

**PRACTICE OF ASSESSING THE SKILLS AND QUALIFICATIONS OF ENGLISH
TEACHERS IN HIGHER EDUCATION**

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Abstract: In higher education institutions, English language teachers are responsible not only for teaching the language, but also for developing students' high-level knowledge and ability to apply the acquired material in practice. Assessing their qualifications and skills is necessary to improve the quality of education, determine the pedagogical activity of the teacher, and verify the effectiveness of the teaching methodology. The teacher must have a high level of knowledge of the language and the ability to teach students clearly, clearly, and effectively. The teacher must not only know the language theoretically, but also have the ability to establish effective communication with students in practice and organize interactive lessons.

Keywords: responsible, qualifications and skills, assessment, educational process, pedagogical activity, pedagogical technologies, students.

The assessment of the qualifications and skills of English language teachers is important for the effective organization of the educational process and the professional development of the teacher. English language teachers in higher education institutions are responsible not only for teaching the language, but also for developing student's high-level knowledge and the ability to apply the acquired material in practice. The assessment of their qualifications and skills is necessary to improve the quality of education, determine the pedagogical activity of the teacher and verify the effectiveness of the teaching methodology.

The main purpose of assessing the qualifications of English language teachers is to determine and develop their effectiveness in the teaching process. The main aspects in which qualifications should be assessed are:

Didactic and methodological qualifications: An English language teacher must have the ability to choose the right pedagogical methods and organize lessons accordingly in order to effectively teach students.

Language teaching skills: The teacher must have a high level of knowledge of the language and the ability to teach students clearly, understandably and effectively.

Communication skills: The teacher must not only know the language theoretically, but also have the ability to establish effective communication with students in practice and organize interactive lessons.

Use of innovative pedagogical technologies: The ability to master new pedagogical technologies and apply them in lessons is also important.

Various methods and forms of assessment can be used to assess the qualifications of English language teachers. Among them, the following methods are widely used:

Observation: Assessment by observing how the teacher works in the lesson process, how he communicates with students. This method helps to determine the teacher's pedagogical activity, methods of organizing the lesson and what approaches he uses to students.

Portfolio: Assessing a teacher's pedagogical skills by analyzing their lesson plans, teaching materials, tests, and other work. With the help of a portfolio, it is possible to establish regular control over the teacher's work and monitor his professional growth.

Exams and tests: Conducting tests and exams for English language teachers to assess their level of English language proficiency and methodological knowledge. This method helps to measure the teacher's knowledge of language and methodology.

Feedback and self-evaluation: Asking teachers to evaluate their own performance is also an effective method. This process shows the teacher's willingness to work on themselves and develop.

Innovative approaches also play an important role in assessing the qualifications of English language teachers in higher education institutions. For example, through electronic assessment systems and online platforms, it is possible to monitor the teacher's activity in the lesson in real time, assess the effectiveness of lessons, and receive feedback. These systems allow for a systematic assessment of the teacher's work and help the teacher improve his or her own performance.

The results of assessing the qualifications of English language teachers should be a guide for their development. If a teacher is weak in certain areas, additional training, seminars, and advanced training courses can be organized for him or her. Also, the teacher's strengths are identified and help him or her work on them even more.

The practice of assessing the qualifications and skills of English language teachers in higher education institutions is very important for improving the quality of education, ensuring the professional development of teachers, and educating students on the basis of modern pedagogical technologies. A well-organized assessment system helps teachers to effectively develop their activities, improve the overall quality of education, and in the future serves to train highly qualified specialists.

Teachers' assessment skills are an integral part of pedagogical activity. The concept of "teacher assessment activity" arose in the 90s of the 20th century, but teachers' assessment activities existed before. S. Johnson in his works divides teachers' assessment activities into two groups: before and after the 90s. The first group includes the works of Brown, Davis, White and Green. These studies are based on the concepts of "assessment" and "teacher assessment activity". Scientists define the main purpose of a teacher's assessment activity as an assessment of each student's knowledge of the subject.

