

KONFERENSIYALAR UZ

— ANJUMANLAR PLATFORMASI

O'ZBEKISTON – 2030: INNOVATSIYA, FAN VA TA'LIM ISTIQBOLLARI

**II RESPUBLIKA ILMIY-AMALIY
KONFERENSIYA MATERIALLARI**

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Mazkur nashrda “O‘zbekiston — 2030: innovatsiya, fan va ta’lim istiqbollari” nomli II Respublika ilmiy-amaliy konferensiyasi doirasida taqdim etilgan ilmiy maqolalar to‘plami jamlangan. Unda O‘zbekistonning turli oliy ta’lim va ilmiy-tadqiqot muassasalari, tarmoq tashkilotlari, mustaqil tadqiqotchilar tomonidan taqdim etilgan ijtimoiy-gumanitar, iqtisodiyot, huquq, biologiya, tibbiyot va boshqa sohalarga oid maqolalar kiritilgan. Maqolalarda ilm-fanning zamonaviy yo‘nalishlari, innovatsion texnologiyalar, ta’lim islohotlari hamda barqaror taraqqiyotga oid masalalar muhokama qilingan. To‘plam akademik izlanishlar, amaliy tajribalar va ilmiy xulosalarni birlashtirgan holda, fanlararo integratsiyani chuqurlashtirish va ilmiy hamkorlikni kuchaytirishga xizmat qiladi.

Kalit so‘zlar: ilmiy-amaliy konferensiya, innovatsiya, fan va ta’lim, O‘zbekiston 2030, barqaror rivojlanish, ilmiy izlanishlar, fanlararo integratsiya, ilmiy hamkorlik, texnologik taraqqiyot, zamonaviy ta’lim.

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“DEVELOPING PROFESSIONAL COMPETENCE IN TEACHING ENGLISH”

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Abstract. The article underscores that professional competence in English teaching is a dynamic and evolving process, requiring dedication to lifelong learning and adaptability. By focusing on these areas, teachers can enhance student engagement, foster language development, and prepare learners for success in a globalized world.

In an increasingly globalized world, developing professional competence in teaching English is essential for educators to deliver high-quality instruction. This article examines the key components of professional competence, including language proficiency, pedagogical knowledge, cultural awareness, technology integration, classroom management, and assessment techniques. It highlights the importance of ongoing professional development and lifelong learning to enhance teaching effectiveness. By mastering these areas, educators can create engaging, inclusive, and effective learning environments that cater to diverse student needs. The article emphasizes that teaching English extends beyond linguistic instruction to fostering cultural sensitivity and leveraging modern technological tools for improved learning outcomes.

Key words: Professional competence, English language teaching, pedagogy, cultural awareness, language proficiency, classroom management, technology integration, assessment, lifelong learning, student engagement.

“INGLIZ TILINI O'QITISHDA KASBIY KOMPETENTLIKNI RIVOJLANTIRISH”

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Annotatsiya. Maqolada ingliz tilini o'qitishda kasbiy kompetentsiya dinamik va rivojlanayotgan jarayon bo'lib, umrbod o'rganish va moslashishga bag'ishlanishni talab qiladi. Ushbu sohalarga e'tibor qaratish orqali o'qituvchilar talabalarning faolligini oshirishi, tilni rivojlantirishga yordam berishi va o'quvchilarni globallashtirish dunyoda muvaffaqiyatga tayyorlashi mumkin.

