

ЛИНГВОДИДАКТИКА ВА МЕТОДИКА

ТАЪЛИМ БЕРИШДА ТИЛНИНГ НАЗАРИЙ ТАЪРИФИ

ASPECTS OF THE FORMATION AND DEVELOPMENT OF PROFESSIONAL COMPETENCE OF EFL TEACHERS IN UZBEKISTAN



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Abstract

The article deals with the problems of forming and developing the professional competence of the teachers of English as a foreign language in Uzbekistan. This problem is very topical because it is closely connected with cardinal reforms of language education in Uzbekistan. Teaching English has become one of the cardinal directions in training highly qualified specialists, using The Common European (CEFR) standards of education. A special attention is paid to the comparative study of the competitiveness accepted in the USA, European Union countries, The Republic of Southern Korea and Uzbekistan for the formation and development of professional competence of teachers of the new generation using the best innovation methods experimented and approved by the developed countries of the world.

Keywords: professional competence; competitive specialists; innovative technologies; communicative approach; sociocultural competence; ethno cultural features; psycholinguistic aspect; effectiveness of teaching; linguistic competence; pedagogical technologies; parameters of determination; content based teaching. Management innovations: educational standards; modernization.

ЎЗБЕКИСТОНДА ИНГЛИЗ ТИЛИ ЎҚИТУВЧИЛАРИНИНГ МАЛАКАСИНИ ОШИРИШ ВА РИВОЖЛАНТИРИШ АСПЕКТЛАРИ

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Аннотация

Мақола чет тили ўқитувчисининг касбий маҳоратини шакллантириш ва ривожлантириш масалаларига бағишланган. Асосий эътибор АҚШ, Европа Иттифоқи давлатлари, Жанубий Корея Республикаси каби давлатларда кенг қўлланиладиган рақобатга асосланган таълим принципларига қаратилади. Бу принцип тараққий этган мамлакатлар тажрибасидан ўтган инновацион технологиялар билан бирга мамлакатимизда ҳам тадбиқ этилса, чет тили ўқитувчиларининг рақобатбардош янги авлодини шакллантиришда муҳим аҳамият касб этиши борасида хулосалар берилади.

Калит сўзлар: касбий маҳорат; рақобатбардош мутахассис; инновацион технологиялар; коммуникатив ёндашув; ижтимоий-мадани маҳорат; этно-маданий хусусиятлар; психолингвистик аспект; ўқитиш самарадорлиги; тил малакаси; педагогик технологиялар; аниқлаш мезонлари; ўқитиш мазмуни; инновацион бошқарув; таълим стандартлари; модернизация.

АСПЕКТЫ ФОРМИРОВАНИЯ И РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В УЗБЕКИСТАНЕ

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Аннотация

Статья посвящена проблеме формирования и развития профессиональной компетенции преподавателей английского языка в Узбекистане. Данная проблема актуальна на сегодняшний день в Узбекистане, так как после провозглашения независимости в Республике в системе образования начались значительные перемены. Обучение английскому языку на основе европейского стандарта стало одним из кардинальных направлений в подготовке высококвалифицированных специалистов. Особое внимание уделяется сравнительному обучению на основе конкуренции, принятой в США, странах Евросоюза и Южной Кореи. Данный принцип также был принят и в Узбекистане с целью формирования и развития профессиональной компетенции учителей нового поколения с внедрением инновационных технологий, апробированных и одобренных в развитых странах мира.

Ключевые слова: профессиональная компетенция; конкурентоспособный специалист; инновационные технологии; социально-культурная компетенция; этнокультурный признак; психолингвистический аспект; эффективность обучения; лингвистическая компетенция; педагогические технологии; параметры определения; обучение на основе содержания; образовательный стандарты; модернизация.

Uzbekistan is one of the youngest of the present day world that has chosen the way of independent development about a quarter of a century ago. People here understand mutually beneficial international relations and progress can be achieved only by means of developing the socio-economic and sociocultural relations with other nations of the world. And it requires learning and using English in all spheres and in the process of communication in particular.

Obviously, some problems arise from the context of teaching English language, including all levels of student of secondary schools, colleges lyceums and high educational establishments in Uzbekistan. Having analyzed the most notable factors connecting with language education which affect language teaching process and it should be noted following problems:

- difficulties how to manage teachers activities under new social-political reforms;
- define objectives, new approaches and methods of teaching for students;
- implementation of innovative pedagogical technologies and ICT in the process of teaching English;
- set up appropriate text-books, manuals, syllabus according to requirements of common European standard (CEFR).

