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IMPLEMENTATION OF PROFESSIONAL STANDARDS OF ELTs IN THE EDUCATION SYSTEM OF UZBEKISTAN

Annotation: *the researcher describes a theoretical analysis of Common European Associates Associates: Learning, Teaching and Assessment (CEFR) and its principles of adaptation to the state standard of the Uzbek education system in the process of teaching English as a foreign language. The article also describes the principles of CEFR learning and teaching and the requirements of the professional standard for ELTs in the education system of Uzbekistan on the basis of TESOL pedagogical standards.*

Key words: *CEFR, Common European Framework of Reference for Languages: Learning, Teaching, Assessment, State Educational Standards, foreign languages, frameworks, pre-service education, critical analyses, descriptors, TESOL-teaching English to Speakers of Other Languages, is a general name for the field of teaching, ELTs*

Today, as in all areas, the education system of Uzbekistan is modeled on the experience of developed countries. In particular, many reforms are being carried out in the system of training qualified personnel in higher and secondary special education. For example, a number of decrees and decrees have been developed for the continuous teaching of foreign languages, the training of qualified personnel who know foreign languages. In particular, the Resolution of the First President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" dated December 10, 2012 No PP-1875; The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 610 "On measures to further improve the quality of foreign language teaching in educational institutions" can be cited as evidence.

The main purpose of teaching a foreign language at all levels of education in the Republic of Uzbekistan is to develop students' communicative competence in a foreign language so that they can work in everyday, scientific and professional fields in a multicultural world. Foreign language communicative competence is the ability to apply the knowledge, skills and competencies acquired in a foreign language in the process of communication.

Reforms in this area of education, first of all, create the conditions for training qualified personnel, enriching the labor market with qualified educators. In developed countries, such as the United States, Japan, and China, professional standards have been developed for the examination of staff qualifications, and these professional

standards have been developed in all areas, including the professional standards of foreign language teachers. Accordingly, in the labor market, the employer can find the required level of staff according to the professional standard.

Presidential Decree No. 5847 of October 8, 2019 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" defines the priorities of systemic reform of higher education, modern It is aimed at raising the process of training highly qualified personnel with independent knowledge and high moral and ethical qualities to a qualitatively new level, modernization of higher education, development of social sphere and economy based on advanced educational technologies. Among the tasks is the introduction of advanced standards of higher education based on international experience, including the gradual transition from an educational system focused on the acquisition of theoretical knowledge in the curriculum to the formation of practical skills ; Raise the content of higher education to a qualitatively new level, establish a system of training highly qualified personnel who can make a worthy contribution to the sustainable development of the social sphere and the economy, to find a place in the labor market;

The adopted state standard of education in foreign languages fully meets international requirements, which should lead to significant positive results in improving the quality of education, including the assessment of foreign language teaching and proficiency. Therefore, the task of administrative and pedagogical staff of educational institutions in the system of continuing education is to ensure that the staff meets the new requirements of the SES.

It is known that the SES also sets requirements for professionals who carry out their professional activities in educational institutions. However, in the educational process, these problems have a significant negative impact:

- specialists working in educational institutions and graduates of higher educational institutions to study on the basis of traditional programs;
- implementation of SES requirements with different approaches for each stage, including the study, teaching and assessment of foreign language proficiency, including quality assurance
- subjective study and evaluation still exist.

In addition, our research has shown that the language level of foreign language teachers is insufficient, including the unpreparedness of modern requirements for the professional competence of foreign language teachers, and the main problem in our research is that certain professional standards are not set for foreign language teachers. Indeed, our research has shown that at each stage of education, only language competence has been monitored by teachers working in foreign languages. This creates shortcomings in monitoring the pedagogical skills of foreign language teachers. Also, in the system of higher education, which plays an important role in the process of training, it is difficult to meet the requirements of professional competence or professional

standards, among the requirements for future teachers, ie graduates. Graduates' knowledge and skills are assessed only on language capabilities. However, in the process of training foreign language teachers, there is a step-by-step process of transition from the first to the fourth stage of higher education. Nevertheless, the assessment that they are professionally qualified remains insignificant.

In addressing the above problems, it should be noted that the introduction of innovative pedagogical technologies, new curricula, forms and methods of teaching provides the necessary level of professionalism, as a radically new system requires appropriate coordination of training and retraining of teachers. The basis of its systematic, consistent and gradual implementation is focused on the results of future personnel in the system of continuing education.

SES implies:

- training of highly qualified foreign language teachers for secondary schools, vocational colleges, academic lyceums and higher education institutions;
- development and continuous improvement of curricula, programs, textbooks and manuals in foreign languages for the entire system of continuing education;
- selection and introduction of modern methods and pedagogical technologies of teaching foreign languages, taking into account the study of international experience in educational institutions of the education system, including institutes of advanced training and retraining in foreign languages;
- Carry out regular training and retraining of foreign language teachers and methodologists of ministries and agencies regulating the study, teaching and assessment of language proficiency;
- to train specialists who will periodically create and update an appropriate level of test database, enabling each teacher, specialist, members of the competitions, Olympiads, attestation and accreditation commissions to ensure the transparency of their activities in any round;
- providing specialists capable of creating a training and methodological base, including periodically updated media, in accordance with the latest requirements of science and technology;
- providing pedagogical staff, specialists in the field of training, retraining and advanced training of managers who are able to respond in a timely manner to the latest science and technology, with the ability to provide quality training and coordination of specialists using the latest achievements in the field of learning;
- teaching and assessing foreign language proficiency, ensuring mobility and adaptation to the rapidly changing world of science and education;
- preparation of examiners - a group of specialists required for each stage of education, re-certified once every 3 years, giving the right to become an

examiner, periodically updating their status; selection of specialists to control the quality of learning, teaching and assessment of language proficiency for timely and prompt coordination of the activities of the teacher or educational institution;

