

**CHARACTERISTICS OF STUDENTS' ENGLISH LEARNING BASED ON
PEDAGOGICAL FACILITATION**

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Abstract: *This scientific article presents comments on the concept of pedagogical facilitation and its importance in the educational process.*

Key words: *pedagogical culture, potential abilities, educational practice, student and educational content, trainer, non-traditional, democratic model.*

INTRODUCTION

Globalization in the world, the rapid development of techniques and technologies, the deepening of relations with the world community are the reasons for the increase in the demand and need of our people, especially young people, to learn foreign languages.

In this sense, the decision of the President of the Republic of Uzbekistan dated May 19, 2021 "On measures to bring the activities of popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan" calls for a comprehensive review of the foreign language teaching system and the activity of foreign language pedagogues to a new level. Requires lifting.

In recent years, the interest of young people in learning foreign languages has increased, and they are becoming students of several foreign and local higher education institutions. However, when it comes to the quality of education, we hear objections such as "a foreign language specialist does not have the skills to conduct a lesson: he cannot manage an audience, he cannot organize an interesting lesson, or he is not aware of modern methods." It is necessary to reconsider the views on foreign language education and the requirements for foreign language pedagogues.

Tests introduced in accordance with the standards of our country and the world help to determine the level of language knowledge of applicants, that is, their knowledge of reading, writing, listening and speaking. Such knowledge is intended to determine the level of language proficiency or admission to prestigious higher education institutions for communication and communication in a certain area. However, from the point of view of language education and pedagogy, such competencies are not enough for a skilled pedagogue. Facilitation is also very important in teaching English.

METHODOLOGY

Facilitation is the pedagogical culture of the future teacher. The phenomenon of facilitation encompasses both group dynamics (influencing power) and individual dynamics. Facilitation (from English. Facilitate – to help, guide, facilitate) is one of the effective psychological, strategic tools and methods in its arsenal (master room) that help a person or team find the best solution to achieve results. Using non-directional guidance and assistance technology.

Today, it is generally recognized that the science of pedagogy is undergoing a transitional phase associated with updating the content and forms of the educational process. Famous psychologist A.G. Asmolov called this stage “an open road, from a useful culture to a culture of dignity.” Therefore, a cultured person is not only an educated person, but also deserves the respect of others and self-respect. Therefore, the problem of implementing interaction with others, establishing relationships with the world, people and oneself is one of the most important tasks of our time.

DISCUSSION AND RESULTS

The society of our country assigns to education the task of preparing young people for life in the conditions where the professional mind of the teacher is oriented towards recognizing the ability of the teacher to respect the personality of the student, to appreciate his right to self-determination as the priority basis of activity. Pedagogical field is a combination of all types of purposeful personality formation, and its essence is the activity of conducting and mastering social experience. Therefore, in the context of information-rich space and new educational technologies, the paradigm of person-oriented education Teachers are faced with a situation where the goal of education is to help the teacher change and train. To influence the development of certain trends in society, to prepare the young generation to solve the global or local problems of our time, to predict their consequences. And the ability to teach them to prevent them when necessary is the leading role of the teacher educator. For each individual, education has a more or less definite personal value. In developed countries, the educational process that occupies a quarter of a modern person's life, makes his life meaningful and spiritual, colors it with different emotions and satisfies the needs of knowledge, communication and self-affirmation. In the process of education, a person's potential abilities are determined and developed, his self-awareness is realized and a human image is formed. With the help of education, a person adapts to life in society, acquires the knowledge and skills necessary for this. Based on the principle of assistance, the teacher becomes a mediator between the science of pedagogy and educational practice, the student and the content of education. Thus, the analysis of theoretical research and educational practice shows that the new, democratic method in the construction of the