The main functions of assessment activity are divided into educational, educational, diagnostic and supervisory. The assessment process requires independent activity of the teacher, in which teachers control the knowledge and skills acquired by students.

The assessment activity of teachers consists of monitoring students' knowledge, the result of which is the grades received by students. In the assessment process, teachers must assess the formed and developed knowledge, skills and qualifications of students, as well as indicate ways to improve them.

After the 90s of the 20th century, research has been conducted in two directions: "general pedagogy" and "theory and methodology of education and upbringing". Lee sees the teacher's assessment activity as the purpose of developing the skills of independent self-assessment in students. The result of the assessment activity is the student's adequate self-assessment.

The examples given above show that today there are different views on the teacher's assessment activity. Regardless of the different views, there are factors that characterize the essence of this

activity. Assessment activity is an integral part of professional pedagogical activity, is the professional task of the teacher and is an activity that develops the student as a person and forms the skill of self-assessment.

Assessment is part of the teacher's professional activity, stimulating the active activity of students. Today, the main goal of assessment is not only to assess the knowledge acquired by students, but also to develop their self-assessment skills. In order to effectively conduct the assessment process, teachers must have assessment competencies. We can include the following in assessment competencies:

- Isolating the assessment object (what to assess);
- Competence in accepting the assessment object;
- Competence in matching the assessment object with the assessment criteria;
- Competence in choosing the type of assessment;
- Competence in announcing the assessment result to students.

Evaluating the achievements, acquired skills and qualifications in the educational process is one of the constant tasks of educators. Unfortunately, when it comes to assessing work, most teachers face difficulties. As a result, they re-apply previously used tests without analyzing them. In order to see the results of the tests, they need to be statistically analyzed. The results of the analysis provide positive or negative information about the material tested, the process of mastering it, and the teacher's methodology. It is based on this information that teachers are supposed to plan their further work and evaluate their own activities. Unfortunately, today teachers pay very little attention to this process. In order for the assessment process and results to be effective, teachers need to have assessment competence. Assessment is of great importance in the process of teaching and learning. It helps teachers assess whether the goals and objectives are appropriate or inappropriate. R. Stiggins argues that 50% of teachers' professional time is spent on assessment. Effective assessment leads to an increase in students' learning outcomes. According to Mertler, the low level of teachers' assessment competence is the result of insufficient attention being paid to it in professional development courses.

L. Taylor agrees with Mertler, noting that not enough hours are allocated to the theory and practice of assessment in teaching and professional development courses. At the same time, there are no clear textbooks that cover the basic principles of assessment, and not all existing books are intended for language teachers.

We agree with L. Taylor and Mertler. In our opinion, it is important to improve the assessment competence of not only teachers, but also future teachers. For this, it is necessary to reconsider the subject blocks allocated to educational programs and the distribution of hours. The reason is that sufficient hours are allocated to teaching foreign language teaching methods, but the number of hours allocated to the methodology of developing, organizing and conducting control and assessment is not enough. During our research, we analyzed the subject programs of future teachers, undergraduate and graduate students, and the programs of advanced training courses for professors and teachers currently engaged in professional activities. As a result of the analysis, we encountered the shortcomings noted by L. Taylor and Mertler, namely the distribution of allocated hours and the lack of educational literature. We have solved a lot of tests in advanced training and retraining courses, but it is unclear how much we apply the process of compiling them and statistically analyzing their results in practice. Assessment has its place in the process of teaching and learning, and this is not only in the process of teaching a foreign language, but also in all forms of education. Assessment is interrelated with five components that indicate the quality of the teacher, student, materials, context, and learning process. Both students and teachers benefit from an effectively applied type of control. An effectively applied type of control allows you to

obtain information about the correctness of the content and the course of the lesson, to monitor the process of student learning, to demonstrate the effectiveness of the methodology used by the teacher, and to increase students' self-confidence.

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