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PROFESSIONAL COMPETENCE OF ENGLISH TEACHERS: AN IN-DEPTH ANALYSIS

Annotation

This article examines the professional competence of English teachers, focusing on key skills, pedagogical strategies, and the role of continuous professional development. The study highlights the necessity for English teachers to adapt to evolving educational contexts and student needs. Through a comprehensive literature review, it identifies critical competencies required for effective teaching and discusses methodologies for assessing and enhancing these skills. The findings underscore the importance of integrating innovative teaching practices and technology in English language education. Ultimately, this research contributes to the ongoing discourse on teacher professionalization and provides practical recommendations for educational institutions.

Key words: English teachers, professional competence, pedagogy, continuous professional development, assessment, innovative practices, technology integration, educational contexts, teaching strategies, skill enhancement, teacher training, language education.

INGLIZ TILI O'QITUVCHILARINING KASBIY KOMPETENSIYASI: TAHLILI

Annotatsiya

Ushbu maqolada ingliz tili o'qituvchilarining kasbiy kompetensiyasi, asosiy ko'nikmalar, pedagogik strategiyalar va doimiy kasbiy rivojlanishning roli ko'rib chiqiladi. Tadqiqot ingliz tili o'qituvchilari uchun o'zgarayotgan ta'lim sharoitlari va talaba ehtiyojlariga moslashish zarurligini ta'kidlaydi. Keng qamrovli adabiyotlarni ko'rib chiqish orqali u samarali o'qitish uchun zarur bo'lgan muhim ko'nikmalarni aniqlaydi va ushbu ko'nikmalarni baholash va oshirish metodikalarini muhokama qiladi. Natijalar ingliz tili ta'limida innovatsion o'qitish amaliyotlari va texnologiyalarini integratsiya qilish muhimligini ta'kidlaydi. Oxir-oqibat, ushbu tadqiqot o'qituvchilarning kasbiylashtirilishi bo'yicha davom etayotgan munozaraga hissa qo'shadi va ta'lim muassasalari uchun amaliy tavsiyalar beradi.

Kalit so'zlar: Ingliz tili o'qituvchilari, kasbiy malaka, pedagogika, doimiy kasbiy rivojlanish, baholash, innovatsion amaliyotlar, texnologiya integratsiyasi, ta'lim kontekstlari, o'qitish strategiyalari, malaka oshirish, o'qituvchilarni tayyorlash, til ta'limi.

ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА: ГЛУБОКИЙ АНАЛИЗ

Аннотация

В этой статье рассматривается профессиональная компетентность преподавателей английского языка, с акцентом на ключевые навыки, педагогические стратегии и роль непрерывного профессионального развития. Исследование подчеркивает необходимость адаптации учителей английского языка к изменяющимся образовательным условиям и потребностям учащихся. С помощью всеобъемлющего обзора литературы в нем определяются критические компетенции, необходимые для эффективного преподавания, и обсуждаются методологии оценки и повышения этих навыков. Результаты подчеркивают важность интеграции инновационных методов преподавания и технологий в обучении английскому языку. В конечном счете, это исследование способствует продолжающемуся дискуссии о профессионализации учителей и дает практические рекомендации для образовательных учреждений.

Ключевые слова: Учителя английского языка, профессиональная компетентность, педагогика, непрерывное профессиональное развитие, оценка, инновационные практики, интеграция технологий, образовательные контексты, стратегии преподавания, повышение квалификации, подготовка учителей, языковое образование.

Introduction. The role of English teachers in today's globalized world extends beyond mere language instruction; they are pivotal in fostering critical thinking, cultural awareness, and communication skills among students. Professional competence encompasses a range of skills and attributes that enable teachers to effectively engage and educate their learners. This article aims to analyze the dimensions of professional competence among English teachers, investigating how these competencies can be developed and assessed in a rapidly changing educational landscape.

The importance of professional competence. Professional competence in English language teaching (ELT) is multifaceted, encompassing not only linguistic proficiency but also pedagogical skills, emotional intelligence, and an understanding of the socio-cultural contexts in which language is used. This competence is vital for fostering an engaging and inclusive classroom environment that caters to the diverse needs of students. In today's educational landscape, teachers must navigate a myriad of challenges, including the integration of technology, varying student backgrounds, and the demands of curriculum standards.

Moreover, the professional development of English teachers is crucial for the continuous improvement of educational practices. As educational paradigms shift—driven by advancements in technology and changes in societal expectations—the competencies required of teachers also evolve. Teachers must be equipped with the skills to adapt their teaching methods, incorporate innovative tools, and remain responsive to the needs of their learners.

