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THE IMPORTANCE OF SKILLS AND COMPETENCIES OF ENGLISH TEACHER

Annotation

This article illustrates how English is a foreign language and how a good teacher is essential for successful teaching at different stages. Evaluation plays a crucial role in assessing students' progress and understanding their learning outcomes. Teachers must develop methods and techniques to test the outcomes of English learning, ensuring they meet instructional objectives. Tests and examinations are essential in measuring student achievement.

Key words: taught English, foreign language, different ways, high level, good teachers.

INGLIZ TILI O'QITUVCHISIDAGI MAHORAT VA KOMPETENSIYASINING AHAMIYATI

Annotatsiya

Ushbu maqola ingliz tilini turli bosqichlarda muvaffaqiyatli o'qitish uchun o'qituvchining mahorati qanchalik muhimligini ko'rsatadi. O'quvchilar taraqqiyotida baholash va ularning ta'lim natijalarini tushinishda hal qiluvchi rol o'ynaydi. O'qituvchilar ingliz tilini o'rganish natijalarini sinab ko'rish uchun metod va usullarni ishlab chiqishlari kerak, bu ularning ta'lim maqsadlariga javob berishiga ishonch hosil qilishi kerak. Test va imtihonlar talabalarning muvaffaqiyatini baholashda muhim ahamiyatga ega.

Kalit so'zlar: ingliz tilini o'rgatish, chet tili, turli usullar, yuqori saviya, mahoratli o'qituvchilar.

ВАЖНОСТЬ НАВЫКОВ И КОМПЕТЕНТНОСТИ УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

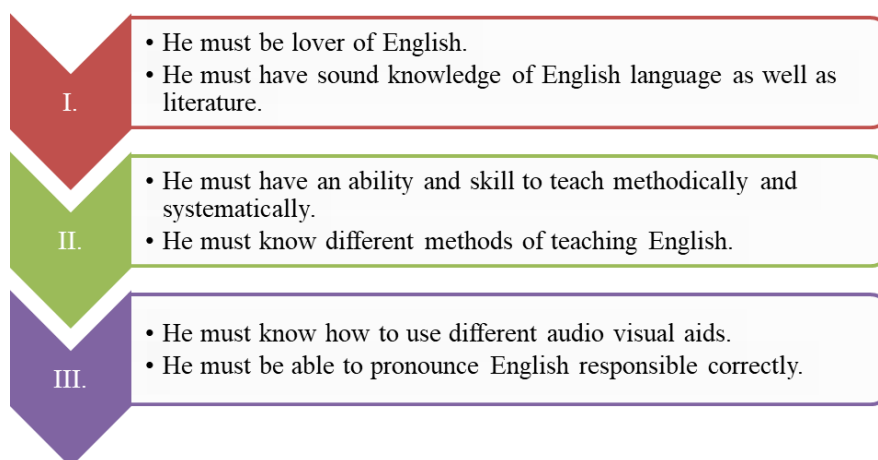
Аннотация

В этой статье показано, что английский является иностранным языком и насколько важен хороший учитель для успешного преподавания на разных этапах. Оценка играет решающую роль в оценке прогресса учащихся и понимании результатов их обучения. Учителя должны разработать методы и приемы для проверки результатов изучения английского языка, гарантируя, что они соответствуют целям обучения. Тесты и экзамены необходимы для измерения успеваемости учащихся.

Ключевые слова: преподаваемый английский язык, иностранный язык, разные способы, высокий уровень, хорошие преподаватели.

Introduction. English is a foreign language. To teach it in a satisfactory manner, a good teacher of English is required. It must also be remembered that all good teachers can not teach English in a good manner at all stages. It is common experience that a teacher teaching English in Standard V or VIII at the primary level very satisfactorily may

not succeed in teaching at the secondary or higher secondary level. In other words, to teach at different levels, a teacher needs to have caliber and qualities appropriate for that level. Still, however, a good teacher of English must possess some qualities:



Methods: Importance of Evaluation in the Teaching of English:

Evaluation has an important place in the teaching of English. The class room teacher, the headmaster, the district education officer, and parents want to know how much and in what ways the students benefit from their studies. The students

are taught English with a view to developing their ability to comprehend and to express themselves. Therefore, it is very necessary to find out in exact terms the outcomes of the teaching and learning program in light of our instructional

objectives. In evaluation, the major objectives are the outcomes in broader terms, and those form the basis of the evaluation program. Different ways and means must be devised, and techniques must be employed to test the outcomes of learning English.

