

**PROFESSIONAL-PEDAGOGICAL QUALITIES AND FUNCTIONS
OF THE SECOND FOREIGN LANGUAGE TEACHER.**

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ABSTRACT:

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The article presents reflections on the professional and pedagogical qualities of a teacher of a second foreign language. Also attached are the author's points of view on the professional and pedagogical qualities and competencies of the teacher in the educational process.

KEYWORDS:

professional competence, professional-pedagogical qualities, communication, pedagogical activity, motivational component, functions, intercultural communication, speech activity.

Introduction. The new, effectively developing educational paradigm, designed to meet the educational needs of the 21st century, in addition to taking into account global trends in teaching foreign languages, determines significant changes in the role and professional activities of the foreign language teacher. As scientists rightly emphasize, a teacher who implements an innovative approach to teaching foreign languages becomes a great experienced friend who collaborates with students in the process of solving educational tasks and mastering knowledge and skills.

Professional competence of a second foreign language (*German*) teacher:

Linguistic, sociolinguistic, cultural, strategic and discursive knowledge, skills and competences system that allows communicators to effectively influence certain socially

determined —communicative situations, as well as the acquisition of skills and existing knowledge is determined through pedagogy, psychology and foreign language teaching methods.

The professional qualities of a second foreign language teacher can be divided into three groups. The first is the taught language knowledge (*practical and theoretical*) and mother tongue culture. The second group, the teacher consists of methodical knowledge and skills, and the third consists of pedagogical knowledge. Qualities of each group we will consider them separately and show their interrelationship.

The topic of etiquette has always been relevant. Practical knowledge of the language forms the basis of subject etiquette. It includes the ability to express thoughts in oral and written form, to read original literary and journalistic literature with full understanding, to understand spoken speech at a normal pace. It is necessary to know the correct pronunciation, intonation, to have a very wide range of words and phrases, and to know the rules of grammar. All this ensures the communicative competence of the teacher. - He must also distinguish speech styles in order not to use slang or bookish language in the lesson. The teacher must have knowledge of general linguistics, the theory of language teaching (elements of phonetics, lexicology, grammar, language history) and the theory of the native language.

Subject attributes include knowledge of the culture of the language (*or countries*) being taught - geography, history, literature, fine arts, music, folklore and customs. It is appropriate for students to have information about the cultural and other connections between their native language and the country whose language is being taught. All of this is the basis of the teacher's socio-cultural competence.

Methodological qualities are also important. The teacher should know the methodology of teaching a foreign language so well that he or she can understand and evaluate the methodological concept of the textbook in accordance with it (*or choose the most suitable one for his or her conditions from several textbooks*). The most important thing is to understand the goals of teaching a foreign language in higher education and their modifications at the stages of teaching.

Methodological qualities are closely related to subject qualities. Practical knowledge of the language allows, in compliance with methodological standards, to successfully teach children to speak, read, listen, write, and correctly select audio materials and books for reading. Knowledge of the theory of foreign and native languages allows you to predict the difficulties of students and select the right exercises for them. The use of intercultural

knowledge helps to ensure the socio-cultural aspect of language learning, to arouse and support students' interest in the language being studied, a foreign country, and its people.

The presence of methodological knowledge depends on the teacher's ability to plan the course of study (*and each lesson included in it*), taking into account the content of the material provided by the textbook, the readiness of students in this group, their interests and inclinations. If possible, students should be offered something new and interesting in each lesson, whether it is a new situation or a game, an interesting fact from the history of a word, a saying, a saying, etc. However, this is possible only if the teacher has good knowledge of the subject and methodological knowledge.

Methodical and subjective qualities are required not only in the classroom, but also in extracurricular activities. The teacher should organize a foreign language club (*club, evening, competitions, quiz*) and choose the necessary materials for this.

The quality of teaching always plays a key role. If the teacher's attitude towards students, their activities, and himself is not formed, neither subject nor methodological knowledge and skills will ensure success in work. The formation of such attitudes is reflected in pedagogical qualities. They include knowledge of age psychology, a differentiated approach to students, the ability to find the strengths and weaknesses of each student and help them overcome difficulties in learning a foreign language and in relationships with other children. An individual approach and pedagogical tact are especially important in assessing the success of students and their efforts in mastering the language.

