The CPD journeys of teachers of English in state schools in Uzbekistan

17 March 2023

A report for British Council Uzbekistan

by Norwich Institute for Language Education

17 March 2023

www.britishcouncil.org

Table of Contents

www.britishcouncil.org

Acknowledgements

We received help and advice from many different people and organisations during the research which led to the writing of this report. We are particularly grateful to Jamilya Gulyamova and Nilufar Begibaeva (British Council, Uzbekistan) for their wise counsel, good humour and patience in responding to our many requests.

We would like to thank warmly members of the British Council's CPD Champions Panel for their articulate, helpful and unstinting support.

We also appreciated the openness and support shown by colleagues in the Ministry of Pre-School and Public Education, and by the management at Avloniy who carry first-line responsibility for CPD and INSETT for state school teachers.

We would also like to acknowledge, with thanks, the contribution to our understanding and thinking by:

- Members of the English Reform Steering Group
- The Director and team at the Regional English Language Office (RELO)
- The Director and team at the Research Traingle Institute (RTI), UEEP project
- The Director and team at the American Council for International Education (ACCELS)
- The PRESETT team at the University of World Languages, Tashkent
- The PRESETT team at Tashkent State Pedagogical University named after Nizami
- The PRESETT team at Akfa University
- English Teachers interviewed at Sergeli District School and at Tashkent city Training and Retraining Institute
- Trainers at the Tashkent city Training and Retraining Institute
- All the School Heads and English Teachers who took time to complete our CPD questionnaires

www.britishcouncil.org

Acronyms used in this report

ACCELS   American Councils for International Education

CELTA   Certificate in Teaching English as Foreign Language to Adults (now officially renamed as Certificate in Teaching English to Speakers of Other Languages)

CELT-S   Certificate in English Language Teaching – Secondary

CLIL   Content and Language Integrated Learning

CPD   Continuing Professional Development

DELTA   Diploma in Teaching English as Foreign Language to Adults (now officially renamed as Diploma in Teaching English to Speakers of Other Languages)

ECTs   Early Career Teachers

ELT   English Language Teaching

ERSG   English Reform Steering Group

ESN   English Speaking Nation

F2F   Face-to-face

IELTS   International English Language Testing System

INSETT   In-Service Teacher Training

LMS   Learning Management System

LPA   Language Promotion Agency

MOHSSE   Ministry of Higher and Specialised Secondary Education

MPSE   Ministry of Pre-School and School Education

OPEN   Online Professional English Network

OTC   Online Teacher Community

PRESETT   Pre-Service Teacher Training

RELO   Regional English Language Office

www.britishcouncil.org

ROI   Return on Investment

RTI   Research Triangle Institute

SFDA   School Based Follow-up Development Activity

STEAM   Science, Technology, Engineering, Arts and Mathematics

TKT   Teaching Knowledge Test

TOEFL   Test of English as a Foreign Language'

TRTRI   Tashkent Regional Training and Retraining Institute

USAID   United States Agency for International Development

UWL   University of World Languages

Terms of Reference

The Terms of Reference as stated in the British Council Request for Proposals issued in November 2022 are as follows:

'For: Collaboration to map English teacher journey and develop new approaches to CPD for English teachers in state schools in Uzbekistan'

To work with the British Council in Uzbekistan and deliver the following outputs:

1. A report describing the current training and professional development available for prospective and existing state sector English language teachers in Uzbekistan and detailing their journey or pathways through the training and development available. This could include but is not limited to:

   a. National policy relating to teacher training and development, competence standards and performance assessment for English language teachers

   b. PRESETT processes

   c. Government prescribed INSETT, including motivations and rewards

   d. Ranges and types of Continuing Professional Development (CPD) available outside of government provision

   e. Views on and responses to current provision from ALL relevant stakeholders and beneficiaries (ministry officials, teachers, teacher educators school leaders, educational institutions and international partners).

   f. An appraisal of the quality of current provision to generate recommendations and areas for development (referencing and integrating outcomes from the University of Leicester research and other relevant reports available).

   g. An outline approach for the practical implementation of recommendations relating specifically to CPD

2. A presentation of the main findings of the report and the outline of the approach for Uzbekistan stakeholders and the Ministry of Pre-School and School Education of the Republic of Uzbekistan.

We outline below stakeholders and documents consulted, and also offer a concept of what CPD is and what a CPD journey involves. We then address the terms of reference above directly, with the exception of the above, which we address by embedding the views of relevant stakeholders within discussion of other terms of reference.

7

Executive Summary

i. The main outcome of our research and its findings is to recommend that CPD be understood holistically, as a career-long professional journey building on a mixture of school-based activity and training courses (see especially Sections 11 and 12 and the consolidated list of recommendations below in section 5 below).

ii. The terms of reference for this consultancy were understood and fully met (see Section 3 and sections 5 - 12 below).

iii. We approached the consultancy as a research task, but with open minds to allow our conclusions to be determined by our findings rather than by any preconceived ideas (see Section 6).

iv. Because the CPD landscape in Uzbekistan is fragmented and varied in terms of objectives and provision, we found it necessary to consult a wide range of stakeholders, each with their own understanding of CPD and its relationship with INSETT (see Section 7)

v. The documents we consulted were useful as background and as a way of triangulating our findings with those from our interviews, discussions and the questionnaire surveys. These documents are listed in Section 8.

vi. The main beneficiaries of a new approach to CPD will be schools and teachers. The findings from our questionnaire surveys of School Heads and Teachers of English are summarised in Section 10.

vii. In Section 11, we address the core terms of reference under five main headings: Policy, Pre-Service Teacher Education and Training, In-Service Teacher Education and Training, the Range of Available CPD Opportunities, and Quality Issues. It is in this section that the majority of our recommendations emerge.

viii. Recognising the gap that often exists between intentions and action, we have included some very clearly specified suggestions for the implementation of a new approach to CPD in Section 12.

ix. The appendices include documents, detailed survey results and informal records of selected meetings and focus group discussions.

Consolidated list of recommendations

NB: for information about the context of each of these recommendations, please see Sections 11 & 12 below.

We recommend that:

Recommendation 1

The Ministry of Pre-School and School Education should formulate and adopt a national policy on Continuing Professional Development for state school teachers of any subject. This policy should ideally be based on a number of key principles, e.g.:

- every teacher has a right and an obligation to develop professionally throughout their career;
- there must be equality of access to CPD opportunities for teachers in rural as well as urban settings across the country;
- professional learning should be seen as a career-long process for teachers
- all teachers need to keep up with changes in curriculum, teaching materials, and assessment practices
- all schools, as learning organisations, must ensure that conditions conducive to CPD are created and maintained;
- individual CPD is inextricably linked to the development of every school as an institution, and hence to the quality of education it offers to learners;

Recommendation 2

Schools and communities of practice should be recognised as hubs of CPD activity.

Recommendation 3

CPD provision should consist of a mix of needs-based INSETT and follow-up CPD activity in these hubs

Recommendation 4

Heads should be provided with training and guidance in how to create the necessary conditions for professional development in schools

9

Recommendation 5

Teachers and Heads should be supported with training and guidance on the principles and practice of CPD as an ongoing learning process.

Recommendation 6

Consideration should be given to the use of CPD portfolios as a means of documenting each teacher's CPD activity and that this should be reviewed annually in an appraisal meeting with the school Head or another senior colleague.

Recommendation 7

Each school should develop its own institutional CPD policy and practices, based on the national policy but also addressing the needs and priorities identified regularly by teachers and the school Head.

Recommendation 8

The document detailing 17 ways of earning CPD credit points should be reviewed and revised to include recognition only for CPD activities and processes that demonstrably contribute to improvement in teaching. The updated list should include a mixture of courses and participation in teacher-led initiatives such as Telegram discussion groups and local teacher clubs.

Recommendation 9

CPD provision for state schools should be linked to the same kinds of teacher competencies and standards as are prescribed for Presidential schools.

PRESETT Recommendations

We recommend that:

Recommendation 1

The PRESETT curriculum for all providers be re-examined and modified to accommodate a CPD dimension, and to ensure that student teachers receive the support they need as they make this journey over a four-year period of study. Examples of CPD-oriented activity that can be built into every PRESETT programme include:

- materials design
- peer observation and feedback during teaching practice
- introduction to professional reading through article discussion
- classroom-based research
- keeping a reflective journal
- possibly assessment by portfolio built up over each academic year

10

Recommendation 2

MPSE liaise with MOHSSE to ensure that the national PRESETT curriculum is standardised across all providing institutions so that new English teachers' professional journey starts off on an equal footing and with a comparable state of readiness to teach children in schools.

