



# FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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## INTERNATIONAL EXAMINATIONS ENGLISH LANGUAGE TEACHERS AS A MEANS OF IMPLEMENTING THE REQUIREMENTS OF THE PROFESSIONAL TEACHER STANDARD

**Abstract.** Currently, there is a tendency in modern Uzbek society to put forward new requirements for the education system, which is considered one of the most important components of the economic growth and well-being of the nation, as well as the stabilization of the country's social life. At the same time, in the concept for the development and modernization of national education, special attention is paid to the issue of the quality of education and its compliance with world standards.

In this regard, it was announced at a video conference chaired by the President Sh. Mirziyoev that an agency for the promotion of foreign languages will be established under the Cabinet of Ministers of Uzbekistan. The agency also will conduct foreign language proficiency rankings in schools, universities, districts, cities and regions, sectors and government agencies.

**Key words:** national education, world standards, foreign languages, language proficiency

Resolution of the President of the Republic of Uzbekistan "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" dated in May 19, 2021 undoubtedly will contribute to development qualification requirements and assessment criteria for foreign language teachers and assign qualification categories.

The professional standard of a teacher defines new requirements for the professional competence of a teacher, put forward in the course of the process of modernization and development of education in a rapidly changing world. This inevitably leads to a revision and subsequent change in the curricula for training specialists - teachers in universities, as well as their further retraining on the basis of training centers. Thus, the standard becomes a guideline, which indicates the need for qualitative changes in the process of teacher training.

It is well known that, on average, knowledge is updated every 3-5 years, while it is believed that 5% of theoretical and 20% of professional knowledge that any specialist should possess is updated annually. Thus, it should be noted the special role played by the system of advanced training and retraining of teaching staff, taking into account the requirements of the professional standard.

The introduction of a new teacher standard should entail changes in teacher training programs that promote the acquisition of certain competencies to solve functional problems and fill certain professional deficiencies.

At the same time, further improvement of the teaching staff will be facilitated by the formation of a national system of teacher growth and the implementation of a comprehensive program to improve the professional level of teachers in educational organizations.

It should also be noted that the professional standard motivates teachers for further professional development and self-improvement. This will be facilitated by both the transition to "effective contracts" and the currently widely discussed system for the possible introduction of various positions for the teaching staff, presented from teacher assistant to mentor and expert. Such innovations will create conditions and career opportunities for the most successful and ambitious representatives of the profession.

In this regard, the experience of standardization in education in Western countries is interesting, in which the standards also provide for ranking within the professional field. In the structure of Western standards, one can distinguish from two to four levels of teaching excellence.

For example, in Australia there is the following division:

- basic level (Graduate teachers) - have teachers with basic pedagogical education;

- professional level (Proficient teachers) - awarded to teachers who have passed certification in accordance with the requirements of the standard;

- teachers of the highest category (Highly Accomplished teachers) - experienced teachers who have earned recognition in the professional community and the parental environment;

- teachers - leaders (Leading teachers) - experts who have achieved the highest degree of pedagogical skill.

In Singapore, the teacher is given the opportunity to choose three career options:

- Leading teacher (Master teacher);
- Specialist in Curriculum Research;
- Administrator (School leader) .

A professional standard is impossible without the development of a teacher's professional competencies. Let's consider the main competencies presented in the standard in relation to teachers of a foreign language. Based on the analysis of this normative document, we have identified a list of general pedagogical competencies that a teacher of a foreign language should possess.

So, in accordance with the requirements of the standard, the teacher must:

- determine the best ways of teaching and developing students;
- plan a specialized educational process, taking into account the specifics of the composition of students on the basis of the available standard programs and their own developments;
- apply modern educational technologies;
- conduct classes using achievements in the field of pedagogical and psychological sciences, as well as modern information technologies and teaching methods;
- plan and conduct training sessions in accordance with the main general educational program;
- develop and implement problem-based learning using modern pedagogical technologies of the competence-based approach, taking into account the age and individual characteristics of students.

For the qualitative formation of the competencies identified on the basis of the professional standard, it seems possible for us to turn to the international experience of professional training of teachers of English and, accordingly, consider the highly specialized exams of the University of Cambridge (test on the methodology of teaching

English), CEFR, IELTS, CELTA (certificate in the field of teaching English as a foreign language) and DELTA (Diploma of an English language teacher working with an adult audience).

It should also be noted that these international certification exams can be considered as an element of external audit, laid down in the professional standard, which is carried out by independent certification centers that have highly qualified experts with high authority in the world professional community.

At the present stage of development of professional linguistic education, new approaches are required to assess the quality of teacher training and the implementation of pedagogical activities in accordance with modern educational standards. In this regard, it seems relevant to turn to international qualification exams, which allow for a valid assessment of the formation of the professional competence of teachers of a foreign language.

The level of subject and methodological training of foreign language teachers is of particular importance in connection with the introduction of the national CEFR exam in 2012 and the compulsory exam in a foreign language in 2022-2023. The exam for teachers of English has a theoretical orientation and gives a full understanding of the modern methodological base required for teaching English, and also tests the knowledge of this methodology. The purpose of the exam is to provide an opportunity for an English teacher to obtain a basic theoretical basis for work and subsequent professional training.

In conclusion, the presence of the international IELTS or CEFR certificate testifies to the undoubted recognition of the professionalism of its owner and the high level of formation of his professional competencies, which significantly increases the self-esteem of such a teacher, motivates for further self-improvement and largely contributes to his professional growth.

The tasks formed on the basis of the materials of these curricula can be successfully applied both in teacher training courses and used as an individual program for professional development and self-improvement. The use of active forms and methods of teaching in the educational process, the direct connection of theory with the practical application of the knowledge gained in the educational process contributes to the satisfaction of professional deficits and stimulates further educational and cognitive activities of teachers on the path of professional development.