



# Forming a General Cultural Outlook for Future Foreign Language Teachers

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**Abstract:** In this article, information about the formation of a general cultural outlook of teachers, the changes that the teacher should implement in his students, the criteria for the formation of the world-view, the main components of various models of general pedagogical knowledge, the pedagogical and psychological components of the teacher's culture, the methodology of the formation of the spiritual and moral culture of students is highlighted. The development of a universal worldview in students is a complex, non-hereditary process that has been largely overlooked in educational systems, leading to challenges in higher education. Cultivating this perspective is crucial for future educators, as it enhances their professional and personal development, helping them overcome apathy and indifference. Therefore, higher education must prioritize fostering a universal outlook to adequately prepare future teachers for a globalized society.

**Keywords:** Language, Teacher, Knowledge, World-View, Culture, Pupil, Education, Learning, Activity, Task, Method, Lesson

## Introduction

There are many languages in the world, some of them, namely English, Russian, French, German, Arabic, Italian and Spanish, are the official languages of the United Nations (Amirian, 2023; Derakhshan, 2022; Wang, 2022).

Language is used mainly in two forms: direct (spoken) and indirect (written) (Agzamova, 2016; Jalolov, 2012). If we distinguish between spoken language and written language, direct communication refers to the speaker and listener, and indirect communication refers to the reader and writer (Makhkamova, 2017; Xalilova, 2007). There are four practical goals in teaching a foreign language: listening, speaking, reading and writing (Bakirova, 2021, 2022a).

Objectives are the first and foremost consideration in any education (Bakirova, 2022b; Botirovna & B, 2022). Therefore, the teacher must know exactly what their students are

expected to achieve in learning their subject, at the end of the course, at the end of the year, at the end of the quarter, at the end of the month, at the end of the week, and at the end of each individual subject, what changes can be made in the students (Kurganov & Samigova, 2022; Samigova et al., 2022). They should know the goals and objectives of teaching a foreign language (Derakhshan, 2023; Ebadi, 2024; Kohnke, 2023; Wang, 2024; Zhi, 2023). Objectives are the first and foremost consideration in any education (Bin-Hady, 2023; Hockly, 2023; Lee, 2023; Liu, 2023; Marzuki, 2023; Sadoughi, 2023).

## Methodology

There are 3 important methods that a teacher should do in their students.

1. Practical - students form habits and skills while learning a foreign language.
2. Education - while learning a foreign language, students develop their intelligence.
3. Cultural - they form their knowledge about the world.

That is why it is necessary to achieve these three goals in teaching a foreign language: practical, educational, and cultural goals.

**Practical aims:** When setting practical goals, the size of the groups, the frequency of the lesson, and the duration of the course should also be taken into account. The amount of time spent learning a language is one of the most critical factors in language acquisition and retention, as learners need practice. In the process of language teaching, it is necessary to pay attention to one more thing, that is, not only to teach the language to the students, but also to try to apply and apply the learned language in practice.

The more students practice the language they are learning, the more they will achieve.

**Educational aims:** Learning a foreign language is very important, because through a new language you can discover many things, that is, not only the language itself, but also a new world. It even helps students who are just starting out to understand the meaning. If the level of some students in the process of learning a foreign language is lower than that of others, in some cases, using the mother tongue will be more effective and useful for them. How can a student think freely in a second language if he /she does not understand his/her mother tongue.

Nelson Mandela, the first black president of South Africa, said about learning a foreign language: "If you talk to a foreigner through an interpreter in an interview form, yes, you are talking to him, but if you talk to him in his mother tongue, you speak to his heart."

**Cultural aims:** By teaching foreign languages, teachers help students to expand their worldview by increasing their knowledge about foreign countries, introducing them to the advanced traditions of the people they study.

By studying a foreign language, the student can gain a deeper understanding of the nature and activity of that language as a social phenomenon.

## Result and Discussion

In the table below, presented in the abstract of Sharipova Surayya Burkhanovna's dissertation, you can see the level of formation of the general cultural outlook of future foreign language teachers (based on 390 students).

**Table 1.** level of formation of the general cultural outlook of future foreign language teachers

No	Criteria of the formation of the world-view	Experimental group						Control group	
		Degree of formation							
		High		Medium		Low			
1.	To understand the essence of general culture	90	53	61	59	43	84		
2.	A Sence of respect for one's own national culture and the culture of other nations	86	54	64	61	44	81		
3.	Formation of cultural attitude to material and spiritual wealth	89	57	60	63	45	76		
4.	Vandalism	82	57	62	60	50	79		
5.	The presence of imagination and fantasy about the general outlook	93	58	59	55	42	83		
6.	Aesthetic culture	81	58	63	58	50	80		
7.	Moral culture	88	47	61	64	45	85		
8.	Spiritual culture	80	53	57	58	57	74		
9.	Ecological culture- relation to the environment	87	58	59	62	48	76		
10.	To demonstrate a universal world-view in his/her work	92	59	67	60	41	77		

In the world, special attention is paid to the formation of a general outlook, taking into account the introduction of universal human values into the educational process.