Recommendation 3

PRESETT exit language exams be carefully calibrated to CEFR level C1 so that students do not have to face the expense of paying for an international proficiency exam.

Recommendation 4

All PRESETT-providing institutions should keep records of graduates who progress into teaching posts at state and private schools so that the Ministry can begin to assess the impact of PRESETT studies on the quality of English teaching in both state and private sectors.

Recommendation 5

PRESETT institutions, Avloniy and Training/Retraining Institutes work closely together to ensure a smooth transition from a teacher's pre-service experience to full practising teacher status.

Government prescribed INSETT Recommendations

We recommend that :

Recommendation 1

MPSE, in partnership with Avloniy and with all training providers, should consider the findings of this report as a basis for working towards coherence in INSETT policy and provision within an overall view of English teachers' evolving needs and priorities. This partnership should be based on an understanding of the place of both training courses and school-based follow-up activity as significant ingredients of CPD. This understanding would require updating of the Avloniy INSETT syllabus and Regional Training and Retraining Institute course design.

Recommendation 2

Avloniy should continue its work on clarifying the sub-components of its teacher competencies.

Recommendation 3

The training offered by Training/Retraining Institutes under Avloniy be subjected to a thorough review to ensure that it is fit for purpose in terms of meeting teachers' needs.

Recommendation 4

www.britishcouncil.org

INSETT courses should be taught in ways that develop teachers' professional autonomy and should therefore go beyond simple transmission of knowledge towards a view of training as potentially transformational.

Donor-funded CPD Recommendation

We recommend that:

Recommendation 1

UK and US donors continue and build on their current level of cooperation probably through the work of the ERSG. This cooperation should certainly include discussion and review of exit strategies. (Within the limited scope of this report, we have not been able to be more specific about the direction that this cooperation might take in future. Nonetheless the recommendation stands).

Quality Recommendations

Quality dimension 1: The balance between CPD focus as professional accountability and CPD as professional learning

We recommend that

Recommendation 1

MPSE consider the extent to which the Presidential School standards, attitude to and provision for CPD is transferable to teachers in general government state schools.

Quality dimension 2: CPD coherence

We recommend that

Recommendation 1

MPSE consider articulating a CPD strategy based on stated principles to underpin a national CPD policy

Recommendation 2

MPSE address disconnects in CPD provision as outlined on pp 54-55 of this report

Quality dimension 3: CPD sustainability

We recommend that

www.britishcouncil.org

Recommendation 1

Online learning should continue to form part of CPD provision for teachers of English.

Recommendation 2

MPSE investigate the feasibility of developing a light touch monitoring and evaluation system based on the features laid out pp 57-58 of this report, using the Presidential school standards as a starting point for action.

Recommendation 3

MPSE build in a costed monitoring and evaluation budget within their overall CPD budget, so that a concern for monitoring and evaluation is integrated into both planning and action.

Recommendation 4

CPD provision in general should be needs-based and should provide for follow-up support at school level in order to strengthen teacher independence, critical thinking, and impact in the classroom.

Recommendation 5

MPSE investigate options for supporting early career teachers in their teaching via options such as mentoring or a specialised course.

Recommendation 6

MPSE create standards for teacher educators, so that there are clear criteria for the appointment of trainers on all approved INSETT programmes.

Recommendation 7

MPSE establish certificated trainer development courses so that all trainers are qualified for their role.

Recommendation 8

MPSE establish trainer competencies to support ongoing teacher educator professional development.

Recommendation 9

MPSE support Avloniy with INSETT course design for teachers of English through partnership with an overseas institution. British Council and ACCELS could advise on possible partners if MPSE wished to investigate the feasibility of partnership with a UK or US institution.

Recommendations for Implementation

We recommend that:

Recommendation 1

MPSE work urgently on building sustainable capacity and awareness of CPD across the education system, drawing on suggestions in Section (a) above.

Recommendation 2

all key providers and stakeholders work, within the framework and remit of the English Reform Steering Group, towards a shared vision of CPD in order to bridge the gap between policy and practice.

Recommendation 3

MPSE require each school to appoint a 'CPD Champion' to be responsible for all aspects of school-based CPD.

Recommendation 4

The British Council continue to convene the CPD Champions Panel, members of which are well-placed to advise MPSE on CPD and to help to drive the initiative forward

Recommendation 5

MPSE consider trialling portfolios, as a concrete step towards a wider understanding of CPD, for a one- or two-year period and, if they are successful, implementing them at scale and possibly for teachers of all subjects across the school curriculum.

www.britishcouncil.org

Our approach to this consultancy

We approached the Terms of Reference in the following ways:

   i.   We gathered and read all available literature and documentation relating to CPD for all State Sector school teachers in Uzbekistan. For a list of these items, see section 6.

   ii.   With the help of colleagues in the British Council, we identified all the main stakeholders in CPD/INSETT with a view to consulting them during our investigation. These stakeholders and the ways in which we decided to consult each of them are included in Section 5 below.

   iii.   Limits on funding meant that fieldwork in Uzbekistan would necessarily be time-limited and so we used both questionnaires and online interviews with stakeholders as our main investigative tools. For some stakeholders, we used more than one research method in order to obtain a more balanced and triangulated perspective.

   iv.   In the end we were able to plan for two short visits to Tashkent, one by Simon Smith from 14 – 17 February, and then a follow-up visit by Jacqueline Douglas on 6 – 7 March. These visits included more interviews with stakeholders (some of them following up on online consultations) and also focus group discussions with key decision makers (the English Reform Steering Group) and with a newly constituted CPD 'Champions Panel' who we recommend should play a key role in advising on CPD initiatives after this report has been read and discussed. See Section 11 for more about a possible future role for the Champions Panel.

The main objectives of our research were:

   i.   to address and meet the Terms of Reference as comprehensively as possible
   ii.   to piece together an overview of CPD opportunities currently available to teachers of English;

iii.   to identify gaps in the current provision as well as teachers' stated needs and wants;

iv.   to gauge providers' and participants' understanding of CPD and how it relates to training;

v.   to provide a sound basis for future planning and recommendations in the area of CPD for state school English teachers in Uzbekistan, with particular focus on a continuous process or journey which might be feasible and attractive to teachers

Stakeholders consulted

This table offers an overview of the key stakeholders, the mode of consultation and the date(s) or periods involved:

Stakeholder(s)	Main Purpose of Consultation	Mode of Consultation	Date(s)
British Council Jamilya Gulyamova (Deputy Director); Nilufar Begibaeva (Projects Manager)	For advice and key information	Correspondence and regular meetings	Ongoing throughout the consultancy period.
Ministry of Pre-School and School Education Laziz Khodjakulov Head of Division; Nargiza Kuchkarova the head of the department for improving the skills of pedagogic personnel and coordinating the activities of institutions that train them	To investigate policy and implementation issues related to CPD	Online interview with Nargiza, F2F meeting with both Laziz and Nargiza	15.02.23 and 17.02.23
Avloniy Hussanboi Ismailov Deputy Rector; Ravshanjon Akhmedov Head of International Relations	To explore policy implementation and the responsibilities of Training & Retraining Institutes	Online interviews	23.12.22 and 20802.23
PRESETT Providing HE Institutions: University of World Languages: Yayra Abduraimova, Head of PRESETT Dept & colleagues; **Tashkent State**	To find out whether CPD is introduced to student teachers during their PRESETT programme	Online focus group Q & A and discussion	20.01.23

Pedagogical University named after Nizami: Abdumajit Mamasolievich Mamadaliev, Dean of Dept of Foreign Languages and colleagues			
US Embassy: Regional English Language Office Kevin McCaughey Regional English Language Officer, Feruz Akobirov, English Language Coordinator, Harris J. Lipscomb, Program Officer	To establish RELO's role and objectives in providing INSETT opportunities for English teachers	Online interview	27.01.23
Research Traingle Institute Geri Burkholder – Chief of Party, RTI International, UEEP project Zukhra Salieva – Deputy Chief of Party, UEEP project	To establish RTI's role and objectives in providing INSETT opportunities for English teachers and in research into practice	Online interview	30.01.23
American Councils for International Education William O'Roark, Country Director; Dinara Seytnazarova, Program Director	To establish ACCELS' role and objectives in providing INSETT opportunities for English teachers	Online interview	02.02.23
Teachers of English in state schools	To solicit opinions about CPD and to come closer to establishing CPD needs	Questionnaire in English or Uzbek (using Survey Monkey)	09.01 – 31.01.23
Head Teachers in state schools	To gain a school leader perspective on CPD for English teachers	Questionnaire in Uzbek (using Survey Monkey)	09.01 – 31.01.23

