



Optimising Approaches To Foster Emotional Stability In Future English Teachers

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ABSTRACT

The problem of optimizing approaches to foster emotional stability as a component of professional competence of a foreign language teacher is investigated. The content of emotional competence is defined, which consists of a number of skills that are important for a foreign language teacher. The methods of influencing the emotional sphere of students in order to increase the effectiveness of the educational process and create a comfortable emotional atmosphere in the classroom are identified.

Keywords:

professional competence, emotional culture, emotional intelligence, emotional competence.

INTRODUCTION

It is well known that the successful implementation of the target aspects of teaching a foreign language in their modern sense depends entirely on the level of professional training of the teacher. That is why in recent years special attention in the methodology has been paid to the problems of developing professional competence in future teachers of foreign languages, that is, the ability and readiness to effectively carry out their teaching (educational) activities. At the same time, the effectiveness of the teacher's professional activity is linked, first of all, to how well he knows the subject he teaches (in our case, a foreign language and the culture of the country of the studied language), and is able to build the pedagogical process in such a way as to achieve positive results in achieving the learning goals. However, knowledge of the subject and the ability to teach it alone are clearly not enough. In connection with the growth of the culturally integrating and culture-creating functions of education in general and language education in particular [1], it is important to talk about professional (pedagogical) culture as an essential part of

universal human culture and an essential characteristic of the teacher's personality, integrating a comprehensive education, highly developed pedagogical thinking, knowledge, feelings, a creative attitude towards one's profession, spiritual and material values, a pedagogical position, and internal satisfaction with one's work [2].

MATERIALS AND METHODS

One of the components of general culture and important components of pedagogical culture is emotional culture, which is often correlated with the concepts of "emotional intelligence", understood as "a set of intellectual abilities that ensure understanding of emotional states and management of them", or "emotional competence". Note that in specialized literature on psychology, these concepts are considered equivalent. The concepts of "emotional culture", "emotional competence", "emotional intelligence" are quite new. Since the end of the twentieth century, numerous studies have been undertaken in many countries of the world devoted to the study of human emotions, including their role in the learning process, and the concept of emotional intelligence of an individual is being developed (R. Bar-On, J.

Mayer, P. Salovey, etc.). For example, in the USA, programs are being developed for children of different ages that help develop emotional intelligence. Similar training programs are already being used in some American universities. The CASEL program, which started in 1994, focuses on the study of social and emotional development and the implementation of their results in the learning process (D. Goleman, R. Weisberg, etc.) [3]. Professor G. Astleitner from Austria believes that the goal of successful learning is to combine educational material with positive emotions, since material learned in a good mood is better absorbed and remembered. Based on the latest research in the field of pedagogy and an analysis of practical experience, he developed a scientifically based model for organizing the learning process called "Der FEASP-Ansatz", the goal of which is the integration of emotions in each lesson (lesson) without significant loss of time allocated for the lesson [4].

RESULTS AND DISCUSSION

An analysis of specialized literature [6], [7] shows that emotional culture is a person's ability to:

- a) recognize and evaluate oneself (one's strengths and weaknesses, one's feelings and behavior, the reasons for their appearance and the consequences they lead to, make a personal development plan);
- b) manage oneself (one's attitudes, behavior, make decisions, be persistent and flexible where necessary, cope with stressful and conflict situations, manage one's emotions so that they work for you and not against you);
- c) motivate oneself (define clear directions of movement, achieve results, have a positive attitude, make one's life and work interesting);
- d) understand people, their emotions, feelings, why they behave one way or another, be tolerant; e) build relationships with people (the ability to build relationships of trust, respect, be able to negotiate, be a good team member).

