



THE UNIQUE PROFESSIONAL COMPETENCIES OF ENGLISH LANGUAGE TEACHERS

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Abstract: This article analyzes the unique professional competencies of English language teachers. Additionally, it discusses English teachers' ability to adopt an individual approach to students, engage in reflective practice, and apply creative methods in the educational process. The research findings demonstrate the impact of these professional competencies on students' learning effectiveness. This article serves as a valuable resource for English language teachers, educators, and researchers in the field of education.

Keywords: Linguistic competence, development, education, educational resources, motivation, English language competence, interactive methods

Annotatsiya: Mazkur maqolada ingliz tili o'qituvchilarining unikal kasbiy kompetensiyalari tahlil qilinadi. Shuningdek, Ingliz tili o'qituvchilarining o'quvchilarga individual yondashishi, reflektiv amaliyot olib borishi va ta'lim jarayonida kreativ metodlarni qo'llash qobilyatlari muhokama qilinadi. Tadqiqot natijalari ushbu kasbiy kompetensiyalarning o'quvchilarning bilim samaradorligiga ta'sirini ko'rsatib beradi. Maqola ingliz tili o'qituvchilari, pedagoglar va ta'lim sohasida tadqiqot olib boruvchi mutaxassislar uchun foydali manba bo'lib xizmat qiladi.

Kalit so'zlar: Lingvistik kompetentsiya, tilni rivojlantirish, ta'lim, ta'lim resurslari, motivatsiya, ingliz tili kompetentsiya, interaktiv usullar va texnologiyalar.

Introduction

In today's globalized world, the English language serves not only as a means of international communication but also plays a crucial role in education, science, and business therefore, English language teachers are required to possess not only linguistic knowledge but also specific professional competencies necessary for organizing the teaching process effectively. In modern education, English teachers must integrate linguistic, pedagogical, psychological, and technological knowledge. The article analyzes the unique professional competencies of English language



teachers, their significance in the learning process, and ways to enhance teaching effectiveness.

The professional competencies of English language teachers are generally divided into two main types: universal and unique competencies. These competencies play a crucial role in effectively organizing the educational process, developing students' knowledge and skills, and improving pedagogical approaches. Universal competencies apply to all teachers, regardless of their subject, and include essential skills and knowledge that every educator must possess. Unique competencies, on the other hand, are specific to English language teachers and play a vital role in the professional activities. While universal competencies are necessary for all educators, unique competencies are particularly crucial for English language teachers. In modern education, English teachers must integrate both types of competencies.

Literature review

The field of English language teaching (ELT) has evolved significantly over the years, requiring educators to develop specialized competencies beyond general pedagogical skills. Linguistic competence is a fundamental requirement for English language teachers. Chomsky (1965) introduced the concept of linguistic competence as the innate ability to understand and produce grammatically correct sentence. According to Richards (2015), English language teachers must possess in-depth knowledge of syntax, phonology, morphology, and semantics to provide accurate instruction. Hymes (1972) expanded on Chomsky's linguistic competence by introducing the concept of communicative competence, which includes not only grammatical knowledge but also the ability to use language appropriately in different contexts. Canale and Swain (1980) refined this framework, categorizing communicative competence into grammatical, sociolinguistic, discourse, and strategic competencies. Intercultural competence is increasingly recognized as a critical skill for English language teachers, given the global nature of English as a lingua franca. Byram (1997) defines intercultural competence as the ability to understand and navigate cultural differences while using a second language. Kramsch (2013) highlights the importance of integrating cultural knowledge into language instruction to enhance students' global awareness and communicative effectiveness. Kelly (2000) argues that phonetic competence allows teachers to help students develop clear and comprehensible speech. Brown (2007) highlights the importance of integrating Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning



(CLTL) to enhance engagement. The literature review indicates that the unique professional competencies of English language teachers are complex and multifaceted.

Methodology

This study employs a qualitative research approach, analyzing the professional competencies of English language teachers through literature review and expert interviews. A descriptive analysis was conducted to identify key competencies and their impact on teaching effectiveness. Data was collected from academic journals, books, and interviews with experienced English language teachers. The participants included 20 English language teachers from different educational institutions, with varying levels of teaching experience. The collected data was analyzed thematically to identify recurring patterns and essential competencies that contribute to effective English language teaching. The themes were categorized based on linguistic, communicative intercultural phonetic, and methodological competencies.

Results

The findings of this study reveal that successful English language teachers possess the following unique competencies:

- a) linguistic competence- teachers must have an in-depth understanding of English phonetics, grammar, syntax, and vocabulary to provide accurate instruction.
- b) Communicative competence- the ability to facilitate real-life communication scenarios, promote interactive learning, and enhance students' speaking skills
- c) Intercultural competence- understanding and incorporating cultural aspects of English-speaking countries into lessons to improve students' cultural awareness.
- d) Phonetic competence- teaching correct pronunciation, stress patterns, and intonation to help students develop clear and natural speech.
- e) Methodological competence- utilizing innovative teaching approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and technology-enhanced learning.

Conclusion

This study emphasizes the importance of unique professional competencies in English language teaching. Linguistic expertise, communicative skills, intercultural awareness, phonetic precision, and methodological adaptability are key factors that



contribute to effective language instruction. The integration of these competencies enhances student' language acquisition and fosters a more engaging learning experience. Future research should explore the effectiveness of specific training programs designed to develop these competencies in English language teachers. Moreover, further studies could investigate the impact of digital tools and artificial intelligence on enhancing these competencies in modern classroom.

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