An important component of the learning process is the teacher's communication with students. This is especially important in teaching communicative activities in foreign language lessons. We must strive to create a calm, trusting atmosphere in the lesson process. Along with methodological tools (*creating adequate situations, organizing work in pairs*), this is mainly ensured by communication with the student himself, respect for the personality of each student, understanding his difficulties and providing everyone with targeted assistance in activities. In addition, it is necessary to encourage the most talented students, give them the opportunity to show themselves.

It is necessary to give the opportunity to learn. —The group of pedagogical qualities includes love for children, interest in the development of each of their personalities, the ability to strengthen children's sense of self-esteem. The teacher must also have creative abilities. Without this, it is impossible to develop and implement the idea of a lesson chain that takes into account various conditions, and to find new methods of teaching a foreign language.

Pedagogical qualities help the teacher to organize the learning process correctly, they are also necessary for gaining respect among students. Without respect for students, no educational influence can be exerted on them, and full-fledged communication is unthinkable. Good discipline in the classroom is also based on respect for the teacher. Teachers, in turn, are respected for their knowledge of the subject, their ability to teach and achieve success among students, and their fairness in assessment.

Researchers studying the functional structure of the teacher's pedagogical activity - communicative-educational note the leading role of the function and distinguish it:

1. information-oriented approach;
2. motivational and encouraging approach;
3. control and correction components.

The information-oriented component of the communicative-educational function is provided by the following skills:

- instructing students about the relationship between the language and culture of the country being studied, the specific features of the manifestation of national identity in the socio-cultural behavior of its representatives;

- instructing students about the similarities and differences in the cultures of their own country and foreign countries.

The motivational and stimulating component includes the ability to create an internal need for students to use a foreign language as a means of communication in conditions of direct and indirect intercultural dialogue:

- a) additional educational materials (*texts, poems, songs, videos, etc.*) are used in the process of learning a foreign language;

- b) through the use of active forms of education (*problematic tasks, role-playing games of a socio-cultural nature*), which contribute to a more effective mastery of the features of the culture of a foreign language;

- c) by involving students in various types of independent work (*cultural and regional quizzes and competitions, correspondence with foreign friends, etc.*), aimed at solving national and cultural problems.

Control-corrective component to the following methodological skills it is based on:

- determination of control goals, forms, types and objects in mastering a foreign language as a means of intercultural communication;

- planning and implementation of current, educational and final control of students' speaking skills and qualifications in order to determine the level of knowledge of a foreign language as a means of intercultural communication.

Developmental and educational functions are carried out with the help of the following skills:

- using additional materials in the educational process, expanding knowledge, developing students' memory, imagination, mental abilities, their learning forming the ability to analyze and highlight similarities and differences in cultures;

- development of students' ability to independently study an unfamiliar culture, use linguistic and cultural dictionaries, various reference literature and mass media;

- educating students in the spirit of respect for the mother tongue of the studied language and its socio-cultural values, sympathy for the people;

- to increase students' deep respect for the national traditions, customs and cultural heritage of their Motherland.

The socio-cultural function is implemented through:

- analysis of educational materials and teaching aids from the point of view of expressing information about the culture of the country of the language being studied and using them in the educational process;

- anticipation of possible situations of socio-cultural interference in the linguistic and speech activities of students;

- identification of the most difficult facts and phenomena of reality based on a comparison of the national-cultural characteristics of both linguistic and cultural communities.

The skills that provide the constructive-planning function are as follows:

- selection of additional materials, methodological processing and distribution of these materials at the stages of the lesson, taking into account the age characteristics and interests of methodological students;

- selection of the most effective methods and ways of introducing students to the culture of the country of the language being studied; - preparation, selection and use of various visual aids to express a certain reality.

The organizational function is carried out on the basis of the ability to choose the best ways to organize their activities and the activities of students in order to most effectively master the realities of foreign language culture. Many conditions are important for acquiring the necessary qualities, and this process is carried out mainly individually. The most

important is the teacher's desire to master his profession, his attitude to self-education and self-assessment.

The second condition is the ability to self-analysis and self-assessment. The environment in the educational process is also important - contacts with colleagues, the opportunity to attend classes of other teachers, as well as nearby educational institutions - teacher training institutes, methodological councils, etc.

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