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# IMPROVING THE MECHANISMS OF PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL ENGLISH TEACHERS ON THE BASIS OF AN INDIVIDUAL APPROACH

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**Abstract:** Significantly changed meaning foreign languages in the modern world makes new demands on teachers of foreign languages. Teachers need give students not only grammatical rules, current vocabulary, but also teach them communicate with native speakers of foreign languages, respect and understand their culture. As a result, we are moving to a qualitatively new level teaching foreign languages. Integrative foreign language teacher model - it is a holistic image of a teacher who owns not only professional, but also general professional competencies, skills and knowledge. In addition, organizational and pedagogical conditions have been identified that contribute to the improvement of the training of teachers of a foreign language on the use of modern teaching technologies, such as the integration of theoretical, methodological, subject and psychological pedagogical training; the widespread use of reflection mechanisms and the targeted use of active teaching methods in accordance with an individual approach.

**Key words:** self-education, secondary, primary, pre-school, high professionalism, professional competence, professional mobility, mechanisms, integration, destruction of stereotypes, domestic, textbooks, activities, priority, massive transition.

## INTRODUCTION

Improving the quality of teaching and upbringing at school directly depends on the level of training of teachers. It is undeniable that this level should constantly

grow, and in this case the effectiveness of various innovative courses, seminars and conferences is small without the teacher's self-education process. Self-education is a need for a creative and responsible person in any profession, especially for professions with increased moral and social responsibility, which is the profession of a teacher. Self-education is a process of conscious, independent and cognitive activity.

Self-education of teachers is a necessary condition for the professional activity of the teacher. Society has always made and will make the highest demands on teachers. In order to teach others, educators need to know more than others. The teacher must know not only his subject and master the methodology of teaching it, but also have knowledge in nearby scientific fields, various spheres of public life, navigate in modern politics, economics, etc. Teachers must constantly learn, because the faces of his students change every year time stages, deepening and even changing ideas about the world around. [7,103]

## **MATERIALS AND METHODS**

The ability for self-education is not formed in a teachers' education together with a diploma from a pedagogical university. This ability is determined by the psychological and intellectual indicators of each individual teacher, but no less this ability is developed in the process of working with sources of information, analysis and introspection, monitoring their activities and the activities of colleagues.

However, no matter how high the teacher's abilities for self-education are, this process is not always realized in practice. The reasons most often cited by teachers are lack of time, lack of sources of information, lack of incentives, etc. This is just a manifestation of inertia of thinking and laziness of mind, since self-improvement should be an essential need for every teacher.

Motives prompting teachers to educate themselves:

1. Daily work with information. Preparing for a lesson, speech, parent meeting, class hour, school-wide event, Olympiad, etc., the teacher has a need to search and analyze new information;

2. Desire for creativity. A teacher is a creative profession. A creative person will not be able to work from year to year according to the same yellowed lesson plan or script, read the same reports. There should be a desire for more. The work should be interesting and enjoyable.

3. Rapid growth of modern science. Especially psychology and pedagogy. In the age of automobiles it is not good to use a cart.

4. Changes in the life of society. These changes are primarily reflected in the students, shape their worldview, and, accordingly, very often, shape the image of the teacher as a "non-modern person"

5. Competition. It is no secret that many parents, when bringing their children to school, ask for a class to a specific teacher, subject teacher or class teacher. If a teacher is in good standing with the administration, the methodological council, the department of public education, he has more rights in the choice of classes, workload, etc.

6. Public opinion. The teacher is not indifferent to whether he is considered "good" or "bad." It's a shame to be a bad teacher.

7. Material incentives. The category of the teacher, the opinion of the attestation commission, bonuses, allowances, and maybe even titles and government awards - all this depends on the qualifications and skill of the teacher. This cannot be achieved without the constant assimilation of new knowledge.

8. Interest. Learning is just fun. [6,18]

Improving the quality of teaching and upbringing at school directly depends on the level of training of teachers. This level should constantly grow and the teacher's self-education plays a significant role here.

Self-education is a process of conscious independent cognitive activity; it is a creative search for a teacher. A teacher's personal long-term plan can be called a self-education program or a teacher's development program, it is a model for building individual trajectories of self-development, where it is important to show

the ability to define the content of education as self-development, the ability to choose methods and forms of activity, the ability to build and rebuild the program. Experience on the topic will allow us to confirm that the personality of a child is too multifaceted and complex concept to determine its value only by the degree of mastering the program. A child can develop normally only when not even his most outstanding abilities are noticed and appreciated by others. From these assessments, a normal self-esteem of a person is gradually formed, which, over time, turns into self-esteem, into the ability to respect oneself as a person and to see a person with his own unique attitude in another person.