Scientific researches are being carried out on the characteristics and composition of the general cultural vision, its importance in solving economic, ecological, informational and social problems in the cultural development of nations, determining the axiological attitude of future foreign language teachers to scientific research activities, and innovative approaches to the formation of a general culture.

Educational work also has its own characteristics in forming a general cultural world-view in students. In the implementation of this task, it is necessary to carry out educational activities in a certain system and in interaction.

It is advisable to comply with the following Sharipova Surayyo's requirements when organizing educational work:

1. Based on the tasks of forming a general cultural worldview, determining the level of knowledge and needs of students.
2. Organization of each educational work based on an active and collective approach. If the active approach implies that the educational work is interesting, lively and creative, in

the collective approach, students will get information in several areas through one educational work.

3. It is not possible to solve all tasks in educational work. In any work, one general and important idea is put forward and results are expected according to this idea.
4. The content of educational work should be determined based on its tasks and conditions of implementation.
5. Important educational methods, methods and tools are designed for each stage of educational work. They should ensure students' activity, initiative and independence.
6. What is important to pay special attention to in the organization of educational work. Because educational work on the formation of a general cultural world-view differs in essence from other educational activities.
7. Templates, homogeneity, and artificiality damage the educational work of general cultural content. They should be different and unique in each group or in the whole team.
8. It is important to observe diversity in educational activities of general cultural content. In this regard, it is necessary to avoid homogeneity and generality and strive for innovation in the creation of educational event scenarios.
9. To try to raise the cultural level of the students during educational activities, to show their positive qualities by creating feelings and upliftment in students, to have an active life perspective, to see the beauty of the world around them. it is necessary to achieve the realization of the dream (Sharipova, 2019)

When planning the formation of a universal worldview, its most important directions are taken into account.

At the held educational events, students not only gained theoretical knowledge, but also demonstrated the validity of their knowledge gained from practical activities. That is, debates, roundtable discussions, meetings with experts, lectures, working with books, organizing excursions to enterprises, celebrating holidays, charity events and other auspicious days increase the effectiveness of educational work, and as a result of this, students' enthusiasm for learning and studying increases.

From now on, it was forbidden to watch scary movies in the residences of the residents. All these works were carried out on the initiative of students.

It is known that the opinion of an expert has a great significance in the evaluation of test tracks. The expert opinion was based on specially developed criteria.

### **Pedagogical culture of teachers**

Another thing that often needs attention is the cultural gap between students and teachers. In order to effectively and successfully perform their duties, every teacher should be aware of the forms of educational work and their latest achievements, be familiar with the psychological-pedagogical foundations of working with students of a certain age, and use modern educational technologies.

### **Analysis.**

Let us analyze the main components of the various models of general pedagogical knowledge (See the *Table 2 that is based on Gulnara Makhkamova's Methodology of teaching special subjects book*).

**Table 2.** The main components of the various models of general pedagogical knowledge

Pedagogical components	Psychological components
<ul style="list-style-type: none"> <li>- <b>Knowledge of classroom management:</b> maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace, maintaining clear direction at lessons.</li> <li>- <b>Knowledge of teaching methods:</b> having a command of various teaching methods, knowing when and how to apply each method;</li> <li>- <b>Knowledge of classroom assessment:</b> knowledge of different forms and purposes of formative and summative assessments, knowledge of how different frames of reference (e. g., social, individual, criterion- based) impact students' motivation; -<i>Structure:</i> structuring of learning objectives and the lesson process, lesson planning and evaluation -<i>Adaptivity:</i> dealing with heterogeneous learning groups in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Knowledge of learning processes:</b> Supporting and fostering individual learning progress by having knowledge of various cognitive and motivational learning processes (e.g. learning strategies, impact of prior knowledge, effects and quality characteristics of praise, etc.).</li> <li>- <b>Knowledge of an individual student's characteristics:</b> having knowledge of the sources of a student's cognitive, motivational, and emotional heterogeneity.</li> </ul>

In the analysis of the teacher's professional portrait, we can see the term "pedagogical culture", and in this term, a broad worldview, psychological-pedagogical knowledge and competences, a set of personal qualities important for teaching activities, ways to develop educational activities. Search linking skills, pedagogical skills and arrangements are considered.

Pedagogical culture in professional activities forms such components as teachers' attitudes, professional and pedagogical knowledge, personal qualities that provide professionally oriented knowledge and skills, professional-psychological positions, professional pedagogical skills.

### **Psychological components of teachers' culture**

The main element of the class leader's professional skills is the ability to analyze students' interactions with the world, understanding the complexity of personality, professional psychological-pedagogical competence, and the manifestation of students' interactions with other people. The psychological culture of the class leader can be seen as a part of his psychological-pedagogical competence. Psychological culture is related to the thoughts, emotional states, and feelings of a person in his inner life, and interpersonal relationships create his psychological events. Psychological components of culture include cognitive, reflexive-perceptive, affective, voluntary, communicative, regulatory, value meaning. Teachers and students need to understand how these elements contribute to the structure and content of pedagogical skills.