University of World Languages (UWL): Yayra Abduraimova, Head of PRESETT Dept & colleagues;	To follow up on the earlier online meeting and to go more deeply into UWL's role in PRESETT	Face to face meeting with Simon	14.02.23
Akfa Private University: Munisa Muhtarova, Dean of School of Education plus 8 PRESETT teachers	To gain a private sector view of their PRESETT provision and any links to CPD	Face to face meeting with Simon	14.02.23
12 English teachers at Sergeli district 6 school	To follow up on questionnaire findings by getting some teachers' views first hand	Face to face meeting with Simon	15.02.23
6 state school English teachers at Tashkent Training and Retraining Institute	To follow up on questionnaire findings by getting some teachers' views first hand	Face to face meeting with Jacqueline.	06.03.23
Trainers at Tashkent Training and Retraining Institute	To look into realities in a typical institute of its type	Face to face meeting with Simon	15.02.23
Tashkent State Pedagogical University named after Nizami: Abdumajit Mamasolievich Mamadaliev, Dean of Dept of Foreign Languages and colleagues	Follow-up to earlier online meeting to go more deeply into Nizami's role	Face to face meeting with Simon	16.02.23
Meeting at Avloniy with English Reform Steering Group	To give an interim presentation on the findings of the CPD Survey.	Round table discussion on the basis of the	16.02.23

www.britishcouncil.org

		presentation. Face to face with Simon	
CPD Champions' Panel	To outline the objectives of the investigation and to involve panel members in tasks and in planning for future work. To gain feedback on interim recommendations of this report	Discussion and group tasks. Both face to face	17.02.23 (with Simon) and 07.03.23 (with Jacqueline)

Documents consulted

Access to many of these documents was facilitated by the British Council but also by some of the key stakeholders who readily made them available to us. In other cases, we were able to access them online. Most of them were extremely helpful to us in our efforts to build a comprehensive view of the current CPD provision for state school teachers.

Document	Rationale	Comments
1. University of Leicester ELT Country Report 2020	To begin to explore the ELT landscape in Uzbekistan and pick out key CPD issues and questions	The ELT landscape has changed considerably since 2020.
2. Cabinet decree of 19 Jan 2022 *Decision On Additional Measures To Improve The Study Of Foreign Languages*	• To understand the Ministry of Preschool and Public Education's (MPSE) thinking on the value of foreign languages in Uzbekistan • To find out if the decree has information on and implications for CPD policy and strategy	1 billion soum allocated to foreign language teaching. Role of Language Promotion Agency (LPA) is important: LPA no longer exists, however. No obvious information on CPD
3. Teacher standards on Ministry of Labour website 2013	To understand MPSE's expectations of teacher quality for state schools.	The standards foreground legal and administrative requirements, though they also refer to key teaching skills.

4.	Presidential school standards	To understand MPSE's expectations of teacher quality for Presidential schools.	Expectations seem to differ from those for teachers in non-Presidential schools.
5.	7 teacher competencies on Avloniy platform	To check for alignment with teacher standards, CPD options, curriculum, coursebooks and other key documents	Competencies are stated but not explained or broken down into ingredients. Their meaning is therefore unclear. This makes it hard to find alignment with standards.
6.	Avloniy INSETT syllabus	To check for alignment with teacher standards, CPD options, curriculum, coursebooks and other key documents	
7.	17 creditworthy CPD options forwarded by Avloniy 2022	To gain an understanding of CPD options available to teachers	We discovered after analysis that it is uncertain whether the document is yet in the public domain. See section 10 for detailed analysis with regard to CPD
8.	Sample ELT teacher education training materials from Tashkent Regional Training and Retraining Institute	To familiarise ourselves with content, to check for alignment of content and methodology with standards, and curriculum	See section 10 for commentary.
9.	National PRESETT curriculum Updated 2022	• To understand the profile of a PRESETT graduate from a state PRESETT institute. • To provide a baseline for comparison with the profile of a PRESETT graduate from a private PRESETT institute	Curriculum is robust and provides a basis for scrutiny according to rationale

	• To provide a baseline for analysis of both INSETT and CPD content	
10. Statistics on PRESETT graduates entering the teaching profession in state schools.	To gain a picture of post-graduation intake	We obtained statistics from University of World Languages (UWL), Nizami, and Bokhara University.
11. Grade 1-11 curriculum drafted by an Uzbek team in cooperation with Cambridge Partnership for Education April 2021	To gain background knowledge on learning expectations for children and implications for teachers re teaching skills, assessment and materials.	We understand that moves to fine-tune and implement the curriculum have not happened.
12. *Guess What* and *Prepare* coursebooks	To familiarise ourselves with the materials teachers and learners of English in are using in Uzbek state schools	Brief consultation of CUP website sample materials for reasons of time
13. British Council websites: Uzbekistan Future English, Teaching for Success, CPD framework	• To understand the nature of professional support provided to teachers in Uzbekistan • To find out more about professional development options British Council is able to offer • To check for relevance to needs of teachers of English in Uzbekistan	
14. American Councils Uzbekistan website, RTI International website, RELO	To gain an understanding of the scope and nature of US donor work in education and teacher education in Uzbekistan	

Uzbekistan website, USAID Telegram channel		
15. RTI Teacher Support System Study reports August June 2022	To familiarise ourselves with content and outcomes of training and recommendations provided by major American ELT donors in Uzbekistan.	These documents are not in the public domain, and so do not appear in the appendices
16. Uzbekistan Education for Excellence programme (UEEP) ICT and EFL Teacher Uptake Guide Study Phase 1 report August 2022	To familiarise ourselves with content and outcomes of training and recommendations provided by major ELT donors in Uzbekistan.	These documents are not in the public domain, and so do not appear in the appendices
17. UEEP Status of Instruction Study Phase 2 report July 2022	To familiarise ourselves with content and outcomes of training and recommendations provided by major ELT donors in Uzbekistan.	These documents are not in the public domain, and so do not appear in the appendices
18. Professional literature on CPD	To sense check the methodology, content and process of our investigation with other CPD investigations in the field	See in-text references and reference section for work cited.

Documents searched for but not found: National teacher educator standards document

Conceptualising Continuing Professional Development (CPD)

In order to formulate a policy, at national or institutional level, there needs to be a shared understanding of what CPD means for all stakeholders, both as a concept and in practice. The evidence from almost all our research for this report is that this shared understanding does not exist at present and what follows is an attempt to conceptualise it and to consider the practical implications.

A process, not an event.

