

## EFL TEACHERS' PROFESSIONAL COMPETENCES AND THEIR EFFECT ON STUDENTS' EDUCATION

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### ABSTRACT

In modern educational process teachers need to own professional competences in order to adapt to this new reality. According to this issue there is highlighted the essentialness of the instrumental competence, personal competences, being guide and educator, researcher and innovator, contact person and role model, being member of an organization of EFL teachers in the article.

**Keywords:** Professional competence, leader and provider, creative and communicable, evaluator.

### INTRODUCTION

The mediocre teacher tells. Good teacher explains. The superior teacher inspires. (William Arthur) [13] In today's modern life the key of stable development of person, country is knowledge, perspective education. The aim of being well educated is creating something new, useful to change the world to good side, moreover to change very day life of human being, to change political, economic, technological spheres in the country or all over the world. First of all to become responsible, educated, informed about learning area people should exhaust language barrier. (Makhkamova Komila, 2019) [12]. For achieving the good result first of all teacher herself or himself should obtain professional competences. They should have the knowledge on their subject what are they going to teach. They are responsible to have skills in order to teach them in a good way, to choose or find out good method and effective technic to the contingent who they are teaching. And of course, they have to keep good personal, social and methodological abilities.

The research purpose is to identify the set of professional competences of EFL teachers. Research hypothesis is extending of involving future EFL teachers in their learning for the teaching career is an interdependence relationship with their competence in completing the teaching education module. Future EFL teachers will realize the different areas they need to work upon to preparing themselves for the roles, shoulder responsibilities and develop competencies for becoming effective teachers.

### LITERATURE REVIEW

Teacher leadership is developed through mutual influences delegated by principal and initiated by the teacher. (Annie Y.N. Cheng, 2016) [10]. Everybody is agree today that students come to the lessons with the great amount of learning. And we as teachers need to facilitate their learning process. "The professor needs to be preoccupied with what, how much and how the pupils learn in order to form their personality and not so much with teaching some material" (Dimutru, 2000, p.420) [4] It is good way to realize that teacher should be more than teacher.

Throughout his/her didactic career, the teacher takes on a multitude of roles that depend on his/her personality. With regard to the diversity of roles a teacher can perform, A.E. Woolfolk identifies the following roles (Nicola, 2000) :an expert of the teaching-learning process; a motivating agent; a leader; an advisor; a model; a thoughtful professional; a manager. All this abilities help teachers to motivate and make students to be interested in target lesson. „The teacher was considered an apostle, missionary, propaedeut (the one providing introductory instruction), maieut (the one giving birth to the truth), hermeneut (the one that deciphers and interprets the truth), consultant, advisor, partner, agent, co-learner (for the pupil), (lighted guide), which descends from its throne to search for solutions and the truth together with his/her pupils” (Surdu, 2001, p.118) [8].

The teacher may perform up to 6 roles in H.Morine’s view (Jinga & Istrate, coord.,1998)[6]:

1. *Information provider*

Encourage intellectual rigor; engage pupils in discoveries and creative transformations; foster permanent dialogue; help pupils see the world not as a static reality, but as a reality undergoing transformation; point out the applicability of the information conveyed; be preoccupied with upgrading learning contents; assist pupils in the process of discovery, organization and systematization of knowledge, thus, preparing them to become self-taught etc. (Vaideanu, 1988; Delors, 2000) [9], [3];

2. *Behavior model.*

Combines the behavioral science with the art of living, creating a congenial atmosphere, since students/pupils do not only get thrilled at scientific breakthroughs but they also learn to be nice people; perceives and explains multi-cultural and ethnic differences so as to provide pupils with cultural awareness and tolerance of diversity. Likewise, an efficient teacher ensures the existence of a congruency between his/her acts and words; becomes aware of the impact of his/her modeling role on the pupils’ personality and hence, trying to maintain his/her integrity at all costs; is realistic about his/her own limits, trusts his/her instincts and assumes risks, treats students fairly, does not believe in the myth of the perfect teacher, is capable of admitting errors, demonstrates seriousness in dealing with students and tries to gain their trust little by little. Moreover, an efficient teacher is optimistic about students’ resources and developing abilities; maintains good relationships with colleagues, collaborates with the representatives of the local community etc. (Brookfield, 1990 & Haas, 1993) [2], [5].

