

FOUNDATIONS OF PROFESSIONAL DEVELOPMENT OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: This article discusses the professional development of future English language teachers and its importance in education. It highlights the teacher's role not only as a knowledge provider but also as a guide in students' development. The importance of pedagogical knowledge, methodology, and communication skills is also emphasized.

Keywords: future teacher, professional development, English language, pedagogy, methodology.

Annotatsiya: Ushbu maqolada bo'lajak ingliz tili o'qituvchilarining kasbiy rivojlanishi va uning ta'lim sifatidagi o'rni yoritiladi. Unda o'qituvchining nafaqat bilim beruvchi, balki o'quvchilarning rivojlanishiga yo'naltiruvchi shaxs sifatidagi roli ta'kidlanadi. Shuningdek, pedagogik bilimlar, metodik ko'nikmalar va muloqot qobiliyatlarini rivojlantirish zarurligi ko'rib chiqiladi.

Kalit so'zlar: bo'lajak o'qituvchi, kasbiy rivojlanish, ingliz tili, pedagogika, metodika.

Introduction

Today, foreign languages play an important role in how people communicate, learn, and grow professionally. As the world becomes more connected and technology continues to develop, English has become one of the most widely used languages. People rely on it to share ideas and work together in areas like science, business, technology, and education. Because of this, the need for well-prepared English teachers has increased. The quality of language education depends greatly on the teacher. For this reason, it is important to prepare future English teachers who not only understand how to teach, but who can also communicate clearly, support their students, and use effective methods in the classroom.

.Professional development is not a one-time process; rather, it is a continuous journey that begins during teacher training and continues throughout a teacher's career.

Future English language teachers must develop various competencies in order to teach effectively. These include linguistic competence, pedagogical competence, methodological knowledge, and intercultural communication skills. Apart from that teachers need to be able to motivate students, create a supportive classroom environment, and use innovative teaching techniques that encourage active learning.

According to modern educational theories, the role of the teacher has significantly changed in recent year . In traditional education systems, teachers were mainly viewed as sources of knowledge who delivered information to students. However, contemporary educational approaches emphasize the role of teachers as

facilitators, mentors, and guides who help students develop critical thinking skills and become independent learners [Richards & Farrell, 2005].

Another an essential aspect of modern language education is the humanistic approach. This approach focuses on the learner as the central participant in the educational process and highlights the importance of understanding students' emotions, interests, and individual learning styles. Humanistic education aims to create a positive learning environment where students feel comfortable expressing their ideas and actively participating in classroom activities [Rogers, 1969].

From this perspective, the professional development of future English language teachers requires not only academic knowledge but also personal qualities such as empathy, creativity, flexibility, and a willingness to continuously learn and improve. Studying the foundations of this development is therefore essential for improving teacher education programs and enhancing the overall quality of language teaching.

Methodology

This study uses several research methods to explore the foundations of professional development of future English language teachers. Both theoretical and empirical research approaches were applied in order to obtain a comprehensive understanding of the topic.

First, a deeply reflective and human-centered exploration of relevant academic literature, pedagogical research, and educational theories was undertaken. This process was not merely analytical, but empathetic—seeking to understand the lived experiences, challenges, and aspirations of teachers as they grow in their profession.

This part of the research was not only about studying theories, but also about understanding teachers as real people who grow through their own experiences. It looked at how future teachers face difficulties, learn from practice, and slowly become more confident in what they do. Research shows that becoming a teacher does not happen quickly—it takes time, effort, and patience. Teaching skills develop step by step through classroom experience, reflection, and communication with others. In this way, professional development can be seen as a continuous journey, not something that is achieved once and for all [Day, 1999].

The practical part of the research included classroom observations, questionnaires, and a comparison of the collected data. Observation was used to look closely at how future English language teachers actually teach during their training. This made it possible to see how they communicate with students, how they plan and manage their lessons, and how they turn what they have learned in theory into real classroom practice. Questionnaires were also given to students preparing to become English teachers. Their responses helped reveal how they feel about teaching, what motivates them to choose this profession, and how they understand their own professional growth. The questionnaires also shed light on the difficulties they experience during training, as well as the skills they consider most important for becoming effective teachers [Dörnyei, 2007].

Furthermore, the research paid particular attention to the principles of humanistic pedagogy. This approach emphasizes the importance of creating a learning environment that supports students' emotional well-being and encourages active participation. Teachers who follow this approach tend to focus on building positive relationships with their students, promoting collaboration, and encouraging learners to take responsibility for their own learning.

These both theoretical and empirical methods can highly provide strong understanding of their field as well as implement them in a professional way for every future teachers .

Conclusion

In conclusion, the development of a strong foundation for future teachers is an essential part of their professional growth. In today's world, teachers need to continuously improve their English teaching skills. This research has shown that becoming an effective English language teacher requires much more than simply having strong language knowledge. Future teachers need to develop a wide range of professional competencies, including pedagogical knowledge, methodological skills, classroom management abilities, and effective communication strategies.

The study also shows that the preparation of future teachers should consist of both theoretical knowledge and practical teaching experience. Teacher education programs should cater opportunities for students to practice teaching, and their experiences, develop their professional identity as educators. Such experiences help to understand for future teachers understand how to apply modern teaching methods.

Furthermore, the research reflects the importance of the humanistic approach in language teaching. By putting students at the center of the learning process, teachers can create a supportive and motivating classroom environment which can lead more participation, creativity, and independent thinking of pupils. This approach not only improves language learning outcomes but also supports students' social development.

Finally, the professional development of English language teachers should consider this as continuous and lifelong process. Future teachers must open to new ideas, innovative teaching techniques, and ongoing professional learning. Continuous development will help them to stay for educational changes and effectively meet the challenges of modern language education. Therefore, strengthening teacher training programs and supporting the professional growth of future English language teachers is crucial for the advancement of language education.

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