The word 'continuing' suggests that development is not timebound or event-dependent. It also implies some form of flow and progression in a teacher's career. Very few people teach in exactly the same way throughout a career. Events such as INSETT courses may or may not contribute significantly to any teacher's learning. In fact, one-off INSETT courses have been shown to be remarkably inefficient in changing teachers' thinking or practice. mainly because they are too short to allow depth of engagement with teachers' beliefs and personal theories. See, for example, Lamb (1995), Lange (2013), and Waters and Vilches (2000). However, a reality check on the notion of 'continuing' is needed here. Many teachers go through stages in their careers which are development-intensive, perhaps during their first year of teaching for example. There will be other stages when ordinary human priorities take over, for example when people get married, have children, have health problems or take on responsibilities beyond teaching. This happens on any kind of journey, which is why a 'journey' is such an appropriate metaphor for CPD.
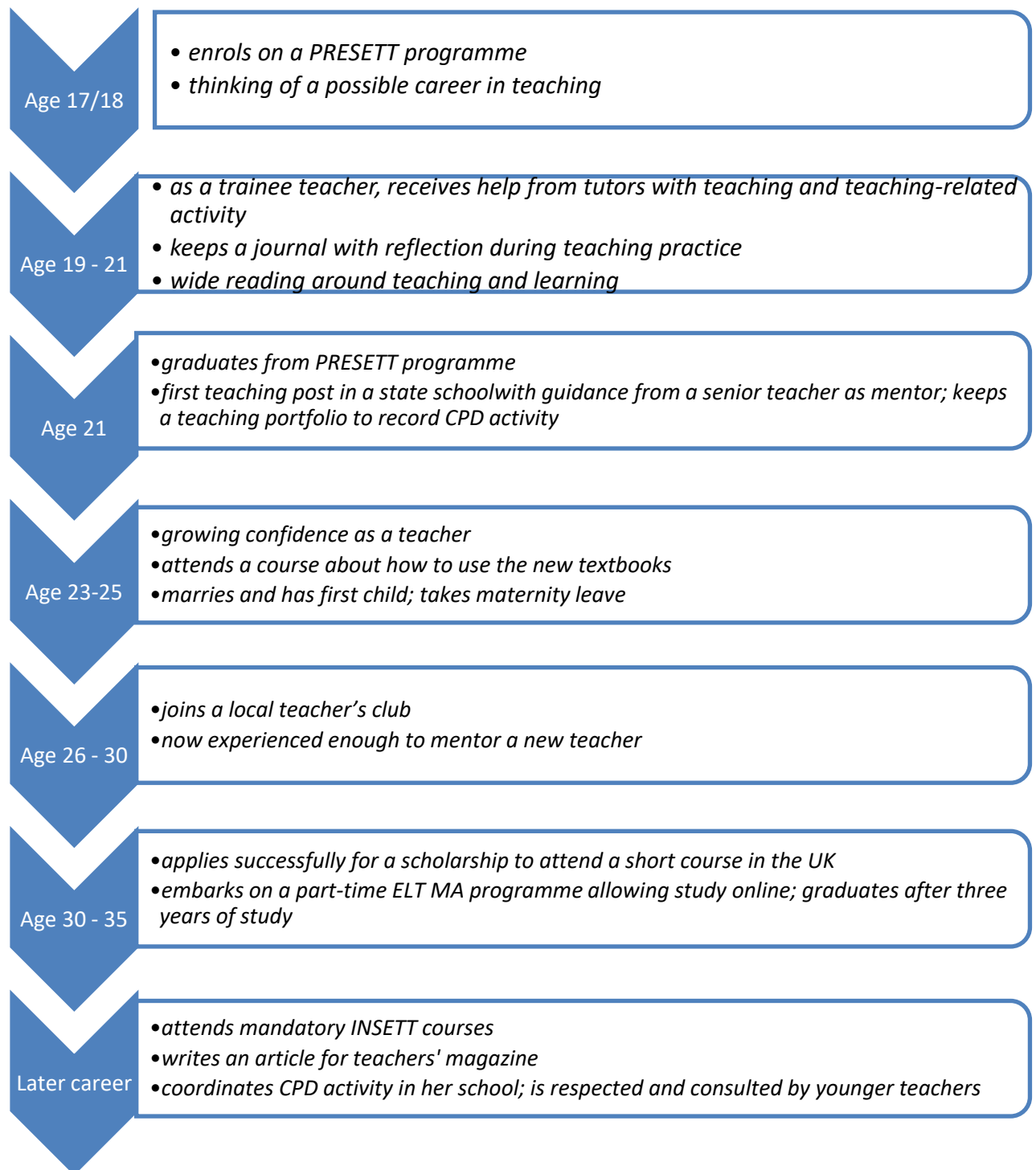
The meaning of 'professional' for a teacher

In any modern profession, trends and knowledge never stand still. Innovation is a part of every professional's life. Keeping up with changes in teaching methods, in teaching materials, technology and even in language and terminology is a constant challenge. It is thus a professional obligation for a teacher of any subject and at any level to stay up to date, whether by attending courses, by professional reading, belonging to a teacher's group, observing classes and being observed, or some other means. A good professional is open to new ideas and is able to critically evaluate them in the light of their experience and the realities of their context.

The concept of 'development'

The essence of development as a notion is that it is autonomous and voluntary. Nobody can be forced to develop. In a CPD context, it is an intransitive notion. However, in a healthy and progressive climate, whether nationally or at institutional level, development is often prioritised, incentivised and recognised. Teachers, like other professionals, learn both consciously and unconsciously from experience, and they modify their practice to accommodate this learning.

A CPD Journey

Seen in these terms, a teacher's professional journey may take different routes from beginning to end. Here is a fictional example over a 20/25-year period:

www.britishcouncil.org

Age 17/18	• *enrols on a PRESETT programme* • *thinking of a possible career in teaching*
Age 19 - 21	• *as a trainee teacher, receives help from tutors with teaching and teaching-related activity* • *keeps a journal with reflection during teaching practice* • *wide reading around teaching and learning*
Age 21	• *graduates from PRESETT programme* • *first teaching post in a state schoolwith guidance from a senior teacher as mentor; keeps a teaching portfolio to record CPD activity*
Age 23-25	• *growing confidence as a teacher* • *attends a course about how to use the new textbooks* • *marries and has first child; takes maternity leave*
Age 26 - 30	• *joins a local teacher's club* • *now experienced enough to mentor a new teacher*
Age 30 - 35	• *applies successfully for a scholarship to attend a short course in the UK* • *embarks on a part-time ELT MA programme allowing study online; graduates after three years of study*
Later career	• *attends mandatory INSETT courses* • *writes an article for teachers' magazine* • *coordinates CPD activity in her school; is respected and consulted by younger teachers*

www.britishcouncil.org

What this example illustrates is the potential for a teacher to develop and by doing so to make a contribution to the development of their school and the profession more widely. Each teacher's path will be different and their development may depend on support at different stages as well as on normal life issues.

Survey Findings and Analysis: Head Teachers and Teachers of English

Introduction

We decided to use questionnaires to survey the views of Heads and Teachers of English on CPD, mainly because of the high numbers involved in both groups. The questionnaires were put on the Avloniy Telegram platform in January with a five-day window for responses.

We surveyed Heads because in our experience, CPD for ELT involves an ecosystem of school, local, political, cultural, social and financial elements which go beyond ELT. We see Heads as key to supporting or blocking CPD opportunities for teachers. This is also supported by a number of CPD studies which point to the need for effective leadership to support teacher professional learning at school level. Timperley et al, for example, in their best evidence synthesis, though often writing about contexts different from in Uzbekistan, find that:

> *Effective leaders actively supported the professional learning of their staff*
>
> *and, at times, participated themselves.* (2007: p111)

We received 219 completed responses from Heads. We understand that this represents approximately 2% of Heads nationwide.

We received 2,508 completed teacher returns in all, amounting to 17.08% of the population of teachers of English in Uzbekistan.

Limitations of our survey

For reasons of time, we prioritised practicality in our investigation. This undoubtedly affected the reliability and validity of our findings. A number of factors that may also have affected reliability and validity include:

- limited time to pilot the questionnaires, which would have eliminated some ambiguities
- our reliance on machine translation of the responses
- our lack of familiarity with school contexts which made it difficult to interpret some responses
- lack of time for a more detailed analysis: we feel that more detailed scrutiny by an Uzbek researcher could reveal useful and more robust findings for the future.

Later face-to-face meetings with two groups of teachers enabled us to follow up on questionnaire findings and to clear up some emerging issues.

Findings from questionnaire for Heads (n = 219)

www.britishcouncil.org

We are aware that Heads carry responsibility for CPD for all teachers in their schools and that this was certainly reflected in some of their responses.

For a question by question breakdown of responses please see Appendix 10

- 167 responses were from Heads in rural schools, and 38 were from Heads of urban schools.(Q 4)
- 171 respondents reported that English teachers were actively engaged in some form of CPD activity, mostly either attending training or language improvement courses. (Q 7)
- 89 respondents reported that they maintain a methodology day (usually Friday) for English teachers but 105 said they did not. (Qs 8/9)
- 77 Heads reported that there were different facilities to support CPD for English teachers, including: ICT access, seminars and courses, opportunities for teachers to work on themselves. (Q 10)
- Only 32 Heads stated that they had funds available to support CPD. 137 stated they did not have funds; some teachers (no numbers available) received a book grant of a million soum to buy the new textbook. (Q 11)
- 77 respondents reported that they are expected to observe and analyse English lessons. Many see their role as evaluative, focussing on teacher performance but there was also evidence of a more supportive view of lesson observation and of the link between teacher development and school development, and also of a more learning-centred approach to observation, focussing on the students as much as on the teacher (Q 12)

Summary of some particular issues from rural/village schools

The vast majority of respondents were from rural settings (see responses to Q4). There was little overall consensus in responses but these issues did stand out:

- need for more training opportunities, face-to-face as well as online
- need for more direct contact with native speakers, international agencies etc
- need for more properly qualified English teachers (i.e. with B2 or C1 level)
- need for more resources (especially IT).

Some general conclusions from the Head Teacher survey

- Many head teachers from our sample see CPD in terms either of training or gaining language proficiency certificates.
- There is relatively little evidence that Heads see CPD as a shared enterprise. It seems to be seen as an individual responsibility ('they should work on themselves') or as being concerned with certificates and salary bonuses.

- There is relatively little sign of CPD activity at school level.
- It seems that the idea of Friday as a methodology day has been or is being phased out.
- Many respondents are clearly aware of the need for teachers to improve their English.
- There is very little mention of the English Speaking Nation (ESN) initiative in the responses, which is at odds with our teacher data. We are not sure of the reasons for this.
- Heads seem to recognise the advantages of study abroad and contact with native speakers for language teachers.
- Classroom observation by head teachers is seen largely as an opportunity to *judge* teacher performance, sometimes with stated criteria but more often without.

