

THE POSSIBILITIES OF TEACHING ENGLISH FOR 10-11 GRADES  
THROUGH COMPETENT APPROACH

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**Annotation:** Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom.

**Keywords:** method, learning, competent, language, teacher.

### INTRODUCTION

Changes in the modern educational system in Uzbekistan make the training and professionalism of teachers necessary i.e. improvement of their professional competence. The main purpose of modern education is to match current and future needs of the individual, society and the state, the preparation of multi-developed personality of a citizen of the country, capable to social adaptation in the society, to the beginning of employment, self-education and self-improvement. An open-minded teacher, predicting the results of his operations and modeling educational process is a guarantee of achieving the goals. That is why nowadays demand for skilled, creative, competitive teacher, being able to educate a person in a modern, rapidly changing world has sharply increased [1].

### MATERIALS AND METHODS

The term "professional competence" had been actively used since 90s of the last century and the concept became the subject of a special, comprehensive study of many researchers dealing with educational activities (T.I. Rudnev, G.Stein, Fullan M.G., Freeman D. and G. Crookes etc). In the given article the author is attempting to emphasize some points of research, revealing actual problems of teaching process and methodology and what solutions can be implemented to the mentioned problems.

### RESULTS AND DISCUSSION

Under the professional competence of teachers one can understand a set of professional and personal skills required for successful teaching. It wouldn't be inappropriate to state that those ones can be called professionally competent teachers, who carry out teacher communication and various teaching activities on a high level, consistently achieving excellent results in training and educating the students.

The development of professional competence means the development of creative individuality, susceptibility to the formation of educational innovations, ability to adapt to a changing in the educational environment. Professional level of teachers is directly related to socio-economic and spiritual development of society.

On the basis of modern requirements, it became possible to identify the mainways of development of professional competence of the teacher [2]:

1. Working in the teaching unions, creative groups;
2. Researching, experimental activities;
3. Innovative activities, development of new educational technologies;
4. Various forms of educational support;
5. Active participation in educational competitions, workshops, master classes, forums and festivals;
6. Summarizing own teaching experience;
7. Using Informational Computer Technology (ICT).

But none of these methods will be effective if the teacher himself/herself is not aware of the need to improve their own professional competence. Therefore follows the need to motivate and create favorable conditions for teacher professional progress. It is very essential to create the conditions in which the teachers realize own needs to improve their professional qualities. Analysis of personal pedagogical experience activates professional self-development of the teacher, resulting in developing skills in research activities, which are later integrated into a teaching activity. The teacher should be involved in the development of higher educational establishment management that promotes the development of his professionalism [3].

While making the research the authors of given article distributed questionnaires in the target groups which included students of different courses and proposed to evaluate their teachers' competence in the framework of teaching foreign languages, the same quiz was organized together with teaching staff of various higher educational institutions. Conclusion of analyzed data provided by students and teachers adduced that the majority of students (about 70 per cent) consider implementing of ICT by the teachers during the lessons not sufficient enough and the percent of data showing frequency of teacher's consultation for students was not so high (about 20 per cent) as well, whereas the participation in different kinds of teacher-training seminars came only to 10 per cent of teaching staff.

Development of professional competence is a dynamic process of incorporation and modernization of professional experience leading to the development of individual competencies, the accumulation of professional experience, involving ongoing development and self-improvement.

The process of formation of professional competence as much depends on the environment, so the environment should encourage professional self-development. The higher educational establishments are established on democratic system of governance. This is both the system of incentives for employees, and various forms of teacher monitoring, which may include questionnaires, tests, interviews, and intra-institutional events to share experiences, competitions, and the presentation of their own achievements. These forms of stimulation can reduce the level of emotional anxiety of the teacher and influence the formation of beneficial psychological atmosphere in the team [4].

### CONCLUSION

One of the key points is the choice of methods and techniques of training. There has been developed a system of methods in the framework of the theory of developmental education, based on the principle of goal-setting (reflecting a system of goals and student learning), the principle of the binary (reflecting the nature of the interaction of teacher and student) and the principle of problematic (reflecting the presence of contradictions in the learning process and the subject).

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