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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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TEACHER PROFESSIONAL COMPETENCE DEVELOPMENT IN ELT: THEORETICAL AND PRACTICAL PERSPECTIVES

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Abstract: Teacher professional competence has become one of the most significant factors influencing the quality of English language teaching (ELT). Contemporary educational reforms require teachers not only to possess linguistic knowledge but also to demonstrate pedagogical flexibility, methodological awareness, reflective practice, and technological competence. This article examines the concept of teacher professional competence through the theoretical perspectives of Brown (2015), Harmer (2015), and Richards and Rodgers (2014). By synthesizing these scholars' views, the study explores the key components of teacher competence, including pedagogical knowledge, classroom management, methodological flexibility, language proficiency, reflective teaching, and technology integration.

Key words: teacher professional competence, ELT, reflective practice, methodological competence, language proficiency, professional development.

Annotatsiya: O'qituvchining kasbiy kompetentligi ingliz tilini o'qitish (ELT) sifatiga ta'sir etuvchi eng muhim omillardan biriga aylandi. Zamonaviy ta'lim islohotlari o'qituvchilardan nafaqat lingvistik bilimlarga ega bo'lishni, balki pedagogik moslashuvchanlik, metodik xabardorlik, refleksiv amaliyot va texnologik kompetentlikni namoyon etishni ham talab qiladi. Ushbu maqolada o'qituvchining kasbiy kompetensiyasi tushunchasi Brown (2015), Harmer (2015), Richards va Rodgers (2014) nazariy qarashlari orqali ko'rib chiqiladi. Ushbu olimlarning qarashlarini umumlashtirish orqali tadqiqot o'qituvchi kompetentligining asosiy tarkibiy qismlarini, jumladan pedagogik bilim, sinf boshqaruvi, uslubiy moslashuvchanlik, til bilish qobiliyati, refleksiv ta'lim va texnologiyalar integratsiyasini o'rganadi.

Kalit so'zlar: o'qituvchining kasbiy kompetentligi, ELT, refleksiv amaliyot, metodik kompetentlik, til bilish, malaka oshirish.

Аннотация: Профессиональная компетентность учителя стала одним из важнейших факторов, влияющих на качество обучения английскому языку (ELT). Современные образовательные реформы требуют от учителей не только владения лингвистическими знаниями, но и проявления педагогической гибкости, методической осведомленности, рефлексивной практики и технологической компетентности. В данной статье рассматривается концепция профессиональной компетентности учителя с точки зрения теоретических взглядов Браун (2015), Хармера (2015) и Ричардса и Роджерса (2014). Обобщая взгляды этих ученых, в исследовании рассматриваются ключевые компоненты компетентности учителя, включая педагогические знания, управление классом, методическую гибкость, владение языком, рефлексивное обучение и интеграцию технологий.

Ключевые слова: профессиональная компетентность учителя, ЭЛТ, рефлексивная практика, методическая компетентность, владение языком, профессиональное развитие.

INTRODUCTION

The quality of education largely depends on the competence of teachers. In English Language Teaching (ELT), teacher competence is particularly important because language learning requires effective communication, pedagogical expertise, and continuous adaptation to changing educational contexts. Modern teachers are expected to facilitate learning, encourage interaction, integrate technology, and support learners' individual needs.

The concept of professional competence has been extensively discussed in educational literature. Brown (2015), Harmer (2015), and Richards and Rodgers (2014) offer valuable insights into the knowledge, skills, and attitudes necessary for effective language teaching. Although their perspectives differ, they collectively emphasize that teacher competence is not limited to subject knowledge but includes methodological awareness, reflective practice, and professional growth. This article aims to analyze teacher professional competence development in ELT through the theoretical and practical perspectives proposed by these scholars.

LITERATURE REVIEW

Theoretical Foundations of Teacher Professional Competence

Professional competence refers to the combination of knowledge, skills, attitudes, and professional values that enable teachers to perform effectively in educational settings. In ELT, competence includes linguistic knowledge, pedagogical expertise, classroom management skills, and the ability to create meaningful learning experiences.