Thus, above-mentioned factors which some put some obstacles in the way of working out effective measures of improving on teaching English in

Uzbekistan. Owing to close collaboration with specialists of the Great Britain on project of formation the aspects and development of the professional competence of EFL teachers have been arranged on the basis of International Exchange Programmer (IEP) by the experts of UzSWLU. In accordance with the collaboration project during the last 10 years more than 1000 young teachers of English have taken short-termed and long-termed courses in English speaking countries.

It will be expedient action to organize successively the process of forming and development professional competence of EFL teachers in Uzbekistan. With the view to ensure smoothness and consistency of the process, we propose conditionally subdivide the aspects of forming and development of professional competence of EFL teachers into following stages corresponding to main tasks which will be solved separately in every stage:

1) **period of general preparatory** – this period includes language competence of EFL teachers and forming their motivation for further development of language competence;

2) **stage of active-proper** – this stage the educational activities of teachers proceeds on mastering professional competence of English, make necessary corrections, organize self-dependent activities on training projects, immediate contact with native speakers, make reports at the conferences, take part in international seminars, Internet-projects, and International Exchange Programmer (IEP);

3) **stage of active-assessment** – in this stage takes place assessment of teachers’ results, and analyzing possibilities of further introduction of products of activities in the certain teaching-professional conditions.

The above–mentioned stages of formation competences play a significant role in forming a skillful teacher of FL, but these are very considerable stages in the formation of the professional competence.

However, the following types professional competences should be taken into consideration:

- managing competence;
- didactic competence;
- perceptive competence;
- communicative competence;
- suggestively competence;
- researching competence;
- cognitive competence etc.

Of course, competence approach is a new approach and it was exercised by different teachers in different ways. Some teachers who admitted, it and used in the

classes and became “leaders”. The others who could not understand the main point of using these methods, this approach, they didn’t admit this approach and remained as “traditionalists”.

The unannounced war was “between these two parties and lasted long time. The third group of teachers who supported neither “leaders” nor “traditionalists” preferred waiting for the end of the results of these contradictions like “tet-a-tet” fight.

This process lasted for 10–20 years and at last scholars have realized that it is not desirable to have such a situation in the system of education and it is time for realizing serious reforms in teaching foreign languages in Uzbekistan .

Thus, by admitting the new approach and technologies, teachers of English language understood that they would be carriers the concept of the new life, and better success in teaching FL and they have to change their outlook, views concerning new technologies in teaching English as a foreign language in Uzbekistan. It should be regarded the role of professional competence which are recognized by scholars:

1. Didactic competence includes the ability to plan the lesson, to choose the place for the class, to select the text, exercise, the system of evaluation assessment types and criteria to choose the material knowing the age-group etc. As one of the vivid notions didactic competence means that the teacher should be able to manage to create the situation where students must be involved in the process of learning the language voluntarily, self-motivated, they should know why they are learning FL.

2. Perceptive competence of the teacher plays a significant role in the formation and development of his professional competence. The teacher should know everything about his students, that is he should get the information about the spiritual, inner world of the learners, his interests whether the student has motivation for learning the Fl. The teacher also analyses the students’ attitude towards psychological and sociol-culturalological and cognitive activity etc. Having obtained the necessary information he works out his own strategy of working with the group of students or pupils on the based on the date he collected beforehand.

3. Communicative competence means that the teacher has good communication skills. As we know, early graduated – bachelors could not communicate with native speakers. Because most of them did not have communicative competence though they have only diploma and bachelor’s degree. As it is known that learning a FL can be successful when a pupil or a student can talk with native speaker by using his speech, or by demonstrating his language skills.

4. Superintendent competence. It means that the graduate, the teacher who already has a diploma and a academic degree – bachelor should be able to command over others, he must be able to influence them emotionally using his – voice, fluency in his speech, mimics, standing straight the culture of wearing cleanly ironed clothes, cleanly shaven face, no spots, etc. All these help the teacher, to create a normal psychological background for his class.

5. Suggestive competence. One of the most important features of this competence is that the teacher should believe in what he is doing. If the teacher is not sure of what he has just said them no one will believe in what the teacher has said.

6. Research competence. This competence plays a significant role in training highly qualified professors, researches, scientist the teacher should be aware of the planet and his knowledge of English will help him to get any information he needs through the Internet. It is not necessary for him to be in Tashkent or any other regional center, he can just use Internet and will get information for his classes, the other day, it doesn't matter being at this time on the mountain or in the desert or some other far away places of Uzbekistan.