Findings from questionnaire for Teachers of English (n = 2,508)

Please see Appendix 11 for a fuller breakdown and discussion of findings.

Years of teaching experience, grades taught, qualifications
Just over 1400 of the respondents have been teaching English for 10 years or fewer- roughly 57.5% of the sample. Just over 1000 (nearly 43%) have been teaching English for 11 years or more. 11.19 % of this more experienced group have been teaching English for more than 20 years (Appendix Q1).

Q2 reveals an even spread of teachers responsible for the range of classes from Grades 1-11. The lowest percentage here is just over 40% of respondents teaching Grade 2, the highest just over 51% for Grade 6.

The overwhelming majority of teachers gained their teaching qualification at a university or pedagogical institute (Q4).

Experience of and feedback on INSETT

Just under half of our sample (46%) have attended 20 days or more of in-service training in the last 5 years (Q5). Of the 54% or so of the sample who had attended fewer than 20 days, 21% (520 teachers) have attended 5 days or fewer. This figure may include some teachers who have been teaching for less than 5 years.

Avloniy, the British Council and the American Council or USAID account for the majority of training providers teachers have had contact with (Q6), though a small number of teachers have also attended training offered by their school, a university or another provider.

Around 90% of teachers found training easy or fairly easy to attend (Q7). Around 31% of teachers work in schools which do have a Methodology Day, with 69% reporting no Methodology Day (Q11).

With regard to which training courses teachers perceived as most useful and why (Q8), teachers mention courses run under the umbrella of USAID, ACCELS, RTI and RELO 358 times. This breaks down as ESN courses 158 times, TESOL courses 88 times, 'American courses' 77 times, and USAID courses 55 times. Teachers mention British Council courses 204 times, and Avloniy courses 125 times. Courses run by a University receive 42 mentions, and TKT courses 28.

While a variety of reasons are given for the usefulness of courses, the most striking pattern is that 439 teachers said that they found it useful to learn more about *methods* or *methodology*.

What teachers do to develop teaching skills or knowledge

www.britishcouncil.org

In response to an open question (Q9) on what teachers do beyond attending courses in order to keep teaching skills and/or knowledge up to date, the following are the most frequent responses

a) Attending a course   502
b) I work on myself   354
c) Watching online lessons   285
d) Reading   268
e) Using the internet   170
f) Watching or using video generally   165
g) Taking a test or exam   138
h) Using other social media channels   74

Attending courses appears as the most popular way to work on professional learning. 169 of the references in a) mention online courses.

What teachers do to improve their own English

Q10 asks teachers what they do to improve their own English. Teachers were able to choose multiple options here. 43% of teachers attend a course, 40% read in English, 61% study at home, 49% listen to podcasts or radio, while 43% watch films in English.

Teachers' views on their own development needs

In answer to Q12, which asks about teacher's main training or development needs, about 44% expressed a wish to improve their own English, 36% prioritised teaching skills, and 18% a desire to learn how to use the new textbooks for English.

Teachers' suggestions on improving professional development ideas for teachers.

The final question (Q13) asks teachers for suggestions on improving professional development ideas for teachers. There is some rich data here which merit further study and analysis. Amongst the most frequent patterns in responses to emerge are:

a) The value teachers place on updating language knowledge and skills by study abroad and/or contact with people from English speaking countries (659 mentions)
b) The importance attached to attending training courses (530 mentions)
c) A desire for financial assistance with CPD (54 mentions)
d) An interest in clubs and exchanges of knowledge and/or skills (32 mentions)

Category b) suggests that, as with Qs 9 and 10, teachers are interested in attending courses as a way of continuing to learn. However, in category c) some teachers said that the cost of attending a C1 course was too high, and in some cases unaffordable. A few responses said that course fees should be refunded to candidates who gain a C1 pass. Others say simply that they would like a salary increase. Category d) is a small but interesting one. It suggests that some teachers are willing and able to look beyond courses

www.britishcouncil.org

as a source of professional learning. The category includes suggestions to organise clubs for speaking and discussion, and an interest in exchanging ideas and experiences with other teachers.

Summary of findings

Though a number of health warnings clearly apply to the nature and extent of both our findings and our interpretation of them, we think a number of patterns do emerge clearly.

- The teacher sample see attending courses as a viable way to improve both language and pedagogical skills.(responses to Qs 9.10)

- , British Council and Avloniy courses have received positive feedback. (Q8)

- The teacher sample see both language and pedagogical development as significant ingredients in their professional learning. (Qs 9,12)

- They are interested in learning more about teaching methods and ideas. (Q8)

- Teachers value contact with speakers of English from outside Uzbekistan as a way of helping their own language learning. (Q13)

- Teachers are willing to invest time and effort into their professional learning. (Q9, 10, 13)

- A small minority of teachers are interested in professional learning via clubs and exchanges. (Q13)

Findings by Region

Halfway through Appendix 11 we present a set of findings broken down into 5 main geographical areas based on the 14 regions of Uzbekistan. We took a random sample of 20 respondents from each main area. Our purpose in doing this was to detect any possible differences in perceptions and practices of CPD from one area to another. However, we were unable to detect any significant differences in this micro-analysis and in most aspects it confirmed the findings summarised above. Please see the appendix for detailed data by area, including statistics and a selection of responses to many of the questions.

Summary of findings from both questionnaires

- The main view of CPD to emerge is that it is event-oriented, with a focus on training provided externally, rather than process-oriented and more reliant on individual initiative.
- There seems to be little evidence of seeing CPD as a journey in either set of responses.
- Responses from Heads seem to see CPD largely as a solo enterprise rather than something they would instigate or support. However, teachers' responses show that they do also value courses and qualifications.
- There is a clear interest from teachers, too, in professional learning through contact with native speakers of English and with other teachers of English.

Commentary

For a more process-oriented view of CPD to emerge and prosper, there would need to be a significant culture change in schools, allowing teachers to take more direct responsibility for their own CPD, and requiring Heads to understand their role as supporters and facilitators of their teachers' professional journey. This change would need to be taken forward slowly, and with due regard for Heads' quality assurance role in their own schools and for teachers' need, expressed clearly in our survey, for the qualifications which will enhance their professional status and their personal confidence. We also have some data from our second F2F interview with teachers (Appendix 16) which suggests that some teachers see CPD as someone else's responsibility rather than their own. This data also indicates that the idea of CPD as a journey is an alien one for these teachers.

In sum, these findings suggest that Heads would need leadership training (e.g. on how to foster different kinds of professional learning in their schools, how to observe and discuss English lessons) and teachers a different kind of INSETT (e.g on how to set up a teachers' club) in order to set this kind of change in motion. They also indicate that some teachers would take time to acclimatise to the notion of choice, agency and journey in CPD.

Given the value both Heads and teachers attach to courses which focus on methods and techniques, and given the focus of this consultancy on CPD as a journey, we recommend that courses should continue to form part of CPD provision. We further recommend that schools and communities of practice could be useful vehicles both for following-up on course content and for providing teachers with a chance to explore their own professional priorities.

These recommendations tally also with the findings of Timperley et al (2007 p xxx, preface),in their best evidence synthesis of CPD for all subject teachers in New Zealand. They found that a mix of communities of practice and outside support worked well in supporting professional learning.

Effective professional communities were characterised by two conditions. Firstly,

34

participants were supported to process new understandings and their implications

for teaching. Sometimes this involved challenging problematic beliefs and testing the

efficacy of competing ideas. Expertise external to the group brought new perspectives and assisted in challenging prevailing dialogical norms.

Secondly, the focus was on analysing the impact of teaching on student learning. This focus was assisted by grounding discussions in artefacts representing student learning

New Zealand is clearly a very different context to Uzbekistan, However, we think that a mix of outside support from courses targeted at teacher needs followed up via discussion and sharing in communities of practice is worth serious consideration as a future model of CPD in Uzbekistan. This is because it balances the course dimension, which teachers like and are familiar with, with a sharing and discussion dimension which emphasises the idea of ongoing learning. Schools can therefore play an important role as centres of professional learning. In some rural areas, where numbers of teachers in a school are small, there are likely to be benefits in establishing wider communities of practice, possibly online.

We make recommendations on a number of issues arising from our survey analysis in the next section, as all our recommendations arising from scrutiny of survey data relate to CPD policy

Addressing the core terms of reference

a. National policy relating to teacher training and development, competence standards and performance assessment for English language teachers

Summary

The government decree of 19 January 2022 (Appendix 1) sets out a clear commitment to promoting and funding foreign language study in Uzbekistan. This suggests a clear political will to improve the status and standard of foreign language learning in the country.

However, we have been unable to find either a national policy relating to teacher training and development or a national policy relating to CPD for all state school teachers. Further discussion in this section is based on the premise that there is no clear published national CPD policy.