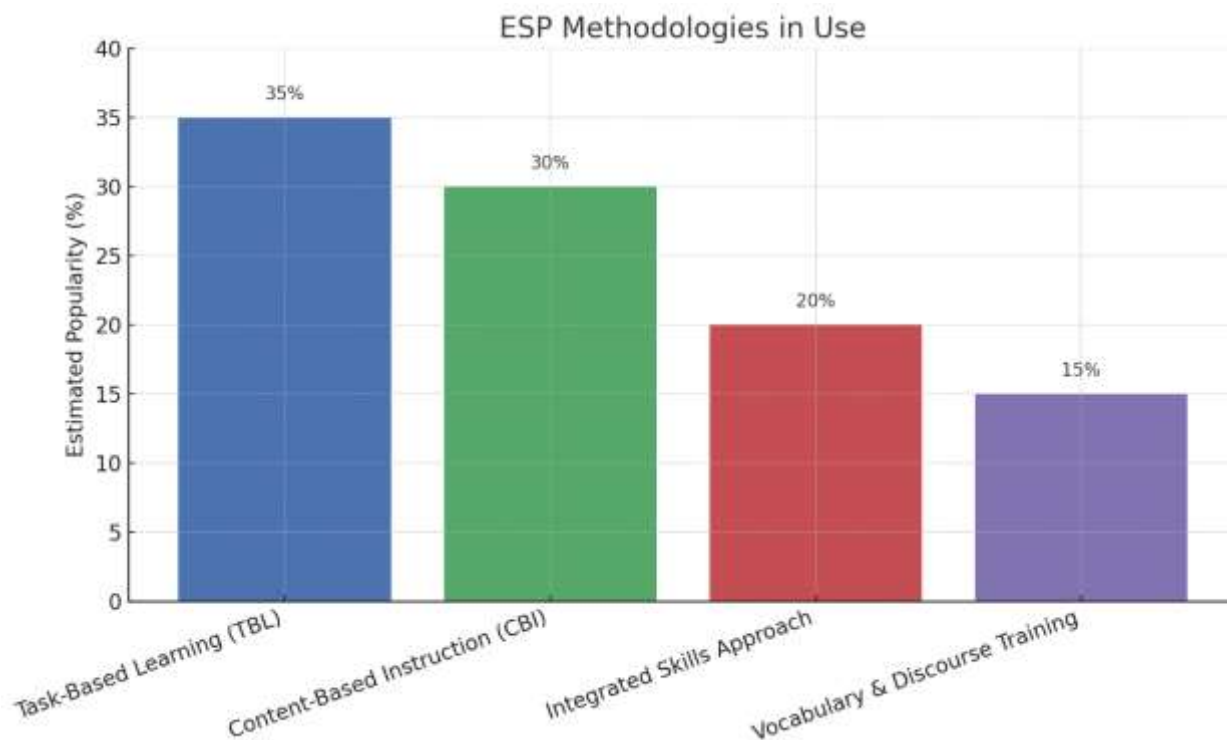
Borgan sari globallashtirib borayotgan dunyoda ingliz tilini o'qitishda kasbiy kompetentsiyani rivojlantirish o'qituvchilar uchun yuqori sifatli o'qitish uchun juda muhimdir. Ushbu maqolada kasbiy kompetentsiyaning asosiy tarkibiy qismlari, jumladan, tilni bilish, pedagogik bilimlar, madaniy xabardorlik, texnologiya integratsiyasi, sinfni boshqarish va baholash texnikasi ko'rib chiqiladi. Bu o'qitish samaradorligini oshirish uchun doimiy kasbiy rivojlanish va umrbod ta'limning muhimligini ta'kidlaydi. Ushbu sohalarini o'zlashtirish orqali o'qituvchilar turli xil talabalar ehtiyojlarini qondiradigan qiziqarli, inklyuziv va samarali o'quv muhitlarini yaratishi mumkin. Maqolada ingliz tilini o'qitish madaniy sezgirlikni rivojlantirish va o'quv natijalarini yaxshilash uchun zamonaviy texnologik vositalardan foydalanish uchun lingvistik ko'rsatmalardan tashqarida ekanligi ta'kidlangan.

Kalit so'zlar: Kasbiy kompetentsiya, ingliz tilini o'qitish, pedagogika, madaniy xabardorlik, tilni bilish, sinfni boshqarish, texnologiya integratsiyasi, baholash, umrbod o'rganish, talabalarni jalb qilish.

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In the evolving world of education, developing professional competence in teaching English is vital for educators aiming to provide high-quality instruction to their students. English, as both a global lingua franca and an academic subject, requires teachers to possess proficiency in the language and a deep understanding of pedagogy, cultural awareness, and the

ability to adapt to diverse learning environments. Developing these competencies involves combining knowledge, skills, and ongoing professional growth. This article explores the key components of professional competence in teaching English and strategies for teachers to enhance their teaching practices.