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educational process is characterized by the following features: the education conducted on the basis of assistance provides students with long-term education and personal self. Directs to the effect of self-awareness; the initiator and leader of the educational process is the student himself; the nature of the relationship between the participants – the alternative superiority or equality of the teacher and the student. Life in a constantly changing environment is becoming a new norm, which requires the ability to solve constantly emerging new non-standard problems, life in a multicultural society, which creates increasing demands for interaction and cooperation. The role of the trainer does not have to be a teacher-assistant, but can be any valuable information carrier. The final educational product: on the one hand, the student, his (level of professional training), on the other hand – the things achieved as a result of the activity (the educational product itself). The topic of the activity is covered; activity oriented object; tools used during the activity; environment, all kinds of connections between them). Such a non-traditional, democratic model of the educational process can be successfully used in the process of teaching adults who have a conscious motivation to learn, who want to creatively master the studied topics. This group can include high school students, students, professionals studying in the vocational training system, and others. As for primary and secondary schools, this activity successfully combines elements of democratic and authoritarian methods of managing the educational process. In order for the teacher to become a real subject of pedagogical activity, it is necessary to form pedagogical relations aimed at developing him, assuming a respectful attitude towards the student, combined with the desire to help and empathize with him. Educational support is learning to know, learn to do, learn to live together, learn to live by organizing special psychological interaction and interpersonal relationships between teachers and students that arise in cognitive activities. A process that enables learning. We understand the process of education as a joint activity of the teacher and the student, increasing the effectiveness of teaching, increasing the effectiveness of teaching, that is, the process of educating the subjects of pedagogical interaction due to the special treatment style and personal characteristics of the teacher. Furthermore, teaching facilitation is often regarded as the most important professional quality of a teacher. First of all, it is necessary to determine the criteria for facilitating learning. One of the important criteria for facilitating teaching in modern pedagogy is the effectiveness of the teacher's work and can be. Expressed in the words of Kant: "Thoughts should not be taught, but thought", which has become especially important in the 21st century, because "Student activity models are mastered through educational models" (MT Gromkova) . Hence, there is an interest in the teacher as a helper, a person who promotes the manifestation of initiative and provides personal interaction of students, which in

turn contributes to the intellectual development of students. Necessary conditions for easy communication by students are: personal qualities, level of learning, emotional state, abilities of students. At the same time, the professional position of the teacher-trainer and its influence on the student's independence were not the subject of pedagogical research. The problem of training the teacher not as a subject, but as an organizer and assistant of the educational environment remains open. There are already educational institutions that train teachers for alternative schools, but usually people who have graduated from the relevant schools go there. There are still no prestigious higher education institutions in the world that have experience in training teachers capable of teaching in any type of school. It seems that this problem is aimed at staying untraceable for a long time.

Today, facilitation competence is being formed in pedagogy and psychology (G.S. Savolainen), which is considered as ownership of the knowledge system in the field of pedagogical assistance; understanding the importance of the teacher's support activities in the educational process; Facilitating education and owning the methods and methods of having a positive experience of such activity is the interdependence of the components of competence: knowledge, motivational, operational-active and reflexive. And finally, we consider facilitating education as a manifestation of new thinking. To be, we have the right to call it true diversification of education. It is not only the production of the process, but also the essence of the teaching (teacher) work that is important: the freedom to develop points of view, the absence of immutable truths, the search for new information, attempts to consciously solve problems, the individual himself. Is to create the necessary conditions for self-organization and self-development. However, regardless of the content and methods of teacher training, it is useful for everyone who enters the pedagogical field to remember: your children are really your children it's not. They are sons and daughters of life striving to overcome life. They come into the world through you, but not because of you, and although they are still with you, they do not belong to you. Their bodies live with you, but not their souls, for their souls live in the house of tomorrow, where you cannot follow them even in your dreams. You can strive to be like them, but do not try to make them like you, because life does not go back and it is impossible to live in "yesterday". The socio-economic changes taking place in the country and, as a result, the modernization of general secondary education (the latest modern) require a new approach to the professional competence of teachers. The teacher's professional skills are becoming a decisive factor in ensuring the quality of education, and the concept of "professional competence" (characteristic) is the main one.

