

Quality Scale of English Teachers' Competency Level

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Abstract: Over the past decade, the phenomena of teachers' competency has turned the focus of scientific discussions and research. Though existing the perfect assessment scale of linguistic competence in all languages, other professional competences of language teachers need research to define and form assessment scale. It causes the importance of our current research work.

Key words: teachers' competency, quality scale, TESOL, TEFL, CELTA, TKT, digital competence, criterion.

Internationalization in education put special demands and tasks that include acquiring professional competencies in the field of international standards. In this respect, teachers need to have more competencies than they had before. By taking the development of international English teaching programs like TESOL, TEFL, CELTA and TKT into consideration, the teacher competencies should be discussed and updated. Teachers' competencies play vital role in both implementing the new changes in education and training young learners for future by developing them. The teachers' competencies should be updated consistently according to the changes and reform studies through scientific studies. Teachers' main role is transferring changes into educational system and they must deal with all the changes effectively. The future will be different from the past and present in some certain respects.² Thus, teachers need new competencies to cope with all these changes and it is necessary to redefine the teachers' competencies.

Teachers need to set goals to improve knowledge and skills to enhance. Though many of the studies are devoted to role of teachers in the classroom rather than teachers' competencies, the basis and background of teachers' role deal with competencies. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability"³. Kress' views point out why teachers' professional development should be redefined for sustainability.

According to the demands of the era the goals of education may change slightly or dramatically requiring more capability. By the way, they cause changes in educational system and teachers' professional competencies. Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities"⁴. Gupta define competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job."⁵ The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main areas.⁶

Types and names of competences may differ based on some scholars' approaches. Professor J.Jalolov indicates that within the communicative competence the interactive competence can be singled out as

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² Sheryl Bond "Internationalization of the curriculum and classroom experience", "CBIE research", p.1.

³ Kress, Gunther. A curriculum for the future, Cambridge Journal of Education. 30.1, 2000: 133-145.

⁴ Katane, Irena et al. "Teacher competence and further education as priorities for sustainable development of rural school in Latvia." Journal of Teacher Education and Training. 6. 2006:41-59.

⁵ Gupta, Kavita. A practical guide for need assessment. San Francisco: John Wiley & Sons. Inc. 1999.

⁶ Bulajeva, Tatjana. "Teacher professional development in the context of school reform." Journal of Teacher Education and Training. 2. (2003): 39-45.



an extremely important one for communication.⁷ According to G.T.Makhkamova, SH.S.Alimov, A.I.Ziyayev's research, professional literacy of FL teachers includes the following components: 1) linguistic (lexical, grammatical and phonetic); 2) communicative (speaking, listening, reading, writing); 3) linguo-cultural; 4) socio-cultural; 5) subjective (informative-thematic, conceptual); 6) methodologic or instructional.⁸

As international English teaching programs like TESOL, TEFL, CELTA va TKT are overspread and has turned the focus in English language teaching field, teacher competencies based on these programs attracts each methodologist. They are serving as the basic programs that define teachers' role and competencies in contemporary demand. Conducting research on these programs, 25 types of language teachers' competencies have been found out. In this work, we tried to create the quality scale of these competencies scoring them based on popular and simple marking items "from 0 to 5".

N	Teacher competencies in TESOL, TEFL, CELTA and TKT programs	Competency level	
1	Digital competence	0 - 5 score (from 0 to 5)	
2	Communicative competence	IELTS	0 – 9
		CEFR	A1-C2
		TOEFL	0-120
3	Reflective competence	0 - 5 score	
4	Critical thinking competence	0 - 5 score	
5	Lifelong learning competence	0 - 5 score	
6	Research competence	Bachelor, master's degree, PhD	
7	Adaptability competence	0 - 5 score	
8	Sociolinguistic competence	0 - 5 score	
9	Pragmatic competence	0 - 5 score	
10	Lesson planning competence	0 - 5 score	
11	Curriculum making competence	0 - 5 score	
12	Organizing competence	0 - 5 score	
13	Classroom management competence	0 - 5 score	
14	Linguistic competence	0 - 5 score	
15	Intercultural competence	0 - 5 score	
16	Textbook adaptation competence	0 - 5 score	
17	Assessment competence	0 - 5 score	
18	Motivational competence	0 - 5 score	
19	Analyze-synthesis competence	0 - 5 score	
20	Creativity competence	0 - 5 score	
21	Social competence	0 - 5 score	
22	Paralinguistic competence	0 - 5 score	
23	Special professional competence	0 - 5 score	
24	Psychological competence	0 - 5 score	
25	Public speaking competence	0 - 5 score	

Above-mentioned quality scale of teachers' competency can be used in the following statements:

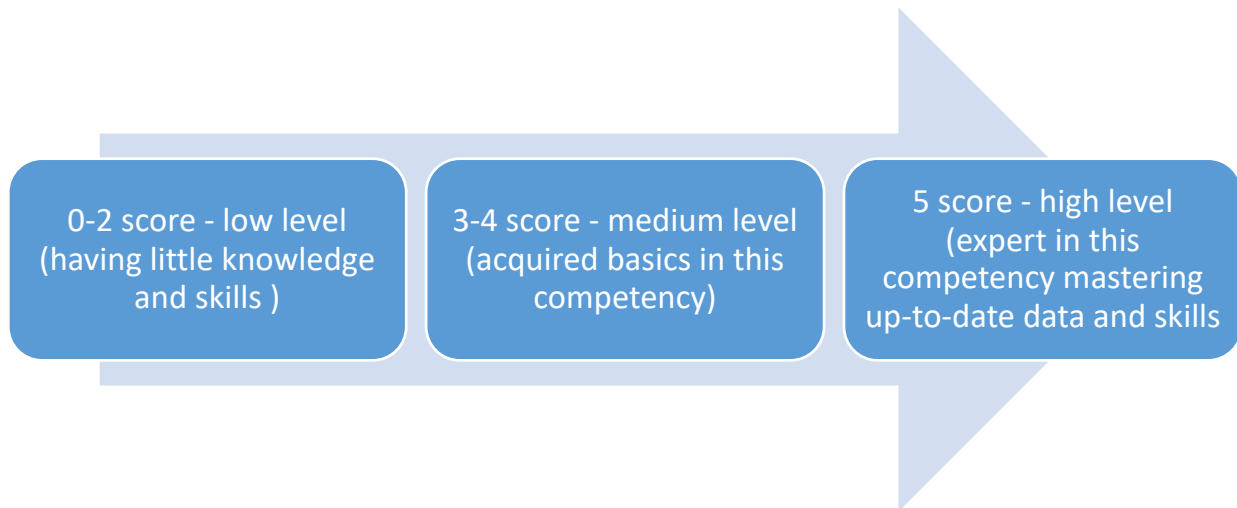
- To reflect (for teachers)
- For self-assessment
- For peer-assessment among teachers
- For formal evaluation of teachers.

⁷ J.J.Jalolov, G.T.Makhkamova, SH.S.Ashurov. English language teaching methodology – T: Fan va texnologiya, Toshkent 2015. – p.19.

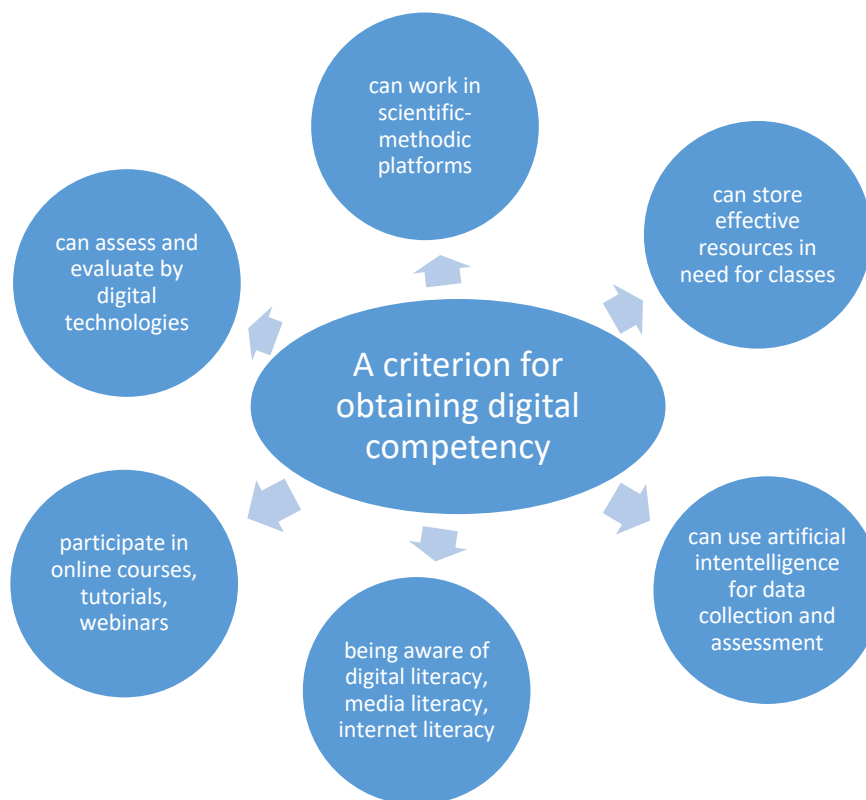
⁸ G.T.Makhkamova, SH.S.Alimov, A.I.Ziyayev. Innovative pedagogical technologies in the English language teaching. – T: Fan va texnologiya, Toshkent 2017, - p.7.



As for self-assessment by teachers, they can mark themselves according to the following criteria:



For instance, if we score the digital competence of teachers, in order to master this competency teachers have to be aware of the following skills. How they can do them indicates the quality level of their awareness in this competency.



Hence, being professional master teacher of XXI century demands to obtain above -mentioned competences. The higher teachers' competency level is, the more experience, professional knowledge and skills they have. It also provides a good career and financial profit. Each teacher competency has criteria to evaluate its quality score. In this article, all types of teachers' competency and criterion of digital competency level have been illustrated. In terms of future implication of this work, quality criteria of other competences need researching.

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