

РОЛЬ УЧИТЕЛЯ В БУДУЩЕМ ОБУЧЕНИИ

Данная статья рассматривает некоторые проблемы развития у будущих учителей английского языка способностей анализировать и адекватно оценивать педагогическую деятельность, в том числе и свою собственную. Одной из попыток усовершенствовать обратную связь, т.е., анализа общения, разработанным в целях системного метода возникающих между преподавателем и студентами на занятиях.

Ключевые слова: учитель, английский язык, метод, способность.

THE ROLE OF THE TEACHERS IN TEACHING FUTURE

This article examines some of the problems in the future teachers of English language skills to adequately assess and analyze the teaching career, including his own. One attempt to improve the feedback, ie, the analysis of communication developed for the purpose of systemic method arising between the teacher and students in the classroom.

Keywords: teacher, English language, method, ability.

The aim of researching. The main problem of improving organization of the pedagogical practice is the problem of coordination between secondary schools and pedagogical colleges, universities. The aim of this article is to attract experienced school and university teachers for preparation the future teachers and to establish close links between them.

The method of researching. At the beginning of the practice the students go through a course getting to know the procedures of teaching the school students.

They get methodological recommendations, learn to make plans, take part in practical seminars, observe the supervisor's lessons and prepare to conduct their own lessons.

The results of researching. Considering all these questions, the university and school teachers are required to be more attentive and work on problematic situations with diligence. Of course, this method promotes increasing the efficiency of teaching process and improves the system of preparing the future teachers directed to: a) aiming at approaching the theoretical and practical professional preparation the students; b) aiming at organization pedagogical practice as well as students can get various school experience. c) aiming at introducing various system of analysis to draw the students' attention to mark their own activities;

Key words: to guide, to assess, feedback, interaction analysis, to observe, conducting the lesson, communication act, talk-initiation, supervisor, monitoring the students, to explore needs.

The teacher's job is to make sure that learners appropriately work through curricula and acquire their terminal performances. "The teacher is the manager of the conditions of learning environment for learners and supervises their work in that environment.

Part of the teacher's job is to prepare the environment in which students learn (do their work on themselves). This consists of doing whatever is necessary to prepare the curriculum for use by students. Once students engage the learning environment, the teacher's job is to supervise students' work, much as the manager of an assembly line supervises the workers on the assembly line. As Bobbitt phrases it, the teacher is supervisor, director, guide, stimulator, of the rank and file of the workers in order to bring about on the part of the development of these various abilities. The teaching problem is in fact a supervisory problem at the first level.

In a school system ...the students are the ultimate workers teachers rank as foremen. It is their business not to do the work that educates, but to get it done by the pupils. In doing this, they must know the students; know their varying mental capabilities, their interests, their aptitude and abilities and their states of health. They must know how to arouse interest; how to motivate them from within; how to adjust the conditions of the work to child- nature; how to keep up an abundant physical vitality in the students; and how to employ community influences for vital stimulation of the pupils.

Managing, directing and supervising student work involves guiding them, motivating them, and assessing them. Guiding students involves indicating to them what they are to learn .In guiding students, the teacher must be knowledgeable of the students and the curriculum so that appropriate help can be given to students as needed.

Motivating students involves knowing them and appropriately interacting with them in such a way that become persuaded to work though the curriculum and acquire its competencies.

Assessing students involves monitoring students' work as they progress through the curriculum and maintaining quality control so that they acquire all of its prerequisite and terminal competencies.

The job of teaching is to fit the student to the curriculum and fit the curriculum to the student. It involves stimulating students to run the curriculum and adjusting taking into account their idiosyncratic natures. The curriculum developer designs curriculum for a standard student; the teacher makes adjustments for particular students.

The teacher also functions as a facilitator, assistant, aid, advisor, and consultant to people during their learning. As an assistant to students during learning, the teacher intervenes between students and environment they are exploring to facilitate their growth and the environment they are exploring to needs, interests, and natures of the students and diagnosis of the needs, interests, and nature of the students and diagnosis of the nature and potential of the work in which they are engaged.

Teachers also act as resources or consultants to students during their learning. In this role, teachers are consulted by students on how to learn something, complete an activity, answer the question, or reach a goal.

Teacher can intervene when students are learning by helping them verbalize to themselves the meaning of their experiences. By doing so, teachers can help students make sense out of their experiences by helping them find language to reflect on those experiences , acting as evaluators who reflect back to students their thoughts, or prodding students to move from more concrete toward more abstract meaning making.

As a result of observing the interests, questions concerns students raise as they engage in an activity, teachers can place carefully chosen books, manipulative, environmental materials, or other students in their presence to enrich, amplify, extend, or redirect their growth and learning. Teachers can also facilitate students' growth by asking questions, adding their ideas to the conversation, or increasing the difficulty, complexity, and challenge of an activity as children are involved with it.

As a result of observing students with common interests, teachers can ask students to work together, ask them to teach other or learn for each other, put activities for them, have discussions with them, or provide them with demonstrations or direct instruction.