Evaluation in that way is a means to judge the achievement of students in the field of education. The achievement is generally measured through the test and examination. This means the test and examination are very important in the whole process of learning [1].

The language arts teacher needs to arrive at an understanding of the basic principles underlying his practice. Basic principles concern the place that language occupies in the life of the child and the adult, the nature of language, the growth and development of the child and the processes by which growth and development are facilitated, the significant factors that contribute to language development, the general curricular program of work, the differentiation of work to meet individual differences, and the techniques and procedures essential to the implementation of the program.

Because philosophy and psychology inherently relate to every practical problem of curriculum and teaching, they are best considered in the situations to which they naturally apply. The basic principles are summarized here, however, for emphasis and review and to help raise teaching above the level of mere pattern following.

The study and practice of teaching are threatened at two extremes. At one, the student teacher is occupied with abstract generalizations that, because of his inexperience, he vaguely conceives and indifferently applies. Knowledge of this kind has little effect on what the teacher actually does. At the other extreme, the student teacher is primarily occupied with acquiring a set of fixed patterns and using them more or less mechanically. If the patterns are adaptable to the particular situation, he may do a good job for a while. But situations vary and times change; inflexibility results in inefficiency, helplessness, and stagnation. If a teacher makes a choice, perhaps the second evil is to be preferred to the first. But choice may not be necessary; it may be entirely possible for the student teacher to gain a command of practical techniques and, at the same time, an understanding of the basic principles upon which the techniques are based. This double grasp results in teaching at a high level [2].

Results. The primary functions of language are communication, self-expression, and thinking. These functions appear early in the life of the child as inarticulate cries and gross bodily movements expressing demands for attention and feelings of satisfaction and dissatisfaction. As the child matures, gestures, facial expressions, and sounds become more specialized. The expression of feeling and meaning becomes more exact; words express and communicate more accurately and economically than cries and gestures. The command of words and groups of words grows with practice and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real, if not so obvious. Language is a means of clarifying perception, of discovering likenesses, and differences in things observed, of forming general ideas, and of discovering relationships. One deals with symbols rather than concrete experiences. The operation of the communication and thinking functions is observable in the preschool year and throughout the school life of the child. These functions lay a broad foundation on which to base a language program, having far-reaching implications for contact and procedure.

The teaching of language is primarily conditioned by the nature of the subject. Language is, concisely, the manipulation of experience by the use of symbols. It may be

observed that the involved symbolism is purely arbitrary, as shown by the existence of different words in different languages to express the same idea - that words stand for certain concepts based on the direct or vicarious experience of the speaker or writer; that Words have meaning to recipients only to the extent that they recall or are interpreted by similar experiences; and that growth in language is at once growth in experiences, and growth in control of the symbols that stand for experiences [3].

Other significant factors in the nature of language concern the interrelation and interdependence of language functions (thought, self-expression, communication) and of language experiences (speaking, writing, listening, and reading). A language experience, such as a conversation, may include storytelling, discussion, explanations, directions, asking and answering questions, and introductions. In writing a letter, one is concerned with describing incidents, telling anecdotes, giving information, or asking for facts. Particularly significant is the fact that in schoolwork, oral and written experiences are combined, and discussion often proceeds with writing. In the primary grades, the oral telling of a story precedes its writing.

