



## The Innovative and Practical Methods of Organizing Lessons in Pedagogical Activity

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**Abstract:** At present, in connection with the trend of globalization and close interaction of different languages and cultures, a foreign language acquires special significance, as often many people have a need to communicate or conduct any activity in a foreign language. Accordingly, the need to learn a foreign language is growing and there is growing interest in method of teaching this subject. In this connection, the issue of applying new approaches and methods in the field of teaching foreign languages were acute. Along with traditional methods, there are so-called innovative methods for teaching a foreign language. This is due to the fact that the world is in constant change, the integration of cultural experience is taking place and the problem of adapting to the new conditions becomes especially urgent by expanding our knowledge of the languages and their carriers. If we turn directly to the teaching of foreign languages, the application of new technologies becomes more and more relevant. In general, innovations are applicable in the field of teaching, including a foreign language, since it is impossible to ignore the innovative component that serves as an excellent tool for the teacher.

**Key words:** foreign languages, integration of cultural experience, method of teaching, pedagogical activity, special skills.

### Introduction

In contrast to the accepted understanding of the psychology of activity as a system, components of which are the purpose, motives, actions and results, with respect to teaching approach prevails selection of its components as a relatively independent of the functional types of teacher activities.

N.V.Kuzmina identified in the structure of pedagogical activity of three interrelated components: structural, organizational and communicative. The successful implementation of these functional types of educational activities requires appropriate capacity, manifested in skills.

Constructive activity, in turn, breaks down into structural and substantive the selection and composition of training material, planning and construction of the pedagogical process, structural and operational planning of the actions and activities of students and construction-material design training facilities of pedagogical process. Organizing activity involves the implementation of a system of actions aimed at the inclusion of students in the various activities, the creation of the team and the organization of joint activities [1,2,3].

### Materials and methods

Communicative activities are aimed at establishing a pedagogically appropriate relationship of the teacher with students, other teachers of the school, the public, and the parents. However, these components, on the one hand, can equally be attributed not only to

the teaching, but also almost any other activities and on the other - they do not disclose sufficient detail all sides and areas of teaching [4-9].

A.Shcherbakov relates constructive, organizational and research components manifesting itself in any activity. But it specifies the function of the teacher on the stage of the educational process by providing organizational components of pedagogical activity as a unity of information, developing and mobilization functions. Special attention should be paid to the research function. Implementation of the research function requires teacher's scientific approach to educational phenomena, skills of possession of heuristic search methods and scientific and pedagogical research, including the analysis of their own experiences and those of other teachers [10-17]. The structural components of pedagogical activity can be presented as internally related analytical, predictive and projective function. The structural components of pedagogical activity can be represented as an internal interrelated analytical, predictive and projective function.

An in-depth study of the content of the communicative function allows you to define it as through related perceptual actually communicative and communicative and an operational function. Perceptual function is related to the penetration into the inner world of man, in fact communicative - is aimed at establishing a pedagogically appropriate relations and operational - involves active use of educational technology [18-23]. The effectiveness of educational process due to the presence of ongoing feedback. It allows the teacher to receive timely information on the results obtained according to schedule tasks. For this reason, in the structure of pedagogical activity is necessary to allocate evaluation component. All components or functional types, activity manifested in the teacher of any specialty. Their implementation implies the possession of a teacher with special skills [24-28].

The teacher is the subject of pedagogical activity, one of the most important requirements, which

makes the teaching profession the definition of social and occupational position of its representatives. The teacher expresses itself as the subject of pedagogical activity. Position of the teacher - is the system of the intellectual, volitional and emotional-evaluative attitude to the world, pedagogical reality and educational activities in particular, which are the source of its activity. It is determined, on the one hand, the demands and features that makes and provides it with the society. On the other hand, are internal, private sources of activity - attraction, feelings, motives and goals of the teacher, his values, worldview, ideals [29-31].