Teachers can facilitate as a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement as a result of simply being present, attentive, and engaged while the student is learning.

And teacher behavior is always to be based on careful observation of the nature of the nature of the learners and diagnosis of their needs and interests; Interactions are based on adult's knowledge and expectations of age-appropriate behavior in students balanced by adult's awareness of individual differences among children.

One of the main efforts is improving the interaction analysis which refers to the effective methods arising during the communicative acts between the teacher and students. In many schools in Great Britain there was researched the method of classification of communicative acts. Before

starting the analysis of the real lesson, the student should learn to recognize the communicative acts in the class of course, with the helping of the analysis video records of real lessons and compare with the presented classification.

According the Flander’s method of preparing the future language teachers, the students are provided with the real feedback comparatively successful using the methods of teaching.

Flander’s Interaction Analysis Categories (FIAC)

Teacher talk (Речь учителя)	response (реактивная)	1. Accepts feeling. (Учитель воспринимает и уточняет отношение – эмоциональную реакцию – учеников). 2. Praises or encourages. (Учитель хвалит или подбадривает учеников, шутит, чтобы снять напряжение, и т.п.) 3. Accepts or uses ideas of student. (Учитель воспринимает, уточняет или развивает мысли, высказанные учениками).
	initiation (инициативная)	4. Asks questions. (Учитель задает вопросы, на которые ученики должны ответить) 5. Lecturing. (Учитель сообщает факты, высказывает свое мнение, предлагает свое объяснение) 6. Giving directions. (Указания и команды учителя) 7. Criticizing or justifying authority. (высказывания учителя, направленные на изменение поведения учеников)
Student talk (Речь учеников)	response (реактивная)	8. Student talk-response (Реактивная речь учеников: инициатором речи является учитель, свобода высказываний учеников ограничена.)
	initiation (инициативная)	9. Student talk-initiation (Инициативная речь учеников: они высказывают свое мнение, предлагают темы обсуждений и т.п.)
Silence (паузы)		10. Silence or confusion. (Паузы, периоды замешательства, т.е. моменты, в которые акт коммуникации нарушается)

The method of Flanders is the best and easy way of teaching and learning the language in the period of pedagogical practice and covers the following statements of the seminars.

On the 1st of the seminar the students learn to observe the conducted lessons with the helping of video records and recognize individual communication acts.

On the 2nd seminar they get acquainted with the system of “interaction analysis” and learn to correlate with individual communicative acts with the classifications which are shown at the table.

When the students remembered the components of classification, they have their own lessons and record the communication acts at the real lessons.

Of course, they would be observed by instructor teacher and the other students at the same course.

The last seminar devotes to the analysis of recorded materials and references of the students and summarized. The Instructor teacher after observing the student’s conducted lesson, analyzes, finds out the advantages and disadvantages sides of the lesson and marks it.

Practical seminars or attending the lessons allow the students evaluate their pedagogical experience adequately and provide the feedback according to the classifications.

In particular, the present system is more available to the traditional ways of the organization of the lesson, except it, it doesn't take into account the main aspects as the teacher's and students' behavior and non-verbal contacts at the lessons.

On the base of this method, microteaching activity is the most available system, preparing the future teachers. This method was carried out at the British universities and researched actively in US universities. The main purpose is to simplify academic hours at the beginning period of the professional preparation of future teachers and shortening the length of the lesson, the quantity of the students and the learning materials at the lessons. So, microteaching is simplifying the teaching practice which is available for controlling (to be used sound/video records) and aiming to modifying the initial behavior of the students and working off some their professional abilities before coming across in difficult, real situation at the lessons.

Three main steps followed side by side during the conducted lesson (briefing, the teach, the critique). The student (engaging in practical work), intends to have several recourses of feedback under the guidance of the teacher, carries out the followed control, with the point of view of the aims he/she had tried to realize.

Teachers must be able to spontaneously respond to students. They must be available, accessible, and capable of responding quickly and appropriately to students at all times as they constantly scan "the horizon of students' interactions, with the materials and with one another, for situations when a response. An appropriate intervention, will one another, for situations when a response, an appropriate intervention, will contribute to a student's learning and growth. Teachers directly respond "to students' needs, desires, and messages and adapt their responses to students' differing styles and abilities. Teachers must be generalists, rather than specialists, with respect to knowledge.

They need to be knowledgeable about all of the school subjects, have one or two subjects in which they have "special interest, experience, and competence," and be capable of growing in any area on the need and interest of the student dictate. The teacher must be a person within the classroom rather than a paragon, exemplar, or ideal representing inhuman virtues. Teachers are encouraged to be themselves to be honest, angry, loving, upset, tired, happy- to be real from the teacher's honest expression of feeling, children learn to respect, expect, and handle the wide range of behavior which they find in others, and to acknowledge and accept it in themselves.

Teachers must take "an involved interest in what the child is doing" and must become "actively involved in the work of each child ...as one who seeks to help him realize his goals and potential" This means that teachers must be capable of becoming involved in children's learning, and able to share their involvement, interest, and excitement with children as they learn.

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