- ✚ Task-Based Learning (TBL) – 35%
- ✚ Content-Based Instruction (CBI) – 30%
- ✚ Integrated Skills Approach – 20%
- ✚ Vocabulary & Discourse Training – 15%

1. **Language Proficiency: The Foundation of Competence**

At the core of teaching English is the teacher's language proficiency. While fluency in spoken and written English is crucial, it's not enough to have a high level of language knowledge. Teachers must also be well-versed in the intricacies of grammar, vocabulary, pronunciation, and discourse to guide students through the complexities of the language. Teachers should engage in continuous language learning to develop and maintain high proficiency levels. This includes practising speaking, listening, reading, and writing in English regularly. Additionally, staying updated on linguistic trends and new teaching methodologies helps teachers remain informed about the evolving nature of language usage and educational technology.

2. **Pedagogical Knowledge: Mastering Effective Teaching Methods**

Professional competence extends beyond language proficiency to encompass pedagogical knowledge. Teachers must be familiar with various teaching methods, strategies, and approaches that cater to different student needs and learning styles. This involves understanding how to effectively teach vocabulary, grammar, speaking, listening, reading, and

writing skills and designing and implementing lesson plans that engage students and promote active learning.

Differentiated instruction is fundamental in a diverse classroom, where students may have varying levels of language proficiency or come from different cultural backgrounds. Teachers can use various teaching techniques, such as task-based learning, communicative language teaching, and project-based learning, to ensure that all students receive instruction that is suited to their needs.

3. Cultural Competence: Understanding the Global Context

Teaching English is not just about teaching the language but also about exposing students to the cultures where English is spoken. Language and culture are deeply intertwined, and understanding cultural contexts is essential for teachers. Cultural competence allows educators to create lessons that are linguistically accurate and culturally sensitive.

Teachers should encourage students to explore the global nature of English, as it is used in various regions and contexts worldwide. This could involve teaching about different English dialects, idioms, and cultural practices associated with English-speaking countries. It also requires the teacher to be aware of their own cultural biases and work to create an inclusive and respectful classroom environment.

4. Technology Integration: Leveraging Digital Tools

Technology plays a crucial role in teaching and learning in the modern educational landscape. Incorporating digital tools into English lessons can enhance student engagement, facilitate collaboration, and provide access to resources and learning materials. Teachers should develop the competence to effectively use technology in the classroom, from interactive whiteboards to language-learning apps and online collaboration platforms.

Moreover, digital media—such as podcasts, videos, and online articles—can expose students to authentic language use and various accents, enriching their learning experience. Teachers must also be adept at using online assessment tools, virtual classrooms, and e-learning platforms to manage student progress and feedback.

5. Ongoing Professional Development: Lifelong Learning

The most effective teachers view their careers as a continual process of learning and growth. Professional competence is not a static achievement but something that requires constant development. Teachers should actively seek opportunities for professional development, whether through formal training programs, workshops, conferences, or self-directed learning. Peer collaboration and observation also play a key role in improving teaching skills and gaining new insights.

Participating in professional communities, such as teaching networks or online forums, can offer teachers support, ideas, and resources. Furthermore, engaging in reflective practice—regularly assessing one's teaching methods, evaluating student feedback, and adjusting approaches—helps teachers stay engaged and responsive to the needs of their students.

6. Classroom Management: Creating a Positive Learning Environment

A critical component of professional competence is managing the classroom effectively. Good classroom management ensures that learning occurs in a supportive and disciplined environment. Teachers must develop strategies for handling disruptive behaviors, fostering