The position of the teacher manifests his identity, the nature of social orientation, type of civil behaviour and activity. Teacher's social position grows out of the belief systems, beliefs and values, which were formed back in secondary school. During the training at their base is formed by motivational-value attitude to the teaching profession, goals and means of teaching. Motivation related to educational activities in the broadest sense of the word will eventually expressed in the focus at the core of the teacher's personality [38-44]. Social teacher position largely determines his professional position. However, there is no any direct relation was because education is always built on the basis of personal interaction. That is why the teacher, clearly aware that it does not always give a detailed response why he does so and not otherwise. The collection of professionals due to the requirements of the teacher is defined as a professional commitment to teaching. It includes rightly highlight on one hand the psychological and physical readiness and on the other - the scientific-theoretical and practical training as a basis of professionalism [37-41]. Contents of professional readiness as a reflection of accumulated goals of teacher education in the profession-gram, reflecting invariant, idealized parameters of the individual and the professional activity of the teacher. To date, accumulated a wealth of experience in building professional teacher that allows professional requirements for teacher into three main complex,

interrelated and complementary to each other: general civic quality; qualities that define the specifics of the teaching profession; specialized knowledge and skills in the subject. Psychologists in justifying establishment of a list of pedagogical abilities, represents a synthesis of the qualities of the mind, feelings and will of the individual. In particular, V.A Krutetskiy allocates teaching, academic, communication skills, as well as the teacher's imagination and the ability to focus distribution.

Teacher - is not just a profession, which broadcasts knowledge and the creation of the high mission of the person, the human person in the approval. In this regard, the goal of teacher education can be represented as a continuous general and professional development of a new type of teacher, which is characterized by:

- high responsibility and social activity;
- love children, the need and the ability to give them heart;
- true intelligence, spiritual culture, desire and ability to work with others;
- professionalism, innovative style of scientific-pedagogical thinking, a willingness to create new values and creative decision-making;
- the need for constant self-education and readiness to it;
- physical and mental health, professional performance.

This concise description of the teacher can be concretized to the level of personal characteristics. In profession teacher takes a leading role orientation of his personality. Considering in this context the properties of the individual teacher- tutor, describing its social and moral, professional and pedagogical, cognitive orientation. Ushinsky wrote: "The main road of the human upbringing have the urge, but only belief can act on the belief. Every teaching program, any method of education, however good it may be, is

not passed in convictions caregiver to remain a dead letter, which has no power in itself. The most vigilant control in this case will not help tutor, can never be blind executor of instructions are not warmed by the heat of his personal convictions, it will not have any power".

The work of the teacher ideological conviction determines all other properties and characteristics of the person expressing his social and moral orientation. In particular, social needs, and moral values, a sense of public duty and civil liability. Ideological belief is the basis of the teacher of social activity [45-49]. That is why it is considered to be the most profound fundamental characteristic of the teacher's personality. Teacher-citizen loyal to his people close to him. It is not confined to the narrow circle of his personal troubles, his life is continuously connected with the village life, the city where he lives and works. In the structure of the teacher's personality special role belongs to professional-pedagogical orientation. It is the skeleton around which are assembled the basic professionally significant properties of the individual teacher.

### Results and discussion

Professional orientation of the teacher's personality includes an interest in the teaching profession, pedagogical vocation, professional and pedagogical intentions and inclinations. The basis of pedagogical orientation is an interest in the teaching profession, which is reflected in the positive emotional attitude to children, parents, educational activities in general and its specific features in an effort to master pedagogical knowledge and skills. Pedagogical vocation unlike the pedagogical interest, which can be a contemplative means inclination, grows from an awareness of the ability to pedagogical work. The presence or absence of vocations can come to light only when the future teacher in educational or professional real-oriented activities for the professional destiny of man is not caused directly uniqueness of its natural features. Meanwhile, the subjective experience of call to perform or even

chosen activities can be very significant factor in the development of personality. Calling passion activities, belief in their suitability for it [4,5,6]. Thus, pedagogical vocation is formed in the process of accumulation of the future teacher of theoretical and practical teaching experience and self-assessment of their educational abilities. It can be concluded that the disadvantages of the special (academic) preparedness can not give rise to recognition of a full professional incompetence of the future teacher.