### **Method of formation of spiritual and moral culture in students**

The organization of activities aimed at the formation of moral and moral culture in students is of great importance for every professor, because the main goal of higher education is to educate an all-around mature and well-rounded person.

In order to form the spiritual and moral culture of students, teachers should first of all improve the basics of communication, ethical, ecological, aesthetic, legal, political, behavioral, and speech culture, and secondly, they should form spiritual and moral qualities in students. If we consider the lesson as a center, every word, thought, and action of the teacher revolves around that center and returns to itself. Each lesson contributes to the development of students' speech. That is why it is of great importance to implement educational goals in the development of communication between the student and the teacher, the development of behavior and the formation of spiritual and moral culture. The formation of spiritual and moral culture in students is carried out on the basis of the teacher's extensive knowledge, teaching tools, the creativity and skill of loving students. During the teaching process, the speech, theoretical and professional training of the foreign language teacher directly affects the student and forms their interest in the foreign language. Therefore, in the process of preparing for a foreign language lesson, every teacher should regularly use fiction, various film and video-audio lessons, read magazines and newspapers, psychological, pedagogical, methodical books. In the course of teaching, teachers can use various tools and teaching aids. It depends on the teacher's needs, interest, and specialty. Of course, the analysis of the content of the studied foreign material also plays a key role.

### **Preparation of the teacher for the lesson**

Preparation for the lesson is important in the formation of pedagogical skills of teachers. To do this, it is necessary to deeply understand the educational goals and determine the goals and tasks of the lesson, to understand the essence of the lesson, that is, to clearly imagine the requirements for it, to analyze the educational language materials, to find the sequence of exercises, to plan the ways of control, to be able to correctly choose the equipment used during the lesson. , measures such as the educational activities implemented by the teacher and the expected behavior of students in acquiring skills and competencies, and the determination of lesson plans are carried out.

In order to expand future teachers' worldview, future foreign language teachers should first of all work hard on themselves, read a lot of books, and know the culture and traditions of foreign countries well. They should do scientific research and the main thing is to see the difficulty and remember each and every difficulty in the process of learning that language. Because when learning any language as a second language, the same difficulty repeats itself. One difficulty does not come to someone and not to someone. Whether it is in grammar or in any other field, they should remember those difficulties and how they got out of those difficulties.

### **Discussion**

Future foreign language teachers have several responsibilities, including teaching foreign languages to students, helping them understand other languages and cultures, developing translation skills, and explaining a global outlook. But they need to be motivator, they need to have enthusiasm, they need to be excited. The other important thing is communication. With the students teachers need to know about their feelings, emotions,



it is not only knowledge on mind, feelings are more important. Even if you are the most knowledgeable teacher in the world, it is not advised for you as a teacher to teach students, if they are not able to communicate with you in the target language emotionally, you are not able to not teach them. Heart is more important than mind. A person who does not love children is not able to be a teacher. Whatever a foreign language teacher or a math teacher, first of all, they should love students and be able to give them all his or her love. But being overly kind, saying that you only need to give love, can also cause negative consequences, namely they do not do what their teacher says, they do not do their homework. Therefore, both severity and kindness should be done at the right time.

Also, teachers should have psychological knowledge that determines the age characteristics of students. Namely, what is an elementary school student interested in, how to deal with them, what their mental state is most receptive to. Or what should be paid more attention to when middle-aged students, i.e. students from the 5th to the 8th grade, are forming, what should be done to prevent it from breaking, what should be done by the teacher to determine its direction, what kind of motivational views should be given to convince that it is strong the teacher needs to know.

For example, you want to become an English teacher and your knowledge is also high, namely you got 7.5 or 8 points in IELTS. But if you do not love students, if you do not know how to relate with them, if you do not know the teaching method, if you do not love your profession, your students you won't be able to become a favorite teacher of your students.

## Conclusion

General worldview is a multifaceted complex process that is not hereditary, does not appear by itself. According to the cultural field of researchers, the worldview of students in the educational system is not organized as a separate object of pedagogical general research. For this reason, it is clear that many problems arise in the needs of higher education as a result of the delay in students' acquisition of a universal worldview. The problems of the universal worldview and its nature is a complex process, which is related to the age of students, gender, characteristics of the current dynamic period, and the process of social adaptation.

A person becomes civilized only in the community, i.e. among people: moral - professional, humane, cultural - spiritual. features are formed. For any future teacher, the student period is considered a sensitive period, during which the student prepares himself for the future unique social life. How a student communicates, learns the technology and techniques of communication, thus developing pedagogical skills. In addition to students and teachers, the ability to communicate with parents and a wider group is formed.

Today's times demand a universal worldview. Having a universal worldview of future foreign language teachers will help students to get rid of such vices as carelessness, apathy, indifference. If a student loves life, he develops vices such as being indifferent to it,

developing human capital. Pedagogical staff training is an important aspect of providing higher pedagogical education, which requires ensuring the processes of universal outlook in future foreign language teachers.

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