spatial perceptions and attitudes of each member are prone to debate, and this situation is called "I-discuss". Or if the position of the person in the conversation around the round table, which is about 1.5 meters by 2 meters in diameter, is called "I'm in the game", if the desired position on a soft surface (armchair, rug and sofa) is "I-in-myself". called.

It is known from the history of the formation of social psychological ideas that in the late nineteenth and early twentieth centuries, in the process of psychological research, social psychological factors were gradually taken into account. For example, in recent years (social psychology, community psychology, the theory of social motives of behavior) and others, social psychology has begun to be studied. For the first time, the American psychologist F. Olpart described in the literature that this effect is positive and that the phenomenon is called "Social Facilitation". The word facilitate is derived from the English word facilitate, which literally means the increase and acceleration of human activity due to the presence of a different image in the mind of an individual or the presence of a group or individual.

In 1913, another German researcher, W. Myode, developed a program of collaborative groups. Although his experiments at first glance seemed to focus on

the cognitive processes of the individual, in reality they studied the effect of the group on the mental activity of the individual. In groups of 2-3 people to 16 people, he studied the effects of muscle activity, pain resistance, sensitivity, attention, memory, the course of associations, first individually and then in a group setting, using special equipment. 'rgandi.

Observations have shown that the indicators of mental processes and situations in which he is interested have a significant advantage over the individual variant in the group variant.

There have also been cases where the presence of “weak, vulnerable” children in the group has increased the activity of other “average” opportunities. The results are summarized in his book, *Experimental Psychology of the Mass*. In this work, V. Myode argues that in all kinds of experiments, based on experiments, it is necessary to take into account the fact of social psychology.

The use of elements of training in the teaching of pedagogy, psychology, training experiences of foreign language teachers with students and psychologists-pedagogues testify to the effectiveness of this method of teaching social psychology. Culture develops through knowledge and mastery of different languages. According to the system "Common European language competence: learning, teaching, assessment" (detailed from the Strasbourg materials), the goal of education is to achieve language competence. Learning and using a foreign language is a human activity. In the process, a person develops a number of competencies as a subject of social activity: general and communicative. (CEFR, 8)

The advantages of competencies are the knowledge, skills and attitudes that develop in the process of language use (ability to learn a language, ability), the performance of communicative tasks, activities in different situations and contexts, the ability to communicate by overcoming linguistic and cultural barriers.

Sociolinguistic competence includes socio-cultural competence, the ability to present the national characteristics of authentic speech: the customs, values, rituals and other national-cultural features of the country in which they live, and to compare the language with the country in which it is studied. (Public education, 9)

In the system of continuing education, a special place in the process of teaching foreign languages is given to the formation of sociolinguistic, ie socio-cultural competencies of students. In order to organize this process properly, it is necessary to pay attention to the following:

1. The process of foreign language teaching should be aimed at preparing for interlingual, intercultural communication. This is because each person understands and expresses the world through his or her own cultural norms. It serves to develop foreign language students as individuals capable of "seeing the world through the eyes of a foreign language learner." Intercultural education is the presentation of images in the advertising of alien life in a new cultural context.
2. In the case of a meeting of communicators on the way to educational communication, the perception of the transmitted information does not go smoothly. Furthermore, the till structure is built on a different socio-cultural basis. In the formation of sociolinguistic competencies, it is important to prepare students for the next meeting of dialogue and cooperation with foreigners, ie the native speaker, to understand each other.
3. In addition to the study of language aspects in foreign language classes, it is required to study the cultural features, secrets, adopted laws and customs of the country where the language is studied. For example, in English "I forgot something" and in German "Sorry, I'm late", to ask about the situation of a first-time visitor or a stranger, when you say "No", please, compliment or coercion is completely wrong. There will be settings. It is well-known that from time immemorial, a cultured, spiritual person was considered moral, polite, thoughtful and orderly.
4. In the process of formation of sociolinguistic competencies of students to study proverbs, sayings, aphorisms, phrases, phraseological combinations, discussions of different genres, gestures, hand and body movements in accordance with different topics and situations of communication. brings the language closer to the representative.
5. To teach language learners to listen and understand the speech of different people (women, men, the elderly, adolescents, young children, etc.), through everyday life

situations, ie noise, calm and positive and negative emotions - emotions They need to be taught to hear, see, distinguish, generalize and draw conclusions from the audio and video texts they reflect. To do this, the teacher and the student must regularly work creatively with foreign language material, listen to authentic different foreign language programs, broadcasts, educational films, etc. in the classroom or at home. These demonstrations help to standardize lexical, grammatical, and pronunciation conventions and skills, and to learn, understand, and apply new Grammatical phenomena, words, and phrases in future speech. Difficulties in communication are overcome by strengthening the communicative and cultural-pragmatic functions of the foreign language in the system of primary and continuing education and through regular exercises.

The conclusion is that the formation of sociolinguistic competencies of students in the system of continuing education will contribute to the further integration of our country into the world community.