PROFESSIONAL DEVELOPMENT IN TEACHING EFL

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Annotatsiya. Ushbu maqolada o'qituvchilik faoliyatida kasbiy rivojlanishning ahamiyatlari, o'qituvchilar duch keladigan qiyinchiliklar va uning qay darajada muhimligi yoritilgan. Mavzuni yanada chuqurroq yoritish maqsadida yosh ustozlarning

Kalit so'zlar: kasbiy rivojlanish, o'z ustida ishlash, internet saytlar, kurslar, hamkasb, metodologiya, topshiriqlar.

Abstract. This article highlights the importance of professional development in teaching, the difficulties faced by teachers and how important it is. In order to shed more light on topic, the opinions and comments of young teachers were also mentioned.

Key words: professional development, work on oneself, websites, courses, colleague, methodology, tasks.

I. Introduction:

Professional development is one of the most crucial parts of the teaching in any field as growing career demands. According to Joshua Prieur, It is one way teachers can improve their skills and, in turn boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or investigation peer learning initiatives or even just chatting with a colleague in the staff room. Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or even on a classroom or individual basis

II. Literature review:

There are also several reasons why professional development is important. First of all it affects student learning. It is obvious that good teachers are better at teaching students effectively. When teachers have access to continuous learning opportunities, and professional development resources, they are better equipped to become good teachers especially if their students have learning needs or are performing below or above grade level.

Hayes Mitchell of Leaning Forward, a professional development organization, writes: "The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success."

Secondly, it encourages the success of new teachers. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development helps teachers shape career-long learning. Another valuable side of professional development is promoting a growth mindset. Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn. A lack of professional development resources for teachers can be discouraging. It communicates that you do not want invest in the quality of teaching and puts more stress on teachers to develop their skills alone.

III. Methodology:

According to given information above, we made interviews among public school teachers, by giving several specific questions to be aware of their opinions about professional development on teaching English as a foreign language. The aim of the research is to discover the problems that young teachers face with and their ideas on how to overcome these problems while experiencing teaching students in communicative ways. The teacher were engaged actively and they answered all the questions detailed and properly.

N	Participants	Work place	Experience	What grades	Level of the teachers

1	A.Z	School 15 Fergana region	1 year	1st and 4th classes	C1 advanced
2	T.F	School 12 Fergana region	3 months	1st and 2nd classes	B2 Upper-intermediate
3	M.S	School 29 Fergana region	2 years	Classes 1,2,9 and11	C1 advanced
4	O'.A	School 29 Fergana region	2 years	Classes 1,2,9 and11	C1 advanced
5	O.T	School 51 Fergana region	2 years	2nd classes	C1 advanced

Research method: Interview. The "interview method" refers to a structured approach for gathering information through direct interaction, typically involving a conversation between two or more individuals, with the goal of obtaining insights, data, or perspectives on a specific topic. The interview method is a widely used qualitative research technique, commonly employed in various fields, including social sciences, business, journalism, and human resources. Interview methods often involve face-to-face or remote interactions using technologies like video conferencing or telephone calls. The flexibility of the interview method allows for probing follow-up questions, clarification, or exploration of unexpected insights, enriching the depth and quality of the gathered data. The primary purpose of conducting interviews is to gather firsthand information by engaging participants in dialogue. This method allows researchers, journalists, or employers to explore opinions, experiences, attitudes, or behaviors related to a specific subject of inquiry. In an academic context, interviews also serve as a means to collect qualitative data for research or to gain insights for case studies.

When: 19th of October

Where: Fergana state university

How: face to face (with audio recordings)

Data collecting tool: interview

Interview questions:

1) What kind of web-sites do you use for collecting activities?

2)   Do you work with your colleagues, ask for a help in order to improve your methodological skill?

3) Do you find it effective studying extra courses for teachers, except from teacher trainings? If yes, have you ever attended any kind of them?

IV.   Data analysis and discussion.

Regarding the first question, almost all participants answered that they create most activities in their lesson by themselves. The other ones claimed that they utilize the web-cites named after britannica, Wikipedia, lingua house. Teacher A.Z prefers to follow instagram and telegram channels in which masters share activity ideas in EFL classrooms and use them in her lessons. Additionally, two young teachers also take ideas by their colleagues. When it comes to the second questions, except from T.F, all of them said yes and as two of them works at the same school and with same classes, they share ideas with each other, and are best partner at their workplace. All of them think that asking for a help, sharing opinions or problem solving with their colleagues are extremely helpful for improving. And problems could be like finding tasks, working with ill-mannered students, organizing the effective lesson, to be ready for anticipating problems and so on. On the other hand, the only one teacher does not think the partnership at the workplace is just chatting and wasting of time. She mentions that only she knows the level, behavior of her students and difficulties of her classes, so prefers to conduct by herself. Again, four participants answered nearly same to the last question as they find extra courses on the field of teaching really beneficial for ongoing improvement. But, teacher T.F claims that if the teacher loves his/her job, they work with great interest and may improve their methodological skills through experiences or challenges they face.

V.   Conclusion.

The aim of the interview was to know the opinions of young teachers about professional development. All of them showed great performance and answered willingly even with less working experience. It became clear that professional development is extremely useful in teaching especially, as a young worker. Here most

non- experienced teachers may rely on elders or share opinions with partners. The usage of web-cites is also common and easy way of collecting activities. We may see the positive and effective side of working at the same workplace with friends, as it gives great opportunity to share ideas, solve the problems and improve together.

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