The specificity of pedagogical activity is such that for effective activity, a teacher must have knowledge of his own subject, teaching methods, psychology and pedagogy, have a general high level of culture, know the techniques of rhetoric, the basics of monitoring, and have great erudition. Today, in the age of information and communication technologies in the field of education, teachers pose new tasks and problems for themselves and their students. [5,106]

A significant change in the social order gradually leads to a cardinal restructuring the entire educational process, to revise the goals and objectives of teaching a foreign language and the use of modern pedagogical technologies. Foreign education language poses many questions for teachers and teachers. In the article, we consider the main problems that hinder the successful mastery of foreign languages and possible ways to solve them.

Globalization in all areas of modern society has made knowledge of strange language is a necessary requirement not only in personal but also in professional human life. The results of a sociological survey showed that about half schoolchildren considers knowledge of a foreign language an important attribute of an educated person century in the XXI century [3,402].

Psychological unpreparedness of students for learning foreign languages is one of the key issues.

After all, a certain part of teachers still Since then, they have been applying outmoded teaching standards and thus set high standards - it is necessary to speak without an accent, write without a single mistake and perfectly master grammatical rules, which are often not followed by native speakers themselves. Indeed, in everyday speech, they do not strive for perfect pronunciation and choosing the right grammatical forms.

Schoolchildren who are experiencing difficulties in mastering certain rules are not asked to are interested in learning a foreign language, feel insecure and inability to this type of activity [1, 108]. Taking shape today a completely new methodology for learning foreign languages, the purpose of which is the formation of communicative competence, that is, to teach to talk, communicate, respect and understand the other culture and the bearers of that culture. Foreign language, whether it is English, German or any other, should not be perceived by learners as an academic discipline, a school subject, but should take a higher position - as an integral part of modern life, as a means of communication [2, 10-15]. And after therefore, teachers are faced with the difficult and responsible task of creating unacceptable inevitable, but at the same time practically valuable interaction, communication and linguistic connection.

It also becomes difficult to learn English due to what we think in Uzbek and that is why we translate not the main idea into a foreign language, and words, comparing the grammatical rules of the native and foreign languages, and only then we say the whole sentence. At the beginning of training, this process is too tiring not only for an adult, but also for a child. Therefore, it is necessary teach him to immediately think and speak in English. This is how children learn to speak their native language. After all, they don't know any grammar rules or theory, but they will study them later. This principle is the basis of many modern methods of studying foreign languages.

To solve the first difficulty, the help of a highly qualified a teacher who constantly practices spoken English, preferably also and with native speakers. This

is where a number of pressing problems arise, such as the lack of teaching staff. Unfortunately, the following trend is observed in our country: since a foreign language is in demand on the labor market, young specialists with a high the level of knowledge of the language prefer to work in companies. Hence, a large percentage of teachers are people of pre-retirement and retirement age.

In the concept of modernization of the domestic education system, the need for not only culture-forming, but also the communicative function of education in the context of a significant expansion of the scale of international cooperation is one of the basic tasks of modernization. This situation presents absolutely new requirements for teachers of a foreign language as a kind of integrators given space. As a result, the professional competence of teachers implies a high general professional culture, as well as special training for the formation of linguistic, psychological, pedagogical, cultural and linguistic competences.

The sociocultural nature of the professional activities of foreign language teachers determines the need for the formation of professional competence integrative type. At the heart of this process is the development of personality, which has a high professionalism, a holistic worldview and an extensive outlook. Indeed, thanks to foreign languages as academic subjects, not only integrative and social functions, but also informational, cultural and communicative.

Among the priorities in modern domestic education for foreign languages, a special place is occupied by the problem of developing a strategy for creating an integrative model for the development of professional competence of a teacher of a foreign language and pedagogical conditions under which it is possible to implement it in the system of advanced training. Traditionally, the main training of a foreign language teacher consists of including the teacher in a specific subject-language activity and mastering the knowledge necessary for this activity.

However, this approach, which has been repeatedly tested in practice, turned out to be insufficient in modern conditions of language education, since it took the formation of not only the professional and communicative qualities of the teacher,

but also his creative, intellectual abilities and knowledge of general cultural aspects.

Currently, the pedagogical theory of teaching foreign languages underestimates the importance of integrativeness in the professional training of highly qualified teachers of a foreign language. However, the competence of the teacher himself and the effectiveness of his professional development depend on her level.

An integrative model of a foreign language teacher in modern society is a holistic professional image. It includes not only general professional national competences, but also his professional activity, professional mobility and personal level of achievement.

## **RESULTS AND DISCUSSION**

In Uzbekistan, the implementation of this integrative model of a foreign teacher language in professional development makes the educational process of higher quality and on its basis creates opportunities to improve professional competence teacher, forms the potential necessary for teaching foreign languages in the XXI century. and leads to new educational results. The development of a teacher is, first of all, deep mastering of professional skills and knowledge, and mobility expressed in the teacher's ability and readiness to achieve them.

