

**THE SIGNIFICANCE OF THE PERSONALITY OF A FOREIGN  
LANGUAGE TEACHER IN THE DEVELOPMENT OF THE CREATIVE  
PERSONALITY OF STUDENTS**

**Annotation:** Modernization of education means the transition to a new paradigm of education and upbringing of students — a person-oriented one. Value orientations in society have changed, and the greatest value is considered to be a free, educated, developed person who is able to live and create in a constantly changing world and be competitive.

**Key words:** personality, foreign language, teacher, creative personality, development education.

Learning at the present stage is a process of student development. And the main task of the school is the development and formation of the personality of students. We face one of the most difficult tasks - creating an environment conducive to the development of each child's personality, as well as conditions for the manifestation of intellectual and creative abilities of children. The main goal of teaching foreign languages is the formation and development of students' communicative competence, teaching practical mastery of a foreign language. What should I do to make my child feel interesting and comfortable at school? How to achieve maximum creative and intellectual development of the individual? The use of computers in English lessons, elective classes, and elective courses significantly increases the intensity of the educational process. With computer training, a much larger amount of material is absorbed.

Project activities are unthinkable without the use of information technology. A project based on information technology is multi-faceted, effective, promising, and inexhaustible. The Internet is also used to prepare the project. Forms of work with computer training programs include: learning vocabulary, practicing

pronunciation, teaching dialogic and monological speech, learning to write, practicing grammatical phenomena, learning to read. The joy of learning is what comes from using a computer in class. The use of information technologies in the educational process contributes to the formation of positive motivation.

The use of ICT in the classroom can improve the professional level of teachers. Using a computer is a great help to me when preparing for lessons, making calendar-themed and lesson planning, preparing reports, messages, conducting diagnostic activities, tracking the results of the educational process. The use of ICT contributes to the rise of education to a qualitatively new level. They are aimed at: developing interest, motivation; activity of the subject of learning; interactivity; increasing the independence of students; developing creativity; self-realization and socialization of students; preventing their overload. It is information technologies that can make the educational process personally significant for the student, in which he can fully reveal his creative potential, show his research abilities, imagination, creativity, activity, and independence.

All success of pedagogical work depends on self-improvement of the teacher. And I am convinced of one thing - only a creative teacher can bring up a creative student. This is my teaching credo! Years of working at school have helped me to conclude that only someone who is passionate about something can attract others. We must remember that our attitude is transmitted to children. I consider a good, trusting relationship with them to be the key to success. It is important to understand each child, see the eyes of their pupils “walk” with them, teach them to learn, educate them with each lesson. I teach my students and learn by myself, I help them improve and improve myself. I find inspiration in my students. And they are extremely talented! It is a responsible and difficult task to arouse and develop students' interest in the subject taught. It requires the teacher's enthusiasm, will and pedagogical skills.

Play activity is an important factor in the development of a student's creative personality. The game activates the desire of children to contact each other and with the teacher, creates conditions for equality in speech partnership, and destroys

the traditional barrier between the teacher and the student. The game allows the timid to overcome the barrier of uncertainty, because in it everyone gets a role and must be an active partner in speech communication. In games, students master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time to agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions.

The game is a sphere of self-expression, self-determination, self-verification, self-realization. Playing a child as if trying on certain roles, thus learning the world around them. When a child comes to school, the main activity of the child is educational activity - the acquisition of new knowledge and skills, the accumulation of systematic information about the world, nature and society. But despite this, the game still occupies a large place in his life. The game is a specially organized activity that requires the stress of emotional and mental forces.

The game should be considered as a situational and variable exercise, where it is possible to repeatedly repeat the speech pattern in conditions that are as close as possible to real - speech communication with its inherent characteristics - emotionality, purposefulness, and speech influence. Educational games contribute to the following didactic tasks:

- creating psychological readiness of children for speech communication;
- ensuring the natural need for repeated repetition of language material;
- training students in choosing the desired speech option.

In games, students master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time to agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions, and so on. With all the variety of stories in games, the content is essentially the same — human activity and people's relationships in society.

At the end of the XX century, humanity entered a stage of development that was called post-industrial or informational. The possibilities of information technology for a person become limitless, contribute to the effective solution of

professional, economic, and many other problems. Those who have the necessary knowledge to navigate the new information space can use today's technical and informational capabilities competently and professionally. Information and educational technologies have rapidly burst into our lives. The most urgent question about the role of modern information technologies was received in connection with the introduction of computers in the practice of the educational process, connected both in local networks and with access to the global network. The use of information technologies in the learning process at school makes it possible to activate the cognitive and mental activity of students.

Today, spiritual and moral education needs a theoretical understanding of its methodological foundations, the development of a holistic approach to them. The mentality of society and the individual is changing, and the value orientations of the younger generation are also changing. We, teachers, should not forget about spiritual enrichment, the moral essence of actions. The basis of the humanistic educational goal is the highest values that the history of human life has developed - man, life, happiness, society, and nature. Attitudes to these values are the key indicators in the student's personality that are formed during the lesson.

Therefore, the main goal of teaching a foreign language is to develop the personality of students who are able and willing to participate in cross-cultural communication in the language being studied and to improve themselves in the foreign language speech activity they master. This goal is revealed in the unity of 4 interrelated components: educational, developmental, educational and practical. We consider in more detail only the first component, namely: the educational component, the goals of which are as follows:

- to form students' respect for and interest in the culture and people of the country of the language being studied;
- to foster a culture of communication;
- to maintain interest in learning and the formation of cognitive activity;
- to educate the need for practical use of the language in various fields of activity. According to the goals and content of teaching a foreign language, we

conclude that the educational component of the goal is one of the main aspects of teaching a foreign language.

Multimedia resources not only make the training program more expressive and interesting for students, but also have a number of methodological advantages, the main of which is the simultaneous and organic development of several skills of mastering a foreign language: reading, listening, speaking and writing. If audio lessons develop skills of perception of foreign speech by ear, video lessons motivate the student through understanding the plot, then when using multimedia resources, students are directly involved in the learning process and perceive it as a game, they themselves become participants in the events. Thus, creative games contribute to the further development of speech skills and abilities. In these games, the imagination is trained, the child learns to see the most ordinary things unusual. This is creativity, and thanks to it, free speech.

The modern learning process, built on a communicative basis with a focus on the student's personality, forms a broad humanistic view of the world, based on universal values and new thinking, which makes a significant contribution to improving the humanitarian content of education. The process of mastering a foreign language acts as a powerful mechanism for personal development of students.

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