The teacher should be able to explain everything by using different formulas, models corresponding terminology, laws, practical application, history of discovering etc. It demands the knowledge about the world and a valuable linguistic competence.

The FL teacher should be able to be find solutions to the problems which he or his students faced with, he should be able to collect materials for analyse, to write annotations, statements, articles and to make conclusions for the journal etc.

One of the most important activities in the formation and development of the professional competence of the teachers of FL is the diagnostics of forming professional competences.

This is very important because the teacher should know well whether the work he is planning will be successful or not, if he will get a positive result or solution or not, because everything doesn't depend on the teacher. Much depends on the student or a pupil. If a pupil has a skill for learning if he has a low level of resistance for being taught the case or result will be positive, because the pupil will act as an assistant, or a co-worker, a co-actor a co-operator. But if the pupil's skill for learning is very low and his resistance is very high, you can surely know that the result will be negative. The pupil acts here not as a co-actor, but he acts as a destructor.

That depends on the pupils' “studying skills”, mental potential. Mental ability etc. the future teacher should know all about this and be ready to interfere and correct “mistake of the nature” in relation to a certain pupil or student.

The teacher should be aware of what changes take place in the field of directive documents as soon as they are announced.

The problems related to the implementation of the decrees, order or other documents dealing with the development and implementation of state education standards and curricula for teaching and educational process on the basis of competence approach. Such trends as competence, competitiveness and morality are considered as the main task of continuous education system. A subject to deeper investigation by the teacher can be one of the issues which are related to the problems and procedures of monitoring the quality of education and modeling the subsystem of education where he is busy with.

The specialists of higher and secondary specialized education system in Uzbekistan carried out a comparative research of implementing competence approach with the educational system in the USA, European Union, Southern Korea and others (7, 1).

In this document the researchers began the work comparing the number of the competences. For example in the USA 4 groups of competences were accepted as essential: 1) metacognition; 2) ways of working; 3) information CT cognition; 4) living in the community, world. Each group consists of certain competences united under general term or direction given to each class (6, 3–10).

The countries of European Union accepted 8 types of competences:

1) communication in the mother tongue; 2) communication in the foreign languages; 3) mathematical competence and basic competence in science and technology; 4) digital competence; 5) learning to learn; 6) social and civic competence; 7) sense of initiative and entrepreneurship; 8) cultural awareness and expression.

The Republic of South Korea accepted 6 types of competence for the system of education. There are as follows:

- 1) career inquiry skills;
- 2) basic learning skills;
- 3) problem solving skills;
- 4) creative skills;
- 5) communicative skills;
- 6) citizenship.

The tutors of the educational system of Uzbekistan recommended the following types of basic competences according to state educational standard:

- 1) communicative competence;
- 2) ICT cognition;
- 3) social and civic competence;
- 4) self - development competence;

- 5) cultural competence;
- 6) mathematical competence and basic competences in science and technology (3, 46–51).

The comparative study the systems of the competences accepted in 4 forms and shows that the most perfect system belongs to the countries of European Union. They could choose the most topical and important types of competence. The system of competence accepted in USA is good too, but in some places they are too primitive and in some items they are too general.

The Uzbek system of competence was worked out, as it can be seen as a result of the analysis of those 3 systems. We can say that Uzbek system accepted a lot of features of Korean model of education but they differ in content.

One thing is not yet clear in Uzbek version of competences, that is the first competence which runs as “communicative competence”. Here the language of communication is not shown, as it has been worked out in the Common European competences (CEFR). Where we can find two types of communicative competences-one is in the mother tongue, the second is in the foreign language.

We think that in Uzbek official documentation the term “communicative competence” means communication in any language functioning in Uzbekistan, it may be Uzbek, English, Russian, Tajik, Kara kalpak etc. (8, 13).

In conclusion it should be noted the following points as the main factors of formation and development of professional competence of EFL teachers in our country:

- the specialists in teaching FL and teachers can become good professionals if they only follow general tendencies of social development in the world, in the region, in the country;
- teaching is a noble profession and teachers know that it is very difficult to be a good teacher, the requirements are becoming high but the pupils are becoming less motivated in order to be educated;
- the teachers need to revisit the factors which are expected to improve the standards of higher education, the modernization of the content and structure of higher education and accreditation of educational programs and institutions. ISO and other standards;
- the specialists need to work out new internal mechanisms, applying the elements of other systems, to implement the best practices and recommendations on innovative educational technologies, to assess primary standards, to refresh educational process by means of modernizing educational system personnel and developing international cooperation in the sphere of higher and specialized education.

And all these will make it possible to in order reform entirely the system of training specialists in Uzbekistan.

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