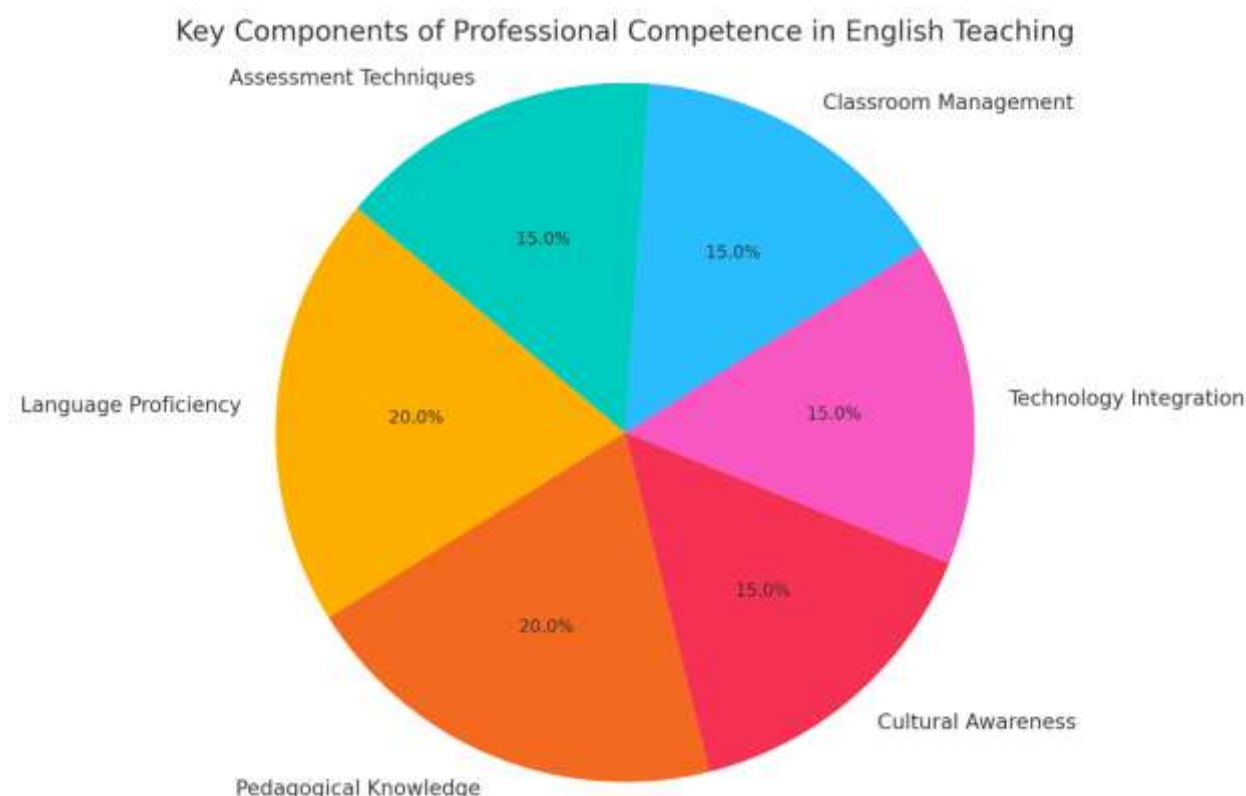
positive relationships with students, and maintaining an atmosphere where all students feel respected and motivated to learn.

Effective classroom management also involves establishing clear expectations, providing constructive feedback, and creating opportunities for students to engage in meaningful interactions. It's essential to balance structure and flexibility, allowing students to feel comfortable expressing themselves while adhering to classroom norms.

7. Assessment and Evaluation: Measuring Student Progress

Another vital aspect of professional competence is assessing and evaluating students' language skills. Teachers need to be proficient in designing and administering assessments that accurately measure student progress in all areas of language learning. These assessments, including written exams, oral presentations, group projects, and self-assessments, should be varied to capture a comprehensive picture of a student's abilities.

Formative assessment focuses on continuous feedback and improvement and is particularly valuable in language learning. It allows teachers to identify areas where students are struggling and provide targeted support. Summative assessments, on the other hand, help measure overall proficiency at the end of a learning period.



Comparison – General English vs ESP

Feature	General English	English for Specific Purposes (ESP)
Focus	General communication	Field-specific language use
Learner Needs	Broad, flexible	Profession/academic-specific

Materials Used	Textbooks, stories	Authentic texts (e.g., case studies)
Teacher's Role	Language facilitator	Language + context facilitator
Vocabulary Type	General	Technical, discipline-specific

Conclusion. Developing professional competence in teaching English is a dynamic and ongoing process. It requires teachers to continuously refine their language skills, pedagogical knowledge, cultural awareness, and technological expertise. Moreover, it demands an openness to new ideas and approaches and a commitment to lifelong learning. By focusing on these areas, English teachers can provide meaningful and practical education that enhances students' language abilities and prepares them for success in an increasingly globalized world.

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