Thus, in order to organize the assessment of the level of successful learning, teaching and mastering of foreign languages, as well as to ensure the quality of education at each stage, we have developed a training program for teachers of foreign languages. that is:

- creators of educational materials;
- specialists who teach teachers in the education system;
- examiners;
- researchers;

monitoring by specialists, inspection of the education system, attestation of foreign language teachers, accreditation of educational institutions and other educational systems are the most urgent tasks today.

This is evidenced by the results of one of the surveys conducted in February-March 2020 with the participation of professors and teachers of three higher education institutions NamSU, UzSWLU, SamSFLI, selected for experimental work. So, “Do you know the goals and principles of the current assessment based on the DTS requirements?”. to the question. If 82% of the respondents answered “Yes”, “Do you think the student results meet the requirements of SES?”. to the question. 79% of the same respondents answered “No”. We observed a similar trend with respect to intermediate and final controls (Table 1).

Table 1

Results of a survey of foreign language teachers

Questions	Yes		no	
	quantity	%	quantity	%
Do you know what a transparent evaluation system means?	45	74%	16	26%
Do you think your students 'results meet the DTS requirements?	13	21%	48	79%
Do you have any thoughts on “objective evaluation”?	48	78%	11	18%
Do you know the purpose and principles of the current assessment based on the STS requirements?	51	83%	11	17%

Do you know the purpose and principles of interim control based on STS requirements?	50	7 9%	13	2 1%
Do you know the goals and principles of the final / STS / Olympiad evaluation based on the STS requirements?	40	6 6%	21	3 4%
Do you have a clear idea of what your professional career depends on?	45	7 1%	18	2 9%
Do you know what “internal” and “external” monitoring are?	30	4 9%	31	5 1%
Average performance	40	6 6%	21	3 4%

The results of the survey show that not all teachers agree that the requirements for learning, teaching and assessment should be within the scope of the SES requirements. Based on our research, we came to the conclusion that foreign language teachers should not only acquire their language skills in the process of teaching and assessing their students' knowledge, but also organize their teaching and assessment based on the requirements set within the SES requirements.

A creative approach is encouraged to work with students, to organize the learning process, and to communicate in four ways in selecting material appropriate to the student's real-life level. In addition to course materials for a foreign language teacher, there are potential resources from life around him, publications in foreign languages, and many other resources on the Internet. A foreign language teacher and students can find and share them, especially materials related to the student's area of interest or specialization.

The quality of the solutions to the above problems has shaped the purpose of our research work. Provide recommendations for the development of professional standards based on CEFR principles in the training of future foreign language teachers and its application in practice. In this regard, our research is based on the principles of studying and teaching CEFR, TESOL pedagogical standards, UzSES as a normative legal document. Based on these materials, professional standards for English language teachers have been developed. In particular, the recommended professional standards for English language teachers include both language proficiency requirements (according to CEFR qualification requirements) and foreign language teaching qualification requirements (TESOL pedagogical standards), as well as foreign language teaching qualification requirements for UzSES.

Professional standarts for ELTs

Language proficiency	Pedagogical proficiency
<ul style="list-style-type: none"> ➤ Acquired Language Proficiency (CEFR) Demonstrate correctness of language use and professional competence in teaching students in all aspects from A1, A2, A2 +, B1, B1 +, B2, C1 to C2 levels. ➤ Teaching foreign language skills (reading, writing, listening, speaking) in combination ➤ Development of communicative capacity ➤ Teaching a language based on practice, not theory ➤ Be able to demonstrate how to use language in real life in the teaching process ➤ Taking into account the impact of culture on communication potential ➤ Language teaching as a means of communication ➤ Involve students in the communication experience 	<p>ORGANIZATION OF TEACHING</p> <ul style="list-style-type: none"> ➤ Full mastery of learning and teaching methods ➤ Application of effective teaching strategies (planning, guidance, analysis, evaluation) to impart specialized knowledge in the field of science ➤ Targeted use of IT in the classroom ➤ To take into account the diversity and uniqueness of students and to form a different approach to them ➤ Defining the subject of teaching ➤ Combining culture and education in teaching ➤ To study the needs and suggestions of students and on this basis to adapt teaching materials and assessment methods (needs analysis) ➤ individual feedback on objective assessment and evaluation and use of different assessment methods (self-evaluation, peer-evaluation) <p>CREATING A LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ➤ Motivation in the teaching process ➤ Formation of a positive attitude, a culture of communication ➤ Help and support ➤ Ensuring that the training center has a student ➤ Encourage students to

do this throughout their lives by developing their independent skills

- Encourage the group to work together to increase activity
- Develop a sense of self-confidence and respect
- The desire to succeed
- Conduct continuous research on yourself and work effectively

Based on the professional standards developed for English language teachers, it is planned to develop a curriculum from our next scientific work, which will provide thematic methodological recommendations based on the professional standard. Only then can we have qualified English language specialists in our education system who have both language skills and professional pedagogical skills.

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