



A STUDY ON THE DEVELOPMENT OF PROFESSIONAL COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract

The growing role of English as a global means of communication has increased the demand for highly qualified English language teachers. This paper examines how professional competence develops among future English teachers and why it is essential in modern education. The study is based on the analysis of theoretical sources, educational practices, and current trends in language teaching. The findings show that effective teaching depends on a combination of linguistic knowledge, pedagogical skills, technological awareness, and the ability to reflect on one's own practice. The paper argues that teacher education programs must focus on developing these competencies in an integrated way to prepare teachers for real classroom challenges.

Keywords: Professional competence, English language teaching, teacher education, communicative competence, pedagogy, digital skills.

Introduction

English has become one of the most widely used languages in the world, playing a central role in education, science, and international communication. This situation has placed new demands on English language teachers, especially those who are still in the process of professional training. Future teachers are expected not only to know the language but also to use effective teaching strategies, manage classrooms, and support learners with different needs.

Professional competence is often understood as a combination of knowledge, skills, attitudes, and experience that allows a teacher to perform successfully in



real teaching situations. In the context of English language teaching, this competence includes the ability to explain language clearly, organize interactive lessons, and create opportunities for meaningful communication.

Classroom practice clearly shows the difference between teachers who possess professional competence and those who rely only on theoretical knowledge. A teacher who encourages students to speak, discuss, and solve problems in English creates a more active and productive learning environment. On the other hand, lessons that focus only on rules and memorization often limit student participation and reduce motivation.

Modern education is also influenced by technological development, which requires teachers to adapt their methods. As a result, the development of professional competence has become a key objective in teacher education. This study explores how such competence is formed and what factors influence its development.

2. Methods

The research is based on a qualitative approach that focuses on the interpretation of existing knowledge and educational practices. Academic literature related to language teaching, teacher competence, and educational development was examined in detail. Special attention was given to the works of Noam Chomsky, Dell Hymes, Michael Canale, Merrill Swain, and Jack C. Richards, whose theories have shaped modern language teaching.

In addition to theoretical analysis, a comparison of international and local educational practices was carried out. This made it possible to identify similarities and differences in the development of teacher competence across different contexts. Educational standards and policy documents were also reviewed to understand current expectations for English teachers.

The study does not rely on experimental data but instead builds its conclusions through careful analysis, interpretation, and synthesis of available information. This approach allows for a deeper understanding of how professional competence is defined and developed in contemporary education.



3. Results

The analysis shows that professional competence in English language teaching is a multifaceted concept that develops over time through education, practice, and reflection. It is not limited to knowledge of grammar or vocabulary but includes a wide range of abilities that influence teaching effectiveness.

Teachers who demonstrate strong professional competence tend to organize lessons that are interactive and student-centered. In such classrooms, students are actively involved in discussions, group work, and problem-solving activities. This leads to higher levels of engagement and better language acquisition. Students become more confident in speaking and are more willing to use English in real-life situations.

A noticeable difference can be observed between traditional and modern teaching approaches. In traditional settings, students often remain passive and depend heavily on the teacher. In more modern classrooms, learners take an active role, which helps them develop independence and critical thinking skills.

The use of technology has also become an important element of professional competence. Teachers who incorporate digital tools into their lessons are able to present material in more engaging ways. Multimedia resources, online exercises, and interactive platforms allow students to practice language skills in varied and dynamic formats.

Another important aspect is the ability of teachers to reflect on their own work. Those who regularly analyze their lessons and make adjustments tend to improve their teaching over time. Reflection helps teachers understand what works well and what needs to be changed.

3.2 Global Trends

Educational practices in many parts of the world show a clear movement toward more flexible and interactive forms of teaching. Language learning is now closely connected with real-life communication, and lessons are designed to reflect authentic situations. Students are encouraged to express their ideas, work collaboratively, and solve practical tasks using the target language.

Technology plays a major role in shaping these practices. Digital tools are used not only for presenting information but also for creating interactive learning



experiences. Teachers often combine face-to-face instruction with online activities, making learning more accessible and engaging.

Professional development is also treated as a continuous process. Teachers are expected to update their knowledge regularly, attend training sessions, and explore new teaching methods. This ongoing development helps them respond to changing educational demands and maintain the quality of their teaching.

4. Discussion

The findings suggest that the concept of professional competence has become more complex and dynamic than in the past. Teachers are expected to combine different types of knowledge and skills while responding to the needs of modern learners. This requires a balance between theoretical understanding and practical application.

The role of the teacher has changed significantly. Instead of focusing on delivering information, teachers now guide students through the learning process. This approach creates a more interactive environment where students feel comfortable participating and expressing their ideas.

Technological development has added a new dimension to teaching. Teachers who are able to use digital tools effectively can create more engaging lessons and provide additional learning opportunities. At the same time, adapting to new technologies requires continuous effort and willingness to learn.

Theoretical models developed by Dell Hymes and Michael Canale continue to influence modern teaching practices. Their focus on communication highlights the importance of using language in meaningful contexts rather than treating it as a set of isolated rules.

Despite these developments, certain challenges remain. Some teacher education programs still place too much emphasis on theory and do not provide enough practical training. Limited access to resources can also affect the development of professional competence. Addressing these issues requires a stronger connection between theory and practice, as well as support for continuous learning.

5. Conclusion

The study demonstrates that professional competence is a key element in effective English language teaching. It involves a combination of knowledge, skills, and



personal qualities that develop over time. Teachers who possess a high level of competence are better equipped to create meaningful learning experiences and support their students' progress.

The changing nature of education requires teachers to remain flexible and open to new ideas. Continuous development, reflection, and adaptation are essential for long-term success. Strengthening teacher education programs and providing opportunities for professional growth will help prepare future English teachers for the challenges of modern classrooms.

References

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