Discussion. Significant also is the complexity of the learning situation as it embraces the various attitudes, abilities, and skills that are consciously or unconsciously employed in carrying on language experiences. In a given experience such as storytelling, a child selects content, builds to a climax by relating a series of incidents in a logical or psychological order, chooses appropriate words and phrases, uses a variety of sentence patterns for interest and force, cultivates voice quality, pitch, and modulation, and practices pronunciation and enunciation, and acquires a favorable or an unfavorable attitude toward oral participation. All these important elements of language experience are progressively strengthened or weakened according to the concrete situations involved. Attitudes, such as a desire to be effective and a willingness to work on particular weaknesses, are essential to growth in language skills and abilities. Vividness and force are directly affected by a variety of words and sentences. Content is conditioned largely by choice of subject. An organization depends on content [4].

The concept of language as a learning task, then, is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points of particular emphasis and interest. If the various elements could be isolated and developed separately, teaching would be relatively simple. Isolated treatment results in improvement in specific elements but frequently makes little change in total performance. The teacher's job in handling elements is to direct growth in a single element or ability while keeping it in its proper relationship to other abilities and to the total language situation of which it is a part.

Complexity characterizes language in the early stages of development as well as at mature levels. Complexity appears in the evolution of different kinds of language experiences and in their component elements. The order of development of language experiences and their component elements. The order of development of language experiences is in part vague, but it is obvious that the first experience to appear is oral communication as the infant attempts to make known his needs through cries, gestures, grimaces, and words. The first language efforts are practical and utilitarian in purpose, relating to food, comfort, and pain. When immediate physical needs have been met and a degree of maturity has been reached, the child becomes absorbed in the intriguing task of making acquaintance with a great variety of things. What's dat? is asked frequently. Inquiries concern animals, cars, people, houses, trains, and all sorts of novel objects and

experiences. Asking questions is the characteristic type of language activity at this stage. "The three-year-old asked 376 questions, and the four-year-old asked 397 questions during the day." In inquiry, the emphasis shifts from the use of language for communication to the use of language for thinking. The child is struggling to identify the various objects in his environment and bring order into a confusing world of sight, sound, smell, and feeling. In this explanatory-naming stage, which continues for some years, the child's vocabulary is composed largely of nouns. "At two years, there is a high proportion of nouns (50 to 60) percent)." Gradually, with increasing maturity and wider experiences, the child's concepts become more clearly defined, and ideas of relationship take shape. Thus, as the dog, horse, and cow are distinguished and identified, the *bow-wow* ceases to be any four-legged animal; the train says *too-too*; the dog runs : flowers are *pretty*. Correspondingly, language changes.

Other parts of speech appear: descriptive words (adjectives and adverbs), action words (verbs), connectives, and pronouns. Growth in the uses of these various parts of speech goes on simultaneously. Anderson says, "All phases of language development proceed at a fairly uniform rate. This indicates that language is learned by wholes, rather than by isolated and individual response, and that the relative proportion of parts of speech is fixed by one general language pattern." Words in phrases soon follow the use of single words, as in *Tommy cold*. The verb is finally added and the sentence form takes shape: *Tommy is cold*, *The dog barks*. At first, sentences are predominantly simple : declarative,

interrogative, and finally imperative; but the complex and compound sentences are used early.

Conclusion. Language learning is a complex process that involves various attitudes, abilities, and skills that are employed in carrying on language experiences. These elements are progressively strengthened or weakened according to the concrete situations involved. Attitudes, such as a desire to be effective and a willingness to work on particular weaknesses, are essential for growth in language skills and abilities. Content is largely conditioned by choice of subject, and an organization depends on content.

concept of language as a learning task is a complex of interrelated and interdependent experiences and elements, with growth occurring simultaneously but in varying degrees. The teacher's job is to direct growth in a single element or ability while keeping it in its proper relationship to other abilities and the total language situation.

Complexity characterizes language in the early stages of development and at mature levels. The order of development of language experiences and their component elements is vague, but it is evident that the first experience to appear is oral communication. As the child's maturity and wider experiences increase, concepts become more clearly defined, and ideas of relationship take shape. Other parts of speech appear, such as descriptive words, action words, connectives, and pronouns. Growth in these parts of speech goes on simultaneously, indicating that language is learned by wholes rather than by isolated and individual responses.

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