

Teachers' Competencies in Tesol

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Abstract

In this article, teacher competencies given in the TESOL international language teaching program are highlighted. Based on TESOL, the professional competencies including reflective competence, critical thinking competence, lifelong learning competence, research competence, adaptability competence and digital competence that English language teachers should acquire are reviewed and analyzed.

Key words: professional competence, TESOL, language teaching program, competence, reflective competence, critical thinking competence, IQ, lifelong learning competence, research competence, adaptability competence, digital competence.

Progress provides a significant advancement of the field of science. Here we can see significant and systematic development processes in the field of pedagogy, especially in the field of teaching foreign languages. Initially, scientists created and put into practice various methods, methods and technologies for language teaching in a small circle, but now programs are being created in a wide range. Since English is the world language as a product of the globalization process, international language teaching programs are mainly focused on the development of English language teaching techniques. The purpose of developing and improving these programs is to facilitate the process of teaching and learning English to students of different age categories. In addition, it serves to improve the teacher's pedagogical skills and to create and strengthen pedagogical and professional competencies in demand of the time.

Currently, the English teacher's competence is in the center of research, and it is classified differently by scientists based on different approaches. G.T.Makhkamova, Sh.S.Alimov and A.I.Ziyayev state that the current demand for foreign language specialists is media literacy, cultural literacy and professional literacy.¹ Over time, its new types are identified and put into practice. For example, A.B. Musoyeva researches "Existential competence" presented in the CEFR international learning and assessment program and defines it as a set of personal characteristics, behavior and relationships.² The international TESOL training program covers all the competencies included in the latest discipline. Acquiring the total pedagogical and professional competencies that a modern English language teacher should acquire in line with the times is included in the curriculum of the training courses of this program. In the table below, we can consider the competencies that are formed within the framework of the TESOL program, in contrast to the general competencies.

Teacher competencies in TESOL

N	Competency type	Definition
1	Reflective competence	teacher's ability to analyze and evaluate himself
2	Critical thinking competence	assigns the teacher the ability to think critically
3	Lifelong learning competence	constantly learn new knowledge and skills with intrinsic motivation
4	Research competence	skills, knowledge and abilities necessary to conduct successful research
5	Adaptability competency	getting used to a new situation with new ideas and approaches, changing several requirements when faced with changes
6	Digital competence	to master digital competencies within the framework of education

Reflective competence is the teacher's ability to analyze and evaluate himself. The first step in the formation of reflective competence in a teacher is to think about one's own teaching style. The simple form of this is when the teacher asks after the lesson, "How was the lesson?" Did the students fully understand the topic? Did I meet all the objectives in my lesson plan? Was the lesson interactive?" is to analyze questions such as John Kang Shin, a professor at George Mason University, states that there are stages of "deep reflection" or "critical reflection" in the process of thinking about the teaching method. In addition, he says that the skill of a teacher can be determined by how reflective he is. In his opinion, a reflective teacher expresses the connection between theory and practice more strongly.³

Critical thinking competence, by its name, assigns the teacher the ability to think critically. In fact, this competency is very important now that the IQ of sources in English language books has increased.

¹ G.T.Makhkamova, Sh.S.Alimov va A.I.Ziyayev "Innovative pedagogical technologies in the English language teaching". Toshkent, "Fan va texnologiya", 2017. – 6 b.

² A.B. Musoyeva "Bo'lajak chet tili o'qituvchilarining kasbiy mahoratini CEFR orqali shakllantirish va rivojlantirish". Diss. UDK 372.862.075.11. Samarqand, 2022. – 60 b.

³ copyright: George Mason University 2021. "Teaching English through English" course Modul 0. "English speaking nation" project (by American council and Uzbekistan's ministry of public education) materials.

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IQ is an abbreviated form of "intelligence quotient", translated as "intelligence coefficient" or "intelligence coefficient" and means the amount of intelligence in the vernacular.⁴ English language teachers are required not only to understand and master the new English language textbooks, but also to develop teaching techniques that adapt them to auditory learners. For this, they must be able to understand the materials contained in this textbook regardless of their IQ level, that is, the teachers themselves should be individuals with a high IQ level and high critical thinking skills. In addition, in order for students to actively acquire the stages of cognitive efficiency in learning, the teacher should have the ability to choose resources and tasks that are gradually more complex in their cognitive level.⁵