The basis of the pedagogical vocation is love of children. This fundamental quality is a prerequisite for self-improvement, self-development of many significant qualities that characterize the professional-pedagogical orientation of teachers. Among these qualities are teaching duty and responsibility. Driven by a sense of duty teacher, the teacher is always in a hurry to help children and adults, all those who need it, within their rights. He is demanding of himself, scrupulously following the original code of teaching morality. The supreme manifestation of pedagogical debt is the dedication of the teachers. That it is an expression of motivation and value attitude to work. Teacher should have this quality work, regardless of the time, sometimes even with difficult health conditions. A striking example of the professional dedication of a life and activity of A.S Makarenko and V.A Sukhomlinsky. An exceptional example of dedication and self-sacrifice - the life and feat of Janusz Korczak, a prominent Polish doctor and educator, despised the nazis offering to stay alive and went into the furnace of the crematorium together with their pupils. The relationship of the teacher with colleagues, parents and children, based on professional duty awareness and sense of responsibility, constitute the essence of pedagogical tact, which is both a sense of proportion, and conscious dosage of action and the ability to control it and if necessary, to balance one way or another. The tactics of behavior of the teacher in any case lies in the fact that anticipation of its effects, select the appropriate style and tone, time and place

of the pedagogical action, as well as to conduct timely adjustment. Teaching cycle depends largely on the personal qualities of the teacher, his outlook, and culture, and faith, civic and professional skills. It is the foundation on which grow up a relationship of trust between teachers and students. Especially distinctly pedagogical tact is manifested in the control and the evaluation of the teacher, which is extremely important special care and justice. Educational justice is a kind of measure for objectivity of teachers, the level of his moral education. V.A Sukhomlinsky wrote: "Justice - is the foundation of trust in the child. But there some abstract justice is individual or personal interests, passions, impulses for being fair, it is necessary to know the intricacies of the spiritual world of each child." Qualities of personality that characterize professional-pedagogical orientation of the teacher, is a prerequisite and a concentrated expression of its authority. If in other professions sound familiar expression "scientific authority", "a recognized authority in his field, then the teacher can be a single and indivisible authority of the individual. The basis of the cognitive orientation of the individual components of spiritual needs and interests. One of the manifestations of spiritual forces and cultural needs is the need for knowledge. For continuity of pedagogical actions should be necessary condition for professional development and improvement. One of the main factors of cognitive interest - the love of subject taught. L.N.Tolstoy remarked that "if you want the science to educate the student, to awake the love for science you should love them and know it, that students will love you and you'll bring them up, but if you do not love them, then no matter that all forces will be in vain, there will be not produced educational influence ". He believed that "the master of pedagogical affairs so well know the ABC of his science, that in class, in the course of studying the material, its focus is not the actual content of what is learned, and the students, their mental work, their thinking, difficulty of mental work".

## Conclusion



Nowadays interactive method plays one of the important roles in teaching, due to the fact that this method is one of the interesting and motivating for pupils and students. Thus method includes several features. The first feature of this method is that teacher often use innovative technologies and it attracts pupils to study hard. This feature attracts pupils to study, due to the fact that we live in the era of technology and our younger generation is addicted by them. The second feature are games which are used during the lesson they motivates pupils to study. However in spite of this features teacher whom uses this method should possess several features. Teacher should be with a good level of knowledge understandable and of course very flexible. Flexibility is the main feature of teaching, it helps to organize the lesson appropriately and helps join whole class together, and motivate them to study hard. One aspect which I find as the flexibility is the teacher's enthusiasm, skills and positive mood in class. We all have our favourite teachers, who made a great impact on our life with their creativity tolerance and personal approach to the learners.

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