

<https://doi.org/10.62837/2025.3.18>

SƏİDƏ VERDİYEVƏ
Azərbaycan dövlət Neft və Sənaye Universiteti
Ünvan :Azadlıq,20
saidaverdiyeva8@gmail.ru

SOME REQUIREMENTS FOR A CONTEMPORARY FOREIGN LANGUAGE TEACHER SUMMARY

This article is aimed to consider the current role of a foreign language teacher.

It is evident that the role of the language teacher today is not as simple as in the past. English language teaching has changed radically over the last generation. The contemporary educational setting has considerably widened the spectrum of roles the teachers have. Every day methodologists and researchers are discovering new factors and ways that play an important role in language learning. At present, only knowledge of the linguistic structure of the language is not enough for being a good language teacher. Teachers should have a wide background knowledge of the social environment that influences their learners, know and use different pedagogical techniques, be able to acquire computer skills and use technologies in education for giving presentations, sharing documents and uploading PDF files and other teaching materials, etc.

The other criteria for being a good foreign teacher is the ability to gain awareness of teaching : 1) by observing other teachers' teaching, 2) self-observation, 3) action research, and 4) by keeping teacher journals.

The more interest teachers have in gaining awareness of how they teach and the more informed they become about what it is that they do in their classrooms and the impact this has on their students, the more freedom they will have to direct their teaching toward successful student learning.

Key words: knowledge, foreign language, teacher, ability, role, techniques

Writing about key criteria of teaching a foreign language, the first thing we need to consider is the role of a foreign language teacher. It is a well-known fact that teacher's role in the classroom is great and it is impossible to give the whole list of responsibilities the teachers have to possess. But one of prime responsibilities is to facilitate students' output i.e. to facilitate the execution of different tasks which will encourage students to acquire a foreign language. Before attempting to encourage important learning values in learners, the teachers should first consider their own motivation and perceptions of learning. For this purpose, teachers have to justify the

value of the content and the objectives of the lesson and only then students will have a stronger reason to attend the classes.

Let's study some main qualities of a motivational teacher. We can divide these qualities into three categories: 1) professional knowledge 2) professional skills and 3) attitude

Let us study each category. First is professional knowledge.

Knowledge should be in the first place otherwise the students will be misinformed. What do we imply by professional knowledge?

- knowing the subject very well and keeping it up to date
- knowing about theories of learning and teaching
- understanding the problems the students can face with
- the ability to react to students' questions and answer them with the expected level of professionalism

In one sentence, it is a combination of subject matter expertise with pedagogical knowledge and an understanding of students and their learning processes.

What do motivational teacher's skills include?

- being creative
- providing sufficient assistance and challenge to students
- the ability to vary the pace of lessons
- the ability to use a variety of materials and methods to make their lessons interesting
- the ability to work with mixed level of students
- the ability to help students to work independently
- the ability to help students to correct their mistakes without demotivating them

The good language teacher needs to have a positive attitude to what happens in the class and be patient to his students. Positive attitude implies:

- interest in students as individuals i.e. understanding students' individual needs
- being enthusiastic and encouraging
- having a sense of humor
- being friendly and helpful
- helping to create a good friendly atmosphere in the class
- providing feedback for learners which can help teachers better understand and meet their learners' needs.

There are many more criteria that a motivational teacher has to possess in order to hold the attention of a class and make learning enjoyable and effective.

The other significant requirements to the teacher is organizing a lesson and managing a classroom.

One of the main important parts of organizing a lesson is setting up activities in a proper way. Firstly, the teacher has to get all the learners' attention. The instructions given to the students should be brief and clear. Bearing in minds the learners' level the teacher should think about complexity of language, number of words used, speed of delivery, and how many instructions were given at any one time. The best way to do it while teaching online is to present them in Power Point or write on the whiteboard providing a demonstration of the activity. Nevertheless, it is possible that some students cannot understand or misunderstand the task. By asking questions referring to the task, the teacher can check the comprehension of the assignment.

No less important role does play clarification of the purpose of the task i.e. if the purpose of the assignment is obvious to the learners. It will help to motivate the students. Secondly, once the teacher has checked the comprehension of the instructions, the next step will be monitoring the students' activity in progress to make sure that they all are on task.

All the activities planned to be provided in the class have to be focused on the class; firstly, the teacher should take into consideration the level of learners in the class: which students are stronger, middle, weaker; secondly, what they are capable of; thirdly, which students tend to initiate classroom talk more often and which students tend to hide, or being shy; and finally, what types of activities the learners respond well to.

In brief, the purpose, the tasks, and the questions the teacher sets for the learners should be motivating because the aim of teaching foreign language is to develop language skills rather than merely to test understanding. Teachers need to identify activities which will lead to communicative, authentic use of language.

According to the purpose of the lesson a teacher can use different types of techniques, such as

1) Test teach test (Test to see what the learners know and create a need for the target language; teach-present the language; test-practice using the target language).

2) Presentation Practice Production (presentation i.e. a new language is taught; practice-learners practice the new language in a controlled way through exercises; production-learners practice the language in a less controlled and freer way using communicative activity).

3) Guided discovery when learners are working out the language structures themselves with some guidance from the teacher.

4) Task based learning when learners complete a task rather than looking at a specific area of language; for example, filling in the gaps. By completing a task, learners are practicing a range of language and are learning new language when they need it.

5) Total physical response when learners act out or respond to the target words without speaking.

All these teaching methods make the lessons diverse and interesting. The teacher himself has to choose the appropriate technique to achieve the purpose of the lesson since they have some advantages and disadvantages. For example, total physical response, unfortunately,

cannot be widely used in remote lessons.