We have seen limited evidence of competency standards and performance standards for teachers of English. In practice, CPD provision seems to consist largely of INSETT courses, with the focus more on learning in one-off events than on learning as a continuing process. Our investigation has therefore yielded no evidence of CPD as a journey for teachers in general state schools either in policy or in implementation. However, there does appear to be an understanding of CPD as a journey in one strand of the standards for teachers in Presidential schools.

Absence of national CPD policy

We have been unable to find a clear national CPD policy which sets out key principles of what CPD is and why it is important for teachers, schools, children, and parents.

CPD provision in practice is largely INSETT-driven

CPD provision has recently moved from the old system of course attendance once every 5 years to a new system in which teachers are expected to engage in lifelong learning. Options here currently consist of

i. F2F courses run chiefly by Training and Retraining Institutes

ii. Online courses on Avloniy's LMS platform.

iii. Private sector course providers

iv. University course providers

Thus, the visible professional learning activity teachers are engaged in involves them taking courses. A number of teachers are also enrolled on international language proficiency or ELT qualification courses. Pass grades lead to a salary bonus of 50% for 2 years

Clearly, courses can play a significant role in professional learning. However, this view of CPD is a questionable one, as it is based on attendance at one-off events which are generally neither interlinked nor responsive to teachers' developmental needs The current course events are not informed by an overarching set of principles. They may in themselves be useful, but do not necessarily lead to a sense of progression in professional learning. Course-led CPD in its current form in Uzbekistan therefore does not represent a coherent approach to CPD, and does not see CPD as a journey.

As argued in the previous section, we think that a policy informed by a recognition that professional learning involves processes would be a useful starting point for CPD implementation. Courses would still have a part to play in professional learning, but these should be accompanied by a set of options which would include process-based options such as sharing experiences and ideas at school or local level as suggested by some teacher questionnaire responses (Appendix 11).

We suggest that CPD implementation that could also usefully consider other process-oriented options such as mentoring, reflection logs, social networking and teacher development groups. See Bolitho and Padwad 2012 and Champions Panel suggestions in Appendix 14.

Consequences for implementation of the current absence of CPD policy

i.CPD may not necessarily be embedded in Head, school or teacher thinking

If there is no CPD policy, we think that this makes CPD strategy, i.e. the implementation of CPD principles laid out in a policy document, problematic. This is because in the absence of stated principles for CPD in the country, CPD may not necessarily be at the forefront of the thinking of Heads, teachers, schools or INSETT providers. One possible effect of this is that some Heads, teachers and schools may not prioritise professional learning as a key ingredient in teaching or in school life.

We think that if there were a national CPD policy, each school could develop its own aligned institutional CPD policy and practices. If schools and communities of practice were focal point for CPD activity, as we have advocated above, such school policy and practices could focus on priorities identified by teachers and the school Head.

ii.Haphazard CPD provision and engagement

The absence of a national CPD policy also poses problems for INSETT providers, as it puts them in a difficult position with regard to identifying or targeting needs, prioritising these, and then designing suitable teacher education courses and materials.

A further consequence is that those responsible for CPD at school, local or level may have different understandings of what CPD is. It is arguable that there may be some benefit in divergent views, as they can allow in some cases for tailored CPD initiatives at school or local level. For example, a school may encourage teachers to work on learning projects which are useful to them, and to share findings with colleagues.

However, in the absence of policy guidelines it is also possible that schools or local authorities will pursue notions of CPD which are less useful than they might be. An example here would be a school which requires all teachers to attend a course on preparing learners for Olympiads. While some teachers may learn from this preparation work, others may have gained far more for improving their teaching by finding out about classroom management via observation and feedback, by developing and sharing materials, or by improving their English.

iii. Different priorities and understandings between decision makers and teachers

A further drawback of a CPD policy vacuum is that those responsible for CPD at national level may have a different understanding of it from classroom teachers or decision-makers at school level. We saw a clear example of this during our investigation, when we asked the Champions Panel to discuss the 17 CPD options published by Avloniy (see Appendix 14 for both the CPD options and Panel feedback). The Panel felt that the CPD options were in the main unsuitable as they

- 8 out of 17 options do not involve continuity
- do not acknowledge sufficiently school, local and regional CPD initiatives *(*no options seem to do this)
- contain options which do not necessarily improve classroom teaching (15 out of 17 options are not clearly linked to improved classroom teaching)
- stress individual over collaborative professional learning (12 out of 17 options)
- are, in part, elitist, as some options provide credits to a very small number of teachers
- favour teachers in cities over those in remote areas
- are at times more academic than pedagogical in nature
- omit key CPD options such as mentorship
- are weighted questionably at times in terms of credit points

We saw a further example of different understanding between those responsible for CPD at national level and classroom teachers in a strand of responses to the teacher questionnaire (Appendix 11). The Avloniy CPD options mention language and pedagogy courses as routes to CPD. There was good evidence that in general teachers appreciated well-run courses. However a considerable number of teachers also engage in professional development activities which are not mentioned in the 17 CPD activities document. Examples include large numbers of teachers who report that they learn through self-study, for example by analysing online videos, and websites. There were also a number of teachers who like to learn from professional reading. Some teachers also value sharing experiences formally informally via Telegram or

teacher clubs. These types of CPD are not currently catered for in the Avloniy CPD options.

iv.Problems in monitoring and evaluation

The absence of a CPD policy also leads to significant problems in monitoring and evaluating the effectiveness of any type of CPD, as there are no yardsticks against which policymakers at national or regional level can gauge either professional learning or account for returns on investment. We discuss monitoring and evaluation in more detail in section 10.

v.   Competency standards and performance assessment

- **Absence of CPD in teacher standards**.

The Teacher Standards of 2013 (Appendix 2) focus on the skills and knowledge teachers need in their job. A significant thrust of the standards seems to us to be about a teacher's knowledge of legal requirements, ability to carry out in-school duties, and understanding various psychological aspects of child development.

We are unable to see any policy or guidance on CPD in this document. However, we have read this document via machine translation, and it is possible that the standards do mention the nature and role of CPD for teachers.

- **Absence of performance assessment in teacher standards**

We are unable to see clear evidence of performance assessment in the teacher standards, though there are references throughout the document to the skill level required to carry out specific roles in school. All roles require either skill level 5 or 6. We are not sure yet what these skill levels consist of.

- **Unclear role of competencies on Avloniy course platform**

The Avloniy course platform list we received contains 7 transversal teacher competencies (Appendix 4). Our understanding is that teachers need to self-assess their competencies before and after taking a course. We understand that the competencies are work in progress (Appendix 13) but find them problematic in their current guise for 4 main reasons.

Firstly, we are unable to see the connection between the competencies and the teacher standards. Secondly, the competencies are not currently broken down into constituent components. This makes them unclear and so minimally useful to teachers and to Avloniy, we feel. We understand that Avloniy are currently working on this. Thirdly, we note that the core INSETT syllabus Avloniy has designed (Appendix 5) contains 8, rather than 7 competencies. We wonder if the competencies have been updated recently. This is because *Prepare*, the coursebook in use in Grades 5-11, has been designed around the Cambridge Life Competencies (See https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Life-Competencies-

[Digital-final.pdf](#)). These competencies are Creativity, Critical thinking & Problem-solving, Learning to learn, Collaboration, Emotional development, and Social responsibilities. The Avloniy choice of Life Skills within teacher competencies therefore suggests to us a view of Life Skills which is out of alignment with the Life Skills framework which teachers of English are expected to understand and teach in government secondary schools

Clearly, decisions on Life Skills need to be applicable across the curriculum, and any decision is likely to be delicate and involve compromises. However, on balance, we think that the Life Skills provision on the Avloniy LMS platform could usefully be elaborated on, so that it forms a clear basis for action for teacher self-assessment and for CPD providers

.

vi.   The idea of CPD as a journey is more evident in Presidential schools

By contrast, the professional standards document for Presidential schools

(Appendix 3) does include performance assessment criteria. They also pay specific attention to CPD though inclusion of *Self-development and professional growth* as one of the 7 professional skills it expects teachers to develop. Teachers are assessed on the extent to which their work evidences these 7 skills.

The 4 main ingredients of self-development and professional growth are:

* engaging in reflection
* attending courses
* observing, discussing and documenting discussion of 30 hours of lessons a year
* developing research skills via professional reading and sharing findings with colleagues.

It is noteworthy that *Self-development and professional growth* receives the same weighting in assessment as all other 6 elements of professional expertise.