With regard to foreign experience of professional development of competence of foreign language teachers, the most important factor is the formation the conditions themselves, which, in turn, contributes to the education and development of modern teachers of foreign languages. This is precisely the most important function of the learning process in the foreign system of professional development.

Currently, there is a rapid growth in the need for advanced training and retraining of personnel. Foreign language teachers began to acquire additional specializations: experts and examiners, experimental teachers, teacher-methodologists [3, 96]. In this regard, there was a need to create new continuing



education curricula for teacher-examiners and experts. experimental teachers, teaching methodologists, teachers for a specialized school.

Another challenge is maintaining a balance in the spectrum of foreign language learning. Most parents want their children to learn English so that inevitably leads to a decrease in interest in learning French and German. If this trend continues, it could lead to the disappearance of teachers. German and French languages in schools [4, 65]. The only possible the solution to this problem is the introduction of second foreign languages at school, which will also expand the range of languages studied, including Slavic and Eastern.

One more urgent problem is the low level of technical equipment of educational institutions. Many schools need to technically improve classrooms and classrooms for conducting classes on listening and speaking. Many schools have cassette tape recorders, but there is not enough technical means for playing video materials.

Also, one of the important problems is outdated teaching aids and textbooks, which are used in teaching foreign languages. All spheres of public activities undergo changes, which, in turn, significantly affects linguistic changes that occur in foreign languages, and especially in English. Dictionaries are published annually, in which not only neologisms are published, new words that have entered speech over the past year, but also there are notes about changing pronunciation and expanding the meaning of many words. Authors of domestic foreign language textbooks do not have time to follow these changes, so students use vocabulary and grammatical phenomena that have not been used in this language for a long time.

Thus, it is necessary to choose additional teaching aids from foreign publishing houses, which are approved by the Ministry of Education and Science of Uzbekistan. Solution of this problem lies in the parallel use of domestic and foreign textbooks, which will allow students to master a modern living language with the least effort [5, 120-122].

In connection with the change in the role of foreign languages, there is an urgent need creating continuity in the educational process. Studying of foreign language occurs at all stages of education: in a preschool educational organization, primary, secondary, high school and university. If now there are generally mechanisms of continuity in the field of a foreign language between primary, secondary and high school, then the mechanisms of interaction between a preschool educational organization and elementary school, high school and high school are still lining up [10, 60]. The introduction of early and vocational education will certainly contribute to solving this problem. The implementation of continuity is also hampered by the shortage of domestic textbooks, having a single concept for classes 2 to 11, designed for different models teaching a foreign language.

One more way to improve the efficiency of learning foreign languages in non-linguistic schools is the introduction of integrated lessons: a foreign language and literature of the country of the target language, foreign language and informatics, foreign language and geography.

At the present stage of development of the language education system, priority directions should be:

- improving the quality of education in foreign languages, taking into account domestic and international requirements;
- the use of innovative technologies in the education of foreign languages;
- training of qualified teaching staff who are able to carry out qualitatively new activities in educational institutions;
- formation of a modern system of continuous education;
- ensuring the availability of learning several foreign languages.

Thus, the effective implementation of the priority areas of the system language education is provided by solving the following tasks:

- development of new qualification requirements for teachers;
- integration of educational, scientific and practical activities of students and

teachers;

- strengthening the material and technical base of educational institutions;
- creating conditions for improving teaching a foreign language at preschool, primary, secondary and senior levels of education;
- introduction of preschool teaching of a foreign language;
- massive transition to teaching a foreign language in primary school;
- improvement of various forms of professional development of foreign language teachers and an increase in teaching hours in linguistics and methods of teaching a foreign language.

### **CONCLUSION**

Doubtlessly, there are other problems that were not mentioned above, and this means that the system of teaching foreign languages requires significant modernization, which would help teach students to think, seek together with the teacher answers to difficult questions, would contribute to the destruction of stereotypes and patterns of learning.

To sum up, the learning process would have reached a new quality level. Clear understanding the advantages and disadvantages of the educational program will allow you to adjust the entire process of teaching foreign languages and make it much more effective and efficient.

Therefore, we can conclude that the integrative model of the teacher foreign languages is a holistic image that includes not only professional, but also general professional competencies and knowledge that reflect the essence the teacher's professional activity, the mechanisms of their interaction, the personal level of professional achievements and his ability to professional mobility.

In Uzbekistan, the implementation of this integrative model for the development of the competence of a teacher of foreign languages during advanced training makes the entire educational the process is of a higher quality and, on its basis, gives additional opportunities to improve the teacher's professional competence, forms the potential necessary for the implementation of foreign

language education in the 21st century, and leads to new development of educational effects.

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