3. *Creator of learning situations.*

Enhance the pupils’ ability to learn how to learn; determine the pupil to manifest his curiosity, interest by means of heuristic learning; develop the pupils’ critical competence and lateral thinking, permit them to adapt to difficult situations; meet their expectations and instill a pro-active attitude to change, as a prerequisite for personal development, offering them a positive feedback; develop their capacity of active social insertion, attitudes and values that will allow pupils to take part in a social and democratic life. (Liliana-Luminita Todorescu, Maria-Monica Popescu-Mitroi, Anca Greculescu, 2015) [11]

4. *Advisor and Consultant.*

facilitates the pupil’s self-knowledge (self-acceptance, positive relationships with the others, autonomy, control, goals in life, personal development); offers information on specific themes/domains; provides emotional support; develops the career planning capacity; offers assistance when pupils are in distress or face personal, family and school problems regarding adaptation and integration, relational problems with family members or classmates, financial problems etc.; is preoccupied with assurance of harmonious development of the personality: bad

personality features, risky behavior, difficulties in learning, social alienation (Baban, Coord., 2001) [1]

5. *Evaluator and therapist.*

The efficient evaluator-teacher holds, harmonizes and uses assessment strategies, techniques and instruments, avoids “errors” that may appear in evaluation, takes into consideration the feedback obtained from the evaluation, focuses on the evaluation of his own activity and fosters pupils’ self-evaluation etc. From a therapist’s perspective, evaluation has no longer the role of diagnosis, but constitutes the basis of realization of some pertinent projects/plans whose main objective is to surpass difficulties and achieve formative-informative progress for all the agents involved in education. (Liliana-Luminita Todorescu, Maria-Monica Popescu-Mitroi, Anca Greculescu, 2015) [11]

6. *Organizer and leader.*

Manages the class, ensures consensus with other educational agents; carries out activities based on flexibility, adaptability and creativity; is a good organizer, takes good decisions, and builds sound relationships such as: capacity to organize pupils according to instruction duties and establish group responsibilities; capacity to establish collaborations, create an adequate studying climate and solve conflicts; capacity to take responsibility; to direct, “organize and coordinate, guide and motivate, take decisions if need be” (Jinga & Istrate, Coord., 1998, pp.81-82)[6].

## METHODOLOGY

For this study, tasks and pre-post tests have been administered to 30 students, two groups which were consisted of 15 students in each, from the preparatory classes of Samarkand State University. They were chosen at random and were all intermediate level students between the ages of 21 and 25. So in order to understand the effect of teachers’ professional competence on students’ being motivated and learning the language one of the teachers, they were taught in their English classes had professional competences and used them during the lesson what were chosen for experiment. And another one taught them not paying attention on any professional competence. The textbook for the students of the University was “Face2face” and the unit was 3. They had started learning English with “Face2face Elementary” and had gone as with the other levels of the same book.

First, the pretest was administered to all participants. Then, fifteen of those students practiced with the teacher who had and used professional competence and fifteen were taught by teacher without them. Subsequently all the students were given exactly the same test as the post test. The tasks and the tests have been carried out in the exam which is used to after each unit in every academic years. The post test was applied to the students just after they had completed the tasks. This, of course, increases the reliability of the test results since it was held when the effects of the tasks were still fresh.

## RESULTS

In order to compare the results of the same test was given to both groups; we tested them with the same tests. But received results of two groups differed. The group what had been taught by the teacher who had and had used professional competence obtained progress in 13 and another group what had been taught by teacher who had not payed attention on any professional competence acquire 8 only.

Groups	Number of students	Mean
Experienced group	15	13
Non-experienced	15	8

Beside it, students with professional competent teacher become friendlier, easy going, confident, motivated, active and communicable rather than the second group.

## DISCUSSION

From experienced group what had been taught by the teacher who had and had used professional competence obtained progress in 13 is clear that the experience made students more successful more than another group what had been taught by teacher who had not payed attention on any professional competence acquired 8 only. According to given result of testing two groups, where the students were taught in different methodology and by different qualified teachers , we realize that the teacher's professional competence is significant not less than having knowledge and ability of giving information about it. So we think paying attention on the professional competences of EFL teachers during teaching the target language much more fruitful rather than not paying attention on them.

*The first* is the English lessons become more positive, interesting, organized, created, consulted, evaluated, motivated and with friendly atmosphere. So the students also will be motivated to continue cognize and learn the language. Students become more organized, confident, open-minded, active, confident, creative and communicable.

*Secondly*, students have different types of opportunities to approach to constantly developing their communicative abilities in target foreign language.

*Thirdly*, it gives to try to increase teachers teaching competency and make lesson more effective than before.

*Fourthly*, and not less important point that is much more consciously magnificent that professional competency of EFL teachers than any other professionals as teaching foreign languages is not only giving opportunity to learn some foreign languages but also will give future professionals to demonstrate themselves and our country in foreign arenas also.

In order to obtain better result it will be useful to use and to learn professional competence of EFL teachers and the demand of modern students on it during our professional activities and try to practice the skills in every day in our professional life.

## CONCLUSIONS

To conclude, it is seen that the results of the experience show that students' success increases when teacher uses her or his professional competence, when she or he tries to be a perspective teacher as he or she will try to be "a provider, a behavior model, a creator of learning situations, an adviser and consultant, an evaluator and a therapist, an organizer and a leader".

Moreover, practicing and using professional competences carry up students' involvement and motivation mainly because these competences are related to real life and thus leads to communication. It is clear that competent teachers are at least as important as teaching subject. This study suggests that students' success rises when teachers are professionally competent in classes and also in their professional life.

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