Besides the above mentioned criteria, there are many more roles for the teacher. They include observation of other teachers' teaching. Fanselow (1988) points out, teachers can see their own teaching in the teaching of others, and when teachers observe others to gain self-knowledge, they have the chance to construct and reconstruct their own knowledge.

A second approach to awareness of teaching is self-observation. Like observation of other teachers, it is possible for teachers to video-or audiotape their own teaching, and review the tape while using a tally sheet or taking descriptive notes of the classroom interaction to study.

A third approach to awareness of teaching is action research, which is defined as self-reflective inquiry initiated by teachers for the purpose of improving their classroom practices. As Allwright and Bailey point out (1991:44), such a process "allows teachers who wish to investigate events in their own classrooms to take constructive steps towards solving immediate problems, systematically reflecting on the outcome".

A fourth approach is keeping teacher journals or diary studies which provide another way for teachers to gain awareness of their teaching. Bailey (1990:215) defines a teaching journal as "a first –person account of a language-learning or teaching experience ...and then analysed for recurring patterns or salient events".

As it is seen from this study, the roles of modern teachers of foreign languages is diverse. We teachers, should remember that it is the primary responsibility of the teachers to equip the students with necessary knowledge and supply all their academic needs in order to mould their future.

LITERATURE

1. Cheryl L. Champeau Lopez. The Role of the Teacher in Today's Language Classroom. Selected articles from the English Teaching Forum 1989-1993 US Information Agency 1994 p.9
2. Luke Prodromou. The Good Language Teacher. Selected articles from the English Teaching Forum 1989-1993 US Information Agency 1994 p.18
3. Jerry G. Gephard The Good Language Teacher. Selected articles from the English Teaching Forum 1989-1993 US Information Agency 1994 p.34
4. Allwright D and K.M. Bailey. Focus on the language classroom. New York: Cambridge University Press ,1991p.44

5. Bailey, K.M. Diary studies in teacher education programs. New York: Cambridge University Press 1990. p.215

6. Fanselow J.F. "let's see". Contrasting conversations about teaching. 1988 p.113

С.ВЕРДИЕВА

НЕКОТОРЫЕ ТРЕБОВАНИЯ К СОВРЕМЕННОМУ УЧИТЕЛЮ ИНОСТРАННОГО ЯЗЫКА

РЕЗЮМЕ

Цель данной статьи - рассмотреть современную роль преподавателя иностранного языка.

Очевидно, что роль преподавателя иностранного языка сегодня не так проста, как в прошлом. За последнее поколение преподавание английского языка радикально изменилось. Современная образовательная среда значительно расширила спектр ролей преподавателя. Каждый день методисты и исследователи открывают новые факторы и способы, которые играют важную роль в изучении языка. В настоящее время только знания лингвистической структуры языка недостаточно для того чтобы быть хорошим преподавателем языка. Учителя должны обладать обширными знаниями о социальной среде, влияющей на учащихся, знать и использовать различные педагогические приемы, владеть навыками работы с компьютером и уметь использовать технологии в образовании для проведения презентаций, обмена документами, загрузки PDF-файлов и других учебных материалов и т.д.

Другим критерием для того, чтобы стать хорошим учителем иностранного языка, является способность приобретать знания о преподавании: 1) наблюдая за преподаванием других учителей, 2) самонаблюдая, 3) проводя исследования и 4) ведя дневники.

Чем больше учителя заинтересованы в том, чтобы понять, как они преподают, и чем больше они информированы о том, что именно они делают в своих классах и какое влияние это оказывает на учеников, тем больше свободы у них будет, чтобы направить свое преподавание на успешное обучение учеников.

Ключевые слова: знание, иностранный язык, учитель, способность, роль, методы

SAIDA VERDIYEVA MÜASIR XARICI DİL MÜƏLLİMİNƏ BƏZİ TƏLƏBLƏR XÜLASƏ

Bu məqalənin məqsədi xarici dil müəlliminin müasir rolunu nəzərdən keçirməkdir.

Aydındır ki, bu gün xarici dil müəlliminin rolu keçmişdəki kimi sadə deyil. İngilis dilinin tədrisi son nəşildə köklü şəkildə dəyişdi. Müasir təhsil mühiti müəllim rollarının dairəsini xeyli genişləndirmişdir. Metodoloqlar və tədqiqatçılar hər gün dil öyrənilməsində mühüm rol oynayan yeni amillər və metodlar kəşf edirlər. Hal-hazırda yaxşı dil müəllimi olmaq üçün yalnız dilin linqvistik quruluşunu bilmək kifayət deyil. Müəllimlər tələbələrə təsir edən sosial mühit haqqında geniş biliyə malik olmalı, müxtəlif tədris üsullarını bilməli və istifadə etməli, kompüter bacarıqlarına malik olmalı və təqdimatlar etmək, sənədləri paylaşmaq, PDF və digər tədris materiallarını yükləmək və s. üçün təhsildə texnologiyadan istifadə etməyi bacarmalıdır.

Yaxşı xarici dil müəllimi olmağın digər meyarı 1) digər müəllimlərin dərslərini müşahidə etməklə, 2) özünü müşahidə etməklə, 3) tədqiqat aparmaqla və 4) gündəlik tutmaqla tədris haqqında biliklərə yiyələnmək bacarığıdır.

Müəllimlər onların necə öyrətdiklərini anlamaqda nə qədər çox maraqlı olsalar və öz siniflərində nə etdikləri və bunun tələbələrə təsiri haqqında nə qədər çox məlumatlı olsalar, onlar öz tədrislərini müvəffəqiyyətli olmağa yönəltməkdə bir o qədər sərbəst olacaqlar şagirdləri öyrətmək.

Açar sözlər: bilik, xarici dil, müəllim, bacarıq, rol, metodlar

Rəyçi: dosent G.B.Əhmədova