



DEVELOPMENT OF UNIQUE AND UNIVERSAL PROFESSIONAL COMPONENTS OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract

An English teacher's skill set is the foundation of their capacity to motivate and instruct in the ever-changing field of education. Effective teachers possess a harmonious fusion of pedagogical knowledge, language proficiency, and compassionate communication. The field of teaching English is growing as time goes on, necessitating not only a thorough comprehension of conventional teaching techniques but also flexibility in the face of novel approaches and a variety of learning settings. To succeed in the changing educational environment and to help students develop a love of language and literature, English teachers must recognize the fundamental competencies of the profession.

Key words: Components, professional development, technology, knowledge, skills, qualification, speech, creativity.

Introduction

English teachers need to embrace diversity and cultural competency as core competencies as we approach 2024. Since the classroom is a microcosm of the diversity of the world, teachers must create a welcoming atmosphere where all students feel included and appreciated. This ability entails recognizing and honoring various cultural origins, modifying instruction to be inclusive, and attending to a range of linguistic requirements. English teachers who are adept at navigating the complexities of cultural diversity will provide their pupils with more interesting and productive learning opportunities. In 2024, digital literacy will be required of teachers; it is no longer a choice. Teaching professionals need to be adept at utilizing digital tools and platforms to improve instruction since education technology, or EdTech, is becoming a necessary part of education. This ability goes beyond simple computer usage to encompass knowledge of online resources, educational software, and virtual classrooms. Teachers of English who are skilled at using technology into their lessons will not only improve student preparation for a digital future but also streamline their teaching process.

Teachers need to develop adaptable lesson plans that may be customized to each student's unique learning style and speed as educational standards change and student demands grow increasingly diverse. A thorough understanding of curriculum design, assessment techniques, and pedagogical theories is necessary to master this talent. No matter where a student starts, English teachers with experience creating adaptable curricula will make sure they help every student reach their greatest potential

Advanced Pedagogical Knowledge

Advanced pedagogical knowledge remains a cornerstone skill for teachers. In 2024, educators must be well-versed in the latest teaching methodologies, learning theories, and



instructional strategies. This expertise enables teachers to deliver content effectively, engage students in critical thinking, and foster a love for learning. English Teachers who continually update their pedagogical toolkit will be at the forefront of educational excellence and student success. Continuous professional development is a critical skill for teachers moving forward into 2024. The educational landscape is constantly changing, with new research, technologies, and teaching strategies emerging regularly. Teachers committed to lifelong learning and professional growth will stay current with best practices and educational innovations. English Teachers who engage in ongoing professional development will enhance their teaching effectiveness and remain valuable assets to their institutions and students

Teachers Skills by Experience Level

The competencies needed by educators transform as they progress in their profession, mirroring the evolving requirements and duties at different points. In the initial stages, the focus lies on mastering classroom control and fundamental teaching approaches. With accumulated experience, teachers shift their attention towards creating curriculum, evaluating students, and introducing new teaching methods. In senior positions, assuming leadership roles within the educational sphere and the capacity to impact educational policies and methodologies become crucial. Identifying and cultivating the appropriate skills at each career juncture is imperative for English Teachers to ensure their efficacy in the classroom and their professional development.

Components of LTC

Developing LTC necessitates a new understanding and conceptualization of teacherly practice. Knowing that many teachers feel isolated and left out in their professional development partly because of boring and irrelevant professional development practices offered to them, creating LTC appears to be a viable option. Activities in LTC amalgamate the realities of all agents, including teachers, students, and researchers, in a way to bring together individual teachers' in-depth discussion and understanding of issues surrounding all aspects of schooling. Such a fresh understanding makes the individual teacher think and act beyond the confinement of the classroom. As Grossman, Wineburg and Woolworth (2001) states, when a teacher community is considered, it must naturally be accepted that "some people know things that others do not know and that the collective's knowledge exceeds that of any individual" (p. 973). Hence, such LTC should follow "jigsaw" activities in which teachers, like students who are exposed to such activities, "learn about different aspects of a common topic and then pool their learning in small groups or in a whole class setting" (p. 974). Little (2003), in her review of research, argues that teaching and learning can be strengthened and improved "when teachers collectively question ineffective teaching routines, examine new conceptions of teaching and learning, find generative means to acknowledge and respond to difference and conflict, and engage actively in supporting one another's professional growth" (p. 913). Hence, LTC can easily enable teachers' mutual exchange of ideas, experiences, and knowledge in a way to constitute a distinct opportunity for teachers' growth as professionals who learn from one another and with each other.

Methodology

The construct "teacher autonomy" has not been well-identified; hence, in the literature one can see more theoretical studies (Wilches, 2009; Ramos, 2006; Cem Balçıklanlı & Kemal Sinan



Özmen 19 Aoki, 2002; Smith, 2003; Smith & Erdoğan, 2008, Usma, 2007) than contextual or practical inquiries. Systematic review in this study, though, followed a review plan based on some dimensions and constructs related to teacher autonomy. The initial plan was to review the journals that publish teacher autonomy related research in the field. As a result of this preliminary analysis of the journals, we came to realize that not teacher-autonomy research based articles were existent in the field of language education. However, we recognized that studies were extensively based on three themes, namely “Teacher Autonomy and Professional Development”, “Teacher Autonomy and Reflection” and finally “Teacher Autonomy and Teacher Burnout”.

Professional Development

What we argue is that teacher autonomy is a prerequisite if teachers are expected to benefit from PD practices. In other words, if teachers are not professionally autonomous, exposing teachers to any PD program would, as we believe, prove to be ineffective – since they would not have enough capability, motives, or time to benefit enough from those PD activities. There are a number of studies to prove the importance of teachers’ professional autonomy for PD activities

Conclusion

Teachers’ being competent and well-qualified enough to teach to young learners from pedagogical aspect is found to be another determining factor. Teachers’ understanding of the nature of young learners, being open to new ideas and innovations in the field, and their language proficiency to apply age-appropriate instructional practices are thought to be a contributing factor to the ultimate attainment. Accordingly, research by using indepth classroom observation provides valuable insight into how young learners perform linguistic and non-linguistic behaviour, which activities they prefer to participate, and what factors are motivating for them. In order to manage classes properly, to give quality input, instructions, and feedback, and to simplify the target language components, teachers’ language proficiency levels need to be high. It is discussed that a successful teacher needs to know the learning strategies and motivation sources, and analyse the learning environment of these learners.

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Western European Journal of Linguistics and Education

Volume 2, Issue 4, April, 2024

<https://westerneuropeanstudies.com/index.php/2>

ISSN (E): 2942-190X

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