According to Brown (2015), teacher competence is grounded in the understanding of second language acquisition theories and communicative language teaching principles. He argues that effective teachers make informed pedagogical decisions based on theoretical knowledge and classroom realities. Brown introduces the concept of principled teaching, emphasizing that teachers should critically evaluate their instructional choices rather than rely on fixed methods.

Similarly, Richards and Rodgers (2014) associate competence with methodological awareness. Their approach–method–technique framework highlights the importance of understanding the theoretical foundations of language teaching methods and selecting appropriate classroom procedures. These theoretical perspectives suggest that professional competence is a multidimensional construct requiring continuous development and adaptation.

Harmer's Perspective on Teacher Professional Competence

Jeremy Harmer (2015) presents a practical view of teacher competence by focusing on classroom realities. He argues that effective teachers perform multiple roles depending on instructional goals and learner needs.

Among the most important teacher roles identified by Harmer are: controller, facilitator, assessor, prompter, participant, resource provider. The ability to move flexibly between these roles demonstrates professional maturity and pedagogical awareness. For example, a teacher may act as a controller during explicit grammar instruction but become a facilitator during communicative activities. Harmer also emphasizes classroom interaction as a key indicator of competence. Effective teachers create learner-centered environments where students actively participate in language learning processes. Consequently, professional competence is reflected in teachers' ability to manage classroom dynamics and foster meaningful communication. One of Harmer's most influential contributions is the concept of reflective practice. Reflection enables teachers to critically evaluate their instructional decisions and improve their professional performance.

Reflective teachers regularly: analyze lesson effectiveness; evaluate student learning outcomes; identify strengths and weaknesses; experiment with alternative teaching strategies; adjust instruction according to learner feedback. Reflection transforms teaching from a routine activity into a process of continuous learning. Through systematic self-evaluation, teachers become more responsive to classroom challenges and educational innovations. Professional development is therefore not a one-time achievement but an ongoing process that supports lifelong learning and instructional improvement.

RESEARCH METHODOLOGY

Methodological competence is another essential component of professional development. Richards and Rodgers (2014) argue that teachers should possess a comprehensive understanding of different language teaching approaches and methods. Modern ELT includes numerous methodologies such as: Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), Grammar-Translation Method, Direct Method, and Blended Learning approaches.

No single method can address all teaching situations effectively. Therefore, competent teachers adapt methodologies according to learner characteristics, educational objectives, and contextual factors. Brown (2015) similarly advocates principled teaching, where teachers make informed methodological choices based on pedagogical reasoning rather than methodological dogmatism.

ANALYSIS AND RESULTS

Table 1: Comparison of Theoretical Perspectives on Teacher Professional Competence

Aspect	Brown (2015)	Harmer (2015)	Richards & Rodgers (2014)
Focus	Theory + SLA	Classroom practice	Methods & approaches
Core Idea	Principled teaching	Teacher roles & reflection	Methodological framework
Teacher Role	Informed decision-maker	Flexible role-switcher	Method implementer
Key Competence	Linguistic & pedagogical knowledge	Practical teaching skills	Methodological awareness



Approach to Teaching	Communicative, learner-centered	Interactive, adaptive	Approach–method–technique model
Professional Development	Understanding theory	Reflective practice	Evaluating methods
Strength	Strong theoretical base	Practical applicability	Systematic classification
Limitation	Less classroom detail	Less theoretical depth	Less focus on reflection

CONCLUSION AND RECOMMENDATIONS

Teacher professional competence in ELT is a complex and evolving construct that integrates theoretical knowledge, pedagogical skills, methodological awareness, language proficiency, reflective practice, and technological literacy. Brown emphasizes principled teaching and theoretical foundations, Harmer highlights practical classroom skills and reflective practice, while Richards and Rodgers focus on methodological understanding and flexibility.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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