These aspects of Presidential school standards for teachers of English suggest a clear view of the nature and purpose of CPD. They contain ingredients which suggest that professional learning involves a process of reflection, discussion, sharing, and purposeful collection of evidence from lesson observation and investigating one's own classroom. These features, seen as a whole, build a picture of CPD as a process which can involve both course and non-course based elements, a process which sees value in both social and individual modes of learning. The first, third and fourth CPD ingredients could also be included in a teacher portfolio, a purposeful collection of evidence about learning over time (see, for example, Attinello et al 2006).

The link with process, in particular, does suggest the idea of CPD as a journey. We think that the introduction of teacher portfolios could be a feasible means of helping teachers to begin to see CPD as a journey via inclusion and discussion with colleagues F2F or online of artefacts related to teaching and student learning. Such artefacts might include any self-designed or adapted materials, samples of learner work, a Telegram discussion thread, critical incidents, or teaching questions (e.g How can I help a child with dyslexia?). The content of this portfolio could serve as a vehicle for annual discussion with the Head teacher each year in a review meeting. Head and teacher would review the teacher's professional learning over the school year, and agree together a focus for professional learning over the coming school year. We think that portfolios are transferable across the curriculum to teachers of other subjects.

As outlined in our discussion of survey results in Section 9, state school teachers would need time to get used to the idea of CPD as a journey. They would therefore also need help with the practicalities of the thinking behind and practice of keeping a professional portfolio. We discuss how portfolios might work for Uzbek state school teachers of English in Section 11

Overall, it appears that CPD receives more explicit attention for teachers in Presidential schools than for those in general state secondary schools. It seems to us, therefore, that expectations of what makes a teacher professional differ between the 2 school types, with more detailed attention to professional learning given to teachers in Presidential schools. This seems to us anomalous and inequitable, as it arguably implies that children in Presidential schools are engaging with a more informed and professionally-committed teacher than children in general state secondary schools.

In our view questions which arise for decision makers from scrutiny of Presidential school standards are whether

- the clear focus on CPD in Presidential schools is transferable or adaptable in some guise within a CPD policy document for teachers of English in general state schools.
- the elements of CPD for teachers of English in Presidential schools are applicable to teachers of all curriculum subjects.

Policy Recommendations

We recommend that:

Recommendation 1
The Ministry of Pre-School and School Education should formulate and adopt a national policy on Continuing Professional Development for state school teachers of any subject. This policy should ideally be based on a number of key principles such as the following:

- every teacher has a right and an obligation to develop professionally throughout their career;
- there must be equality of access to CPD opportunities for teachers in rural as well as urban settings across the country;
- professional learning should be seen as a career-long process for teachers
- all teachers need to keep up with changes in curriculum, teaching materials, and assessment practices
- all schools, as learning organisations, must ensure that conditions conducive to CPD are created and maintained;
- individual CPD is inextricably linked to the development of every school as an institution, and hence to the quality of education it offers to learners;

Recommendation 2

Schools and communities of practice should be recognised as hubs of CPD activity.

Recommendation 3

CPD provision should consist of a mix of needs-based INSETT and follow-up CPD activity in these hubs

Recommendation 4

Heads should be provided with training and guidance in how to create the necessary conditions for professional development in schools

Recommendation 5

Teachers and Heads should be supported with training and guidance on the principles and practice of CPD as an ongoing learning process.

Recommendation 6

Consideration should be given to the use of CPD portfolios as a means of documenting each teacher's CPD activity and that this should be reviewed annually in an appraisal meeting with the school Head or another senior colleague.

Recommendation 7

Each school should develop its own institutional CPD policy and practices, based on the national policy but also addressing the needs and priorities identified regularly by teachers and the school Head.

Recommendation 8

The document detailing 17 ways of earning CPD credit points should be reviewed and revised to include recognition only for CPD activities and processes that clearly contribute to improvement in teaching. The updated list should include a mixture of courses and participation in teacher-led initiatives such as Telegram discussion groups and local teacher clubs.

Recommendation 9

CPD provision for state schools should be linked to the same kinds of teacher competencies and standards as are prescribed for Presidential schools.

b.	PRESETT

Summary

A new English teacher's professional journey can be seen as starting in Year 1 of the PRESETT programme, when a student begins the process of transition from being a language learner to becoming a teacher of that language.

There is evidence that the designers of the national PRESETT curriculum conceive a PRESETT student's undergraduate career as a journey. The facts that there is a national curriculum, and that systematic learning processes are built in to the PRESETT course support this view.

However, not all PRESETT graduates in Uzbekistan take the same journey, as some institutions do not follow the national curriculum, some entry tests are do not give students a valid point of departure for their journey, and PRESETT exit tests do not provide an arrival at the intended journey destination.

In addition, it is not clear how many PRESETT graduates arrive at their destination, or whether INSETT providers build on what PRESETT graduates have learnt on their undergraduate journey.

i.CPD within the national PRESETT curriculum does focus on a professional journey

Discussion with colleagues at UWL (Appendix 17) suggest that PRESETT graduates are involved in processes supportive of professional learning. There is no dedicated module on CPD in the curriculum but a number of the modules from Year 2 onwards focus on the realities of teaching in school. For example, there is a graded and guided approach to Teaching Practice, which progresses from guided observation in Year 2 to teaching apprenticeship in Year 3, and full responsibility for lessons in Year 4.

It is of note that reflection is infused into the curriculum within assignments and module content. Assignment work in most modules includes an element of reflecting on practice, for instance. So, too, the main methodology modules, and modules or part modules on lesson planning, discussion of professional articles, and classroom investigation (two modules in Years 3 and 4). The thinking behind content and process is very much to prepare students for their career as teachers by developing skills of critical and independent thinking and judgment.

This continuous approach of infused reflection to professional learning seems to us an informed one, as the processes it entails provide learning opportunities for reflection to become part of a future teacher's thinking and behaviour. Anderson (2015) stresses

44

the value of such opportunities in helping teachers to think about how languages are learnt and what kind of teaching supports learning.

ii.Varying journeys are offered by different PRESETT providers

However, not all PRESETT students experience the same journey. Interviews with a private university (Appendix 18) and with a state provider (Appendix 19) reveal that some PRESETT institutions do not follow the national curriculum.

In the case of the private provider, they have designed their own curriculum, as they said that they felt the PRESETT curriculum included extraneous content which is not suited to future teachers. They see their curriculum as more practical than the original. However, it is not entirely clear what they mean by 'original'. We are thus unsure if this university has adapted a philology-based PRESETT curriculum or at least parts of the national PRESETT curriculum, or if they are aware that a national PRESETT curriculum exists. The state provider informed us that they feel a PRESETT graduate needs a broader education than that offered by the national PRESETT curriculum, and so they have included more philology-oriented content. In addition, they have added content on translation, as they feel that this offers PRESETT graduates with a range of job opportunities beyond that of teacher. Presidential decree 290 gives this specific university financial, academic and organisational independence from the start of this year, and so it has no need to follow the national PRESETT curriculum if it does not wish to do so.

While this level of independence may be entirely appropriate and desirable for the study of academic subjects, we believe that a laissez-faire approach to professional qualifications is wholly unsuitable in principle and in practice. This is because a professional qualification is not only academic in nature. The consequence, we think, is that PRESETT graduates who enter the teaching profession will have different understandings of what language learning is, what effective teaching is, and what being a professional involves. In addition, some will have had more practical preparation and support for their future profession than others. In our view, this devalues the professional qualification offered, as not all qualifications have the same standards or expectations of professionalism. It is therefore likely that some learners of English and schools will be at a disadvantage from having teachers who are far less prepared than they might be for their work.

In sum, we think that these discrepancies in curriculum content and in implementation of PRESETT raise serious doubts about the quality and suitability of some PRESETT qualifications as an entry into the profession.

iii.Journeys are disrupted due to problems around entry and exit tests

Interviewees from the private and state universities referred to above (Appendices 18 and 19) and from Tashkent City Training and Retraining Institute (Appendix 20) told us that University B1 entry tests are subject to corruption. This means that not everyone

www.britishcouncil.org

with a B1 entry test certificate has a B1 profile, and so may be starting their journey from a different place than intended. They may also not reach the intended language proficiency destination of the professional qualification.

Universities also told us that the PRESETT qualification is not currently in itself sufficient for entry to a teaching career, as future teachers need a C1 language proficiency certificate in order to work in a state school. This is anomalous, as in theory the national PRESETT language exit test is C1-aligned. It also suggests that the PRESETT qualification is not considered by MPSE as fit for purpose.

If C1 language proficiency remains an entry point for teachers of English into state schools, we think that University language exit tests should be calibrated to C1. This would remove blockages to the professional journey, and use resources more efficiently and effectively. It would also be fairer on PRESETT graduates and institutions than the current status quo.

