

LINKING TEACHER TRAINING AND CLASSROOM PRACTICE: CHALLENGES AND SOLUTIONS

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ABSTRACT

Reforms in teaching English, started in 2012 in Uzbekistan, have been making a great impact on all parties involved: education managerial staff at all levels, teachers, learners, and parents. The reforms aim at raising the quality of teaching foreign languages at all levels of the education system in Uzbekistan. English teachers in secondary schools across the country receive a great deal of additional training in order to improve the quality of teaching, but there is no consistent system in place for helping teachers to successfully apply newly learnt techniques in order to link the training room to the classroom. Teachers' beliefs, "conscious or subconscious" (Donaghue, 2003) can be elicited and examined by awareness raising tasks in the training session, and by conducting lesson observations and self-monitoring. The evidence shows that teachers are challenged and required to change their teaching but neither sufficient time nor support is given to them. Immediate results, administration wants to see with little concern if any of what is happening in the class after the training ends, de-empower teachers and leave them with little desire to try new things out and improve their teaching. Systematic and well planned self-observation and self-monitoring system can empower teachers and trainers and help teachers to apply methods and approaches learnt in the training room.

Keywords: Teacher training, teacher training syllabus, teacher's beliefs, self-monitoring.