Today, a teacher is not an "adapter" who can adapt to the demands of society, but, as Fleming Funch pointed out, a teacher is a "counselor", a

“therapist”. From a philosophical point of view, personality is a stable system of socially significant characteristics that characterize a person as a member of society. The main burden of this definition is related to the phrase “socially significant characteristics”, therefore, in order to develop a model of a teacher’s personality in an adaptive (adaptive) school, it is first necessary to determine what these socially significant characteristics are.

From the point of view of science, the main elements that make up the personality of a teacher are professional skills, competence, productivity, socially oriented personal qualities. But science is one thing, but in practice we have to have a very good idea of what students expect from us, because they are the main indicators of our activity. In our theoretical framework, special attention is paid to the demonstration of innovative culture as the highest manifestation of general cultural, professional and personal qualities. This is because culture, profession and individual characteristics are the three main sources of information, ideas and inspiration, creating opportunities and the need to invent, experiment, apply new, useful, effective defines.

First of all, it is necessary to show the innovative culture as a professional phenomenon, because professionals, in whatever field they work, bring new things to different areas of social life – work, everyday life, recreation, knowledge and communication. However, we start from the fact that the initial base of the innovative culture of a teacher (perhaps representatives of many other professions) is the general cultural (socio-cultural) qualities of a person: 1) spirituality, 2) citizenship and 3) knowledge, because they are all education is embedded in the content of the learning process, forms its atmosphere and should gradually become the characteristics of students. Professional qualities that contribute to the educational process of high efficiency innovations are undoubtedly:

1) Subject knowledge, 2) technological culture and 3) psychological culture. Psychological culture should be emphasized. A teacher-teacher is in direct contact with people, as well as with teachers. Daily face-to-face, sometimes face-to-face in difficult situations, creates an acceptable, comfortable environment for a person, prevents conflicts, arouses sincere interest in what is happening, cooperation and cooperation in a team. Is it necessary to prove how necessary it is to have a psychological qualification for a person who has to install stliik? It is known that psychological culture is objectively necessary not only for teachers, but also for representatives of many professions. Without him, no innovation can appear, only because the assistant himself is the most difficult for everyone. Psychologically, it is very important not only to maintain the tone of others, but also to regulate one’s own well-being.



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Nevertheless, researchers often emphasize that in the spheres of activity of social importance, where the manifestation of personal qualities is an indispensable condition – in art, science, and, of course, in the field of education, some characteristics of the individual is the most important factor in innovative development. It is impossible to disagree with this exact situation. At the same time, it should be noted which qualities are necessary for the formation of the innovative culture of the assistant teacher. It is necessary to emphasize the following characteristics of the person: 1) attitude towards children as developing subjects; 2) culture of human interaction; 3) attitude towards oneself as a developing subject. If the first two characteristics are often spoken and written about, they speak of the teacher's understanding of himself as a person capable of development only in a professional sense. However, it is very important to consider oneself as a person who is developing in a positive direction, developing meaningfully and purposefully, with new abilities and character traits. Without renewing oneself, it is impossible to renew the life around. These are interdependent processes.

CONCLUSION

Summarizing all that has been said, I would like to say that the work of a future teacher is not always immediately noticeable. Often, it manifests itself after some time in the personal qualities of students. Lunacharsky, - a teacher is a person who shapes the future, he is a factor for this future to a large extent. Only the individual is capable of educating the personality. Therefore, it is clear that the development of the teacher himself, his intellectual, moral and professional characteristics should be higher than the level of the social environment. This is possible if the teacher knows his social importance, high responsibility, cognitive activity, constant objective introspection and systematic work on self-improvement. The sooner the process of forming readiness for cooperation begins, the sooner the person will be aware of his capabilities, role and any help in the context of the relationship. Therefore, almost from birth, a person can and should be directed to understand and establish human relationships with the world and people. From this point of view, it is difficult to overestimate the importance of one's pedagogical position and pedagogical style.

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