Lifelong learning competence is a form of voluntary education aimed at personal development.⁶ In a broader framework, it is understood that teachers are constantly ready to learn new knowledge and skills with intrinsic motivation, and the ability to work tirelessly on oneself. English language teachers are required to keep up to date with two-fold news: the first is modernizing changes in the English language (new terms, inventions in the language) and news in the field of teaching. Currently, English language teaching programs such as TESOL, which has become a new trend, are also among the innovations that teachers should master. A. Musoyeva defines this competence as a process that strengthens the skills, abilities, views and approaches people have acquired during their lives and helps them apply them in everyday life.⁷ In addition, it is not an exaggeration to say that the introduction of the continuous education system in the educational policy of Uzbekistan is also a practical manifestation of the acquisition of this competence. In our country, the system of training of English language teachers by acquiring new knowledge online and offline from foreign and local experts has been carefully developed, and through this, pedagogues have the opportunity to improve their skills at any time and in any form.

Research competence refers to the skills, knowledge and abilities necessary to conduct successful research.⁸ It is considered the most necessary competence that all professionals of our age must acquire. Because now every profession requires innovations, innovations and inventions. It is not an exaggeration to say that a teacher is the most important competence for personnel, and it is a product of the process of working on it. It is necessary for the teacher to organize the lesson processes meaningfully and to be in constant search for his students to achieve positive results. Therefore, researching new methods of teaching, evaluation research, and student psychology research are relevant topics that teachers should look for.

Adaptability or flexibility competence means getting used to a new situation with new ideas and approaches, changing several requirements when faced with changes.⁹ It is one of the most important competencies for English language teachers in the current globalization process, and we can give several reasons for this. In particular, the development of a multinational society due to migration,

⁴ http://uz.m.wikipedia.org/wiki/Intellektuallik_koeffitsiyenti

⁵ Joan Kang ashin, Vera Savic, Tomohisa Machida "The 6 principles for exemplary teaching of English learners" TESOL international association, 2021. -46 p.

⁶ <http://www.valamis.com/hub/lifelonglearning>

⁷ A.B.Musoyeva "Bo'ljak chet tili o'qituvchisi mahoratini oshirishda pedagogic va kasbiy kompetensiyalarning ahamiyati". "Zamonaviy ta'limning dolzarb masalalari: filologiya va pedagogika sohasida zamonaviy tendensiyalar va rivojlanish omillari" konferensiya materiallari, Qarshi 2021. – 120 b.

⁸ <http://typeset.io/questions/what-is-the-meaning-of-research-competency-c5d66240-3dfd-5502-1dcd-d5e8384d60fc>

⁹ <http://www.konferry.com/insights/this-week-in-leadership/adaptability-the-surprisingly-strong-predictor-of-career-surprise>

innovations in education and language due to modernization, the activities of artificial intelligence, etc. Foreign language teachers are required to adapt in the following situations:

- to the culture of language learners from different nationalities
- to mixed groups with different levels of foreign language
- to the accent of speakers of other languages
- to the age category of students
- to the interests and wishes of students
- to relationships in the process of group interaction in the productive presentation of language
- to continuous improvement textbooks

On the other hand, we can understand this competence as a personal quality of a person, but taking into account that English is the number one language in the world, it is appropriate to raise it to the level of competence within the framework of the requirements of international standards.

It is no exaggeration to say that digital competence is the key to the information age. It has taken a place in the promising stage of every field and has found a place as a necessary work tool in the work of every specialist. It also requires teachers to master digital competencies within the framework of education without leaving aside the field of education. L.R.Djurayeva emphasizes that conducting and evaluating lessons using ICT is effective in improving the digital competence of teachers.¹⁰ Look at the impact of the development of technology that it has even changed the form of education, i.e. earlier there was only one form of education which was offline form in face to face audience but now there are two forms: online and offline . Teaching methods have also changed significantly due to ICT. Including slide presentations, audio-visualization, working with google forms, google classroom lessons, lessons in zoom or teams programs, etc. Therefore, digital competences are necessary skills for foreign language teachers to effectively organize lessons at the required level and to fully engage the audience.

In conclusion, it should be said that the TESOL international foreign language teaching program includes the most important teacher competencies of the present time. The reflective competence, critical thinking competence, lifelong learning competence, research competence, flexibility competence and digital competence mentioned in this article are part of the core competencies in TESOL, and they form the basis of teacher's professional development. Just as teachers with a TESOL diploma or certificate are now considered real foreign language teaching specialists, English teachers need to have the above competencies and constantly improve in order to become experts in demand.

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