We observe that the MOHSSE is responsible for university curriculum and qualifications, but that MPSE is responsible for hiring and supporting teachers. There is currently a mismatch between their policy and practices in the PRESETT curriculum and exit tests. This is leading to an unnecessary waste of human and financial resources. We recommend that MOHSSE and MPSE colleagues consider meeting with a view to aligning PRESETT curricula and ensuring that PRESETT exit tests are C1 aligned so that they enable direct entry into a teaching career in government schools.

iv. There is a lack of clarity on post-qualification continuity
We found it difficult to gain precise data on the number of PRESETT graduates who go into teaching. We do, however, have data from UWL, Nizami, and Bokhara universities (Appendix 8). It is not clear whether such data is regularly collected, analysed and evaluated by key decision makers. If this does not currently occur, we think that it would be useful for decision makers to do this as part of their monitoring and evaluation. Scrutiny of such data would enable MPSE to gauge both return on investment (ROI) and the impact PRESETT studies have on entry into both private and state schools.

The practicalities for INSETT providers of building on the experiences, knowledge and skills of PRESETT graduates are likely to be challenging in some aspects if students graduate from universities with different profiles. Scrutiny of Avloniy's 36-hour core syllabus outline, and of Tashkent Regional Training and Retraining Institute's materials suggest perhaps that PRESETT experience is not taken into account in their course design. This feeling is strengthened by an interview with Avloniy (Appendix 13), in which a colleague confirmed to us that as far as he knows, INSETT materials design does not currently build on a PRESETT foundation.

PRESETT Recommendations

We recommend that:

Recommendation 1

The PRESETT curriculum for all providers be re-examined and modified to accommodate a CPD dimension, and to ensure that student teachers receive the support they need as they make this journey over a four-year period of study. Examples of CPD-oriented activity that can be built into every PRESETT programme include:

- materials design
- peer observation and feedback during teaching practice
- introduction to professional reading through article discussion
- classroom-based research
- keeping a reflective journal
- possibly assessment by portfolio built up over each academic year

Recommendation 2
MPSE liaise with MOHSSE to ensure that the national PRESETT curriculum is standardised across all providing institutions so that new English teachers' professional journey starts off on an equal footing and with a comparable state of readiness to teach children in schools.

Recommendation 3
PRESETT exit language exams be carefully calibrated to CEFR level C1 so that students do not have to face the expense of paying for an international proficiency exam.

Recommendation 4
All PRESETT-providing institutions should keep records of graduates who progress into teaching posts at state and private schools so that the Ministry can begin to assess the impact of PRESETT studies on the quality of English teaching in both state and private sectors.

Recommendation 5
PRESETT institutions, Avloniy and Training/Retraining Institutes work closely together to ensure a smooth transition from a teacher's pre-service experience to full practising teacher status.

---

c. Government prescribed INSETT, including motivations and rewards

---

Summary
We begin with a brief cautionary note about the extent of our own understanding of government -prescribed INSETT. We then analyse one course from each of the 2 main government-endorsed INSETT providers through a framework adapted from Kennedy 2005.

We conclude that both courses are concerned mainly with communicating information, with little attention paid to teachers developing critical thinking and pedagogical solutions to issues in their own classrooms. Motivation and rewards seem related to duty and salary. We are unable to find evidence of CPD as a journey in our analysis of government prescribed INSETT.

Our own understanding is still developing
We have developed a reasonable working understanding of government-prescribed courses but in the time available were not able to:

- go deeply into teachers' experience of the current provision
- speak to many trainers in training and retraining institutes
- familiarise ourselves more fully with Avloniy's Learning Management System
- find out detail about Avloniy criteria for approving private providers of government-mandated INSETT

Government prescribed INSETT providers
At present only 2 types of course designed by state providers are available to teachers of English in Uzbekistan. Avloniy and Training and Retraining Institutes provide these INSETT nationally on behalf of MPSE. These INSETT courses focus on pedagogy.

Outline of courses sampled and analysed.
Avloniy informed us (Appendix 12) that because CPD is transitioning from periodic INSETT updates to a system of continuous professional learning, the range of course types designed by state providers is limited to 2 at the moment. One is the Teaching English though English course designed by George Mason University https://sites.google.com/view/mason-tete/home?pli=1 Avloniy have made this course

available with the help of ACCELS on their LMS. The other variant is based on a core syllabus outline linked to 8 competencies which has been designed for all subject teachers.

We have chosen to focus here on analysis of 36-hour national INSETT syllabus sent to us by Avloniy (Appendix 5), and a course designed by Tashkent Regional Training and Retraining Institute (TRTRI). This is entitled *Modern Approaches and Innovations in Teaching a Foreign Language* designed in 2020 (Appendix 7).

Once more, caveats are in order. We have reviewed the documents via machine translation, and we are not certain if the 2020 course is still in operation. There were other courses from TRTRI that we could have reviewed, but shortage of time has dictated that we have opted for a micro analysis of one set of materials rather than a comprehensive analysis of all.

Avloniy National INSETT syllabus

The Avloniy core syllabus consists of 36 hours. Its cover page explains that it is intended as a continuous professional development course for all subject teachers of general secondary educational institutions.

The course consists of 8 topics. These topics are seen as competencies by Avloniy. The have informed us that work is under way to add sub-components to these competencies, so that they serve as more useful reference points for teachers and course providers than at present. (Appendix 13)

The 8 teacher competencies are:

1. Communication skills
2. ICT and media literacy
3. Self-development and continuous professional development
4. Responsibility and flexibility
5. Ability to teach inclusively
6. Knowledge and use of normative legal documents of education in professional activities
7. Teaching methodology
8. Assessment literacy

The purposes of the course are given as:
- to regularly update the professional knowledge, skills and qualifications necessary
- to increase the effectiveness of the educational process, based on modern methods
- to develop teachers' professional competence based on the qualification requirements.

The course outline states objectives for the course and professional competencies it aims to address. Though the machine translation is fuzzy, the objectives are predominantly phrased in terms of conveying information to teachers. The paradigm here seems to be INSETT as transmitting information about duties, requirements and new pedagogical trends.

We understand that all 4 course providers are eligible to design INSETT courses based on this syllabus outline. 36-hours is a minimum course length: they can provide a longer course if need be. Providers have freedom to design materials as they wish, provided that course objectives and content focus on the 8 competencies (Appendix 13).

TRTRI INSETT course: *Modern Approaches and Innovations in Teaching a Foreign Language*

See Appendix 7 for the course outline. The course consists of 9 topics:

1. Advanced foreign experiences and modern approaches in teaching a foreign language, modern attitudes.
2. STEAM approach and smart education technologies
3. Use of modern educational tools.
4. Educational process management technologies and types of assessment.
5. Effective ways of using information and communication technologies in foreign language classes
6. Introduction of education based on competence approach in foreign language teaching
7. Organisation of integrated lessons (CLIL) based on modern requirements.
8. Organisation of foreign language classes based on modern requirements and development of lesson plans.
9. International studies of student literacy assessment.

The purpose of the course is stated as

to develop the competencies of English language teachers of general secondary schools to use modern approaches and innovations in the educational process.

Later on, the educational aim of the course is given as:

to acquaint teachers with modern approaches and innovations in English language teaching, to apply them in practice, thereby ensuring the effectiveness of education.

The course outline sets out a number of competencies it expects teachers to be able to develop during the course. The course lasts 62 hours in all. It says that it includes a mix of lectures, discussion, debate and practical application, of which 14 hours are practical.

We note that there are some points in common with the Avloniy course, as evidenced by topics relating to competencies, assessment, digital literacy, and teaching methodology. Description of course content suggests that the main thrust of the course, like the Avloniy course, is about communicating information to teachers. This course was written before the advent of the 8 competencies, and so detailed analysis seems unnecessary, as it may be that this course now needs to be updated to align with the new competencies.

A framework for analysing the 2 government-prescribed INSETT courses.

We analyse both the Avonliy and the TRTRI courses through the prism of a framework adapted from Kennedy (2005). We outline below the framework before moving on to analyse the 2 courses.

Kennedy considers 9 models of CPD, and asks 5 related questions about CPD which she offers as a framework for analysis. Although Kennedy writes about CPD generally rather than INSETT specifically, we consider her model a suitable basis for analysis of government-prescribed INSETT in Uzbekistan for 2 main reasons. Firstly, because INSETT is one form of CPD. Secondly because we find her model a comprehensive and clear overview which considers the what, how and why of CPD in general terms. We outline below an adapted version of her work, containing 8 of her 9 models. The purpose and comments columns on the next page derive from a mix of her and our experiences. After explanation of Kennedy's model on pp 42-43, we analyse a sample of current INSETT provision in