

THE IMPROVEMENT OF ENGLISH TEACHERS AND IN-SERVICE TRAINING INSTITUTIONS

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Abstract

A key feature of any training course is the approach taken. On this course, we used a collaborative approach viewing the participants as experts in their own contexts and tried to create an atmosphere in which sharing, thinking and exploring were the cornerstones of this article. There is given a brief description of the approach to the training. As well as, the present study attempts to investigate the effect of applying in-service trained teacher on the Uzbek students' English achievement. Uzbek students, lacking of a plausible and effective method to teach English, encounter with a lot of English using difficulties which influence their language abilities.

Keywords: in – service-training institution, good educational system, complex responsibility, developed English proficiency,

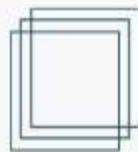
In all country, there is a good educational system, infrastructure. In addition, certainly, Uzbekistan has own modern educational system. During the developing time, every country emerged some of drawbacks as in Uzbekistan too.

According to Huttova/Silova (2002), in-service training institutions have not changed much since the collapse of the former Soviet Union. From that time at the public schools were held grammar translation method for teaching pupils. That approaches were also good, but nowadays, it is very important to study and work by communicating with another countries. Teachers should teach the young generation with new modern pedagogical technologies with authentic materials. Since ten years were developed English proficiency testing systems as IELTS, TOEFL and CEFR. It is a good point. However, there are some problems with schoolteachers. I think, there is less effect teaching on training institutions.

The main goal of this proposal to develop and change the infrastructure of In – service training institution and develop English teachers' teaching competence without being absent from their classes, step by step on the base of micro and macro levels.

In addition, the present study attempts to investigate the effect of applying in-service trained teacher on the Uzbek students' English achievement. Uzbek students, lacking of a plausible and effective method to teach English, encounter with a lot of English using difficulties which influence their language abilities.

In-service training programs are intended to keep practicing teachers up-to-date and or to address the issues, which occur in their practical teaching. Given the importance

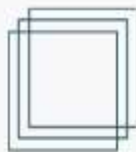


of this mandate and the time and budget put into these programs, it is necessary to An Investigation of the Effectiveness of English Teachers' In-Service Training on the decree of №1875 by the order of president of the republic of Uzbekistan.

In language teaching and learning, one of the main problems of Uzbek students as EFL students is the problem of disabling to use English effectively in their communication. Most of students in public schools, from elementary level to advanced level, basically do not have adequate English language competence and performance to express themselves in different situations or contexts fluently and accurately. In other words, they cannot communicate in English. In some extent, it seems that it is partly due to the dominance of the traditional ways of teaching in the educational system (i.e., the textbooks, assessment system, teachers' methods and techniques). In spite of the importance of language skills (reading, writing, speaking and listening), they are neglected by language teachers and curriculum system. Otherwise, a big problem in language teaching which students encounter is the inadequate and incompatible tasks in their curriculum textbooks which do not give them enough practice in their language skills which they need in their future academic or occupational careers. The textbooks somehow include a lack of communication tasks to motivate learners with a purpose for doing them eagerly.

It is important to highlight the role of in-service training program as a necessary response to the development of scientific literacy of students through experimental work practices of teachers in their classrooms (Madaleno, 2010; Reis & Santos, 2016). One of the most significant current discussion in applying in-service teacher training was to emphasize the difficult and complex responsibility of teachers, and the development of teachers' minds and skill because their contribution to education and the society's morals and values is particularly crucial. Therefore, to enhance teaching effectiveness, there is an essential need of upgrading the staff and teachers' skills and knowledge. The need for in-service training or staff development program for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the professionalism status of teachers, the training program such as in-service training should not run away from the reformation that occurs (Zulkifli Che Omer, 2014). Moreover, considering the emphasis and importance placed on in-service training program for teachers, the researcher of the present study felt the urge and need to investigate the Uzbek teachers' education.

I agree with the words of Kaplan (2010) that "Language planning is an activity, most visibly undertaken by government (simply because it potentially involves such massive changes in society) intended to promote systematic linguistic change in some community of speakers. The reasons for such change lie in a reticulated pattern of structures developed by government and intended to maintain civil order and



communication and to move the entire society in some direction deemed good or useful by government”. Teachers, educators should work hard independently engaging with more self-studies. In addition, introduce with foreign countries educational system as well. Not only teachers, but learners also should work hard, study well, even should go to the extra curriculum classes, to the English language libraries.

To sum up, I think, teachers should not depend on readymade handouts, materials, but should improve their knowledge, point of views with introducing foreign countries methods and approaches. As you know more experience, more getting knowledge. Teachers and educators should try to get English proficiency test bands also. Certainly, these level tests show their knowledge. At last, teachers need more experience in the classroom. In addition, we should develop the In-service training Institutions too.

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