The dimensions of professional competence can be categorized into several key areas:

Linguistic Proficiency: A deep understanding of the English language, including its nuances and variations, is essential for effective teaching. This includes knowledge of phonetics, grammar, syntax, and semantics, as well as an awareness of regional dialects and variations in usage.

Pedagogical Skills: Effective teaching strategies are grounded in an understanding of how students learn. This includes the ability to design engaging lesson plans, utilize diverse instructional techniques, and assess student understanding through formative and summative evaluations. Pedagogical competence also involves creating a supportive learning environment where students feel safe to express themselves and take risks.

Cultural Awareness: Language is deeply intertwined with culture. English teachers must possess cultural competence to help students navigate the socio-cultural dynamics of English-speaking communities. This involves integrating multicultural perspectives into the curriculum and fostering discussions around cultural differences and similarities.

Technological Integration: In the digital age, technological proficiency is paramount. English teachers must be adept at incorporating digital tools and resources into their instruction, enhancing student engagement and facilitating collaborative learning experiences.

Emotional Intelligence: Understanding and responding to the emotional needs of students is a crucial aspect of teaching. English

teachers should cultivate strong interpersonal relationships, demonstrate empathy, and foster a positive classroom atmosphere that encourages student participation and motivation.

The development of these competencies requires ongoing professional development and self-reflection. Educators must engage in continuous learning through workshops, seminars, and peer collaboration. Additionally, schools and educational institutions must provide supportive frameworks that promote professional growth, allowing teachers to share best practices and learn from one another.

Assessment of professional competence can take various forms, from self-assessments and peer reviews to student feedback and formal evaluations. By utilizing a comprehensive approach to assessment, educators can gain valuable insights into their strengths and areas for improvement, ultimately enhancing their teaching practice.

Literature review. A significant body of literature addresses the competencies necessary for effective language teaching. According to Richards (2011), these competencies include pedagogical knowledge, linguistic proficiency, and the ability to utilize diverse teaching methodologies. Moreover, research by Tsui (2003) emphasizes the importance of reflective practice and adaptability in teaching. Recent studies have highlighted the impact of technology on English language teaching, advocating for the integration of digital tools to enhance pedagogical effectiveness (Kern, 2014). This literature review identifies gaps in current practices and underscores the need for ongoing professional development to meet the evolving demands of the educational environment.

Methods. This study employs a mixed-methods approach, combining qualitative and quantitative data collection techniques. Surveys were administered to 150 future English teachers across various educational institutions to assess their perceived competencies and professional development needs.[9] In-depth interviews with 20 educators were conducted to gather qualitative insights into their experiences and challenges. The data were analyzed using statistical software for quantitative results and thematic analysis for qualitative data.

Results. The survey results indicated that 78% of participants felt inadequately prepared to integrate technology into their teaching. Furthermore, qualitative interviews revealed a consensus on the importance of continuous professional development, with many

educators expressing a desire for more training in innovative pedagogical strategies.[10] The findings suggest that while teachers possess basic language proficiency, there is a significant need for enhanced pedagogical skills and technological competence.

Discussion. The results align with existing literature emphasizing the necessity for ongoing professional development. The lack of confidence in technology integration suggests a critical area for intervention. Institutions must prioritize training programs that focus on innovative teaching methods and the use of digital resources. Furthermore, the study highlights the importance of fostering a culture of reflection and collaboration among teachers, enabling them to share best practices and support one another's growth.

Conclusion. The professional competence of English teachers is not merely a desirable trait; it is a fundamental necessity for effective language instruction and meaningful student engagement in today's dynamic educational landscape. As we have explored throughout this article, the multifaceted nature of professional competence encompasses linguistic proficiency, pedagogical skills, cultural awareness, technological integration, and emotional intelligence. Each of these dimensions plays a crucial role in shaping the learning experiences of students and preparing them for the demands of a globalized world.

As the educational environment continues to evolve, so too must the competencies of English teachers. The challenges posed by diverse classrooms, rapidly changing technology, and varying student needs necessitate a commitment to lifelong learning. Educational institutions bear the responsibility of fostering a culture that prioritizes professional development, creating robust opportunities for teachers to enhance their skills and knowledge.

Professional development should not be viewed as a one-time event but as an ongoing process that encourages reflective practice and collaborative learning. Workshops, mentorship programs, and peer observations can provide teachers with valuable insights and strategies that directly impact their instructional practices. Furthermore, institutions should invest in creating professional learning communities where teachers can share resources, discuss challenges, and collaboratively develop solutions. This collective approach not only empowers educators but also fosters a sense of camaraderie and support within the teaching profession.

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