As we can see, all the listed skills are extremely important for a foreign language teacher, since emotions in relation to speech communication and speech activity are considered as "an identifier of the subject's attitude to the subject

of speech activity, representatives of the subject's cognitive and communicative needs to the consciousness and a "motivational catalyst" with a powerful charge aimed at activating speech and thinking activity in a foreign language" [4]. From this it is obvious that a foreign language teacher must be able to simultaneously manage both the process of students' acquisition of the language being studied as a means of interpersonal and intercultural communication, and the process of communication in this language in the educational process. And, as is known, involving students in speech communication is possible only in situations characterized by a favorable psychological climate that promotes the disclosure of the individual capabilities of each student and stimulates the process of students' acquisition of the planned educational content. Therefore, it is important for a foreign language teacher to be able to manage their own emotions and, when organizing the educational, cognitive and communicative activities of students, to establish relationships with them based on respect for human dignity, to motivate them to learn and communicate in the language being studied, to perceive the inner world of each student, to accurately determine the nature of his emotional states, to empathize with him and to use their understanding of the student not in their own interests, but in the interests of the student [5]. Moreover, it is important for a foreign language teacher to know the specifics of expressing emotions and emotional behavior of representatives of specific ethnic communities and to use this knowledge in order to establish the patterns of the emotional life of native speakers of the language being studied. At present, it is not enough to speak a foreign language; it is also important to have knowledge of its native speakers and their communicative and emotional cultures. In other words, a modern foreign language teacher must master not only the science of teaching and educating students, but also the art of communicating with them and with each of them individually, and also be tolerant and fair towards them, open in expressing their own interests and emotions.

Scientists consider joy, surprise, sadness, anger, disgust, contempt, fear, shame, interest, etc. to be the main human emotions. In relation to the pedagogical process, it is advisable to use the division of emotions into positive and negative, that is, pleasant and unpleasant.

Positive emotions include joy, sympathy, admiration, gratitude, affection, respect, trust, pride, delight, etc., and negative emotions include envy, resentment, fear, sadness, rage, dread, annoyance, hopelessness, regret, disappointment, despondency, boredom, guilt, confusion, indignation, etc.

The emergence of emotions is significantly influenced by the novelty or unusualness of the situation. Therefore, any new, personally significant situation for the subject often acquires an emotional coloring for him to one degree or another. At the same time, it should be noted that depending on the individual characteristics of a person, his mentality, temperament, the presence or absence of life experience, as well as the situation he is in, the same reason can cause different emotions. Therefore, for a successful learning process, the question of how to influence a child's emotions to achieve good results in his studies is very relevant. To answer this question, it is necessary to determine, firstly, which emotions of students should be the focus of attention of teachers, and, secondly, to develop such strategies for working in the lesson that, by influencing the corresponding emotions, contribute to achieving good assimilation of the material and, thereby, the effectiveness of the learning process. According to G. Astleitner, in the learning process, various technologies can be used that help ensure the comfort of the learning process and its effectiveness and are aimed at reducing the negative emotions of the student (fear, envy, anger). Thus, in order to reduce the level of fear in students, it is necessary to create conditions in the lesson in which they experience a sense of their own success, and mistakes made are considered an opportunity for learning. It is necessary to create a relaxed atmosphere in the classroom, teach students to critically evaluate various situations from a positive position, while maintaining goodwill.

If students show envy, the teacher can evaluate the students' achievements from the point of view of their personal achievements, increasing self-esteem, demonstrating honesty and openness, encourage students to do the same, fairly praise, reward, etc.

Anger or irritation can be reduced by encouraging students to use techniques for controlling these emotions; correlating problems with different points of view (How do others see this problem?); allowing the manifestation of anger or irritation only when rejecting any actions associated, for example, with violence.

Positive emotions must be stimulated and supported. For example, sympathy towards the teacher and other students can be stimulated by situations in which achieving the set goal requires their joint activity. Students should be taught to communicate with each other, observing generally accepted rules of communication. In a foreign language lesson, this can be done in the process of organizing communication (business and role-playing games, projects, case technologies, etc.). It should be borne in mind that the process of memorizing new information, new linguistic and speech material is also directly related to emotions. Emotionally colored educational material and material learned in a good mood are better absorbed and stored in memory longer [4]. Note that this provision is accepted as the leading one by methods of intensive teaching of foreign languages, in particular, by the method developed under the supervision of G.A. Kitaygorodskaya. Formation of the emotional culture of a teacher should become one of the important tasks of professional education of students - future teachers of a foreign language. One of the authors of this article conducted a study aimed at determining the importance of taking emotions into account in the process of teaching students, as well as the acceptability of using the FEASP model in the process of their educational and future professional activities [2].

The survey involved 3rd, 4th and 5th year students of Bukhara State Pedagogical Institute, as well as teachers from a number of this institute. The questionnaire for the first two

years included five questions related to: 1) taking into account the students' emotions during the lesson by the teacher; 2) a list of emotions experienced by the respondents most often during the lesson; 3) students' emotions that the teacher should take into account/consider during the lesson; 4) the frequency with which the respondents experienced the specified emotions in the lessons over the past 2 weeks (fear, envy, anger, sympathy, pleasure); 5) the choice of the teacher's actions proposed in the questionnaire, which, in the respondent's opinion, can reduce his negative emotions (fear, envy, anger) and strengthen positive emotions (feeling of sympathy, goodwill towards other students in the group; pleasure/satisfaction from work in the lesson). The results of the cross-section of the parameters of emotional culture among 3rd and 4th year students showed that:

- 1) the majority of respondents consider it important to take into account their emotional state in class;
- 2) all respondents experience such emotions in class as fear, envy, anger, sympathy, pleasure;
- 3) the most important emotions in the educational process that require the teacher's attention are fear, pleasure, anger and envy; at the same time, students also name other emotions (feelings, states), which, in their opinion, should also be taken into account in the educational process, while some of these emotions can be attributed to one of the five main emotions, such as laughter - to pleasure, and resentment - to envy or anger;
- 4) the greatest frequency of expression of emotions among respondents was from one to five times over the past two weeks;
- 5) according to students, in order to strengthen or stimulate positive emotions and reduce negative ones, the teacher must: give assignments, the completion of which allows you to experience a sense of success (88.6%); discuss with students the mistakes they have made and find out the reasons for them (72%); treat all students equally, without giving preference to anyone (88.9%); be friendly towards students and cultivate tolerance and a willingness to help each other (89.7%); give

assignments that promote closer communication between students (61.9%); practice group work in class (72.2%); use assignments aimed at revealing students' creative abilities (77.8%); use materials containing humor in class (93.3%).

Thus, the obtained results of the survey allowed us to conclude that students have a clear understanding of the types of emotions, the importance of creating emotional comfort in the learning process. In addition, they can competently analyze and evaluate their own emotional states and have an idea of the teaching strategies used by teachers in the learning process.

The purpose of the survey of 5th-year students and foreign language teachers was to identify the level of emotional culture. To do this, they were asked to express their opinions on: 1) the importance of taking into account the emotional state of students in the classroom; 2) name at least five emotions of students that the teacher should take into account in the classroom; 3) note the frequency of using 12 corresponding teaching strategies from the proposed list.

The first question was offered 7 options for motivated answers. All students and most teachers recognized the importance of taking into account emotions along with motivation, and also expressed the opinion that the development of the personality of students depends on this. However, some teachers considered students' emotions to be the business of their parents, and assessed their importance only in situations where students interfere with work or generally denied the presence of emotional problems in class in their practice. The second question did not present any difficulties for 5th-year students, but it caused difficulties for some school teachers, who accordingly had to experience difficulties in answering the third question.

CONCLUSION

Students evaluating the results of their first experience of working at school have a conscious need to purposefully replenish the missing knowledge and systematize the knowledge they already have on the psychology of emotions and their

methodological and pedagogical implementation, which requires: a) the inclusion of relevant new subjects in the training programs, b) after completing the first pedagogical practice, the introduction of a special course covering the most relevant aspects of the theory of emotions and their methodological and pedagogical support for organizing the process of teaching a foreign language at school; c) the use of training sessions, business and role-playing games, group discussions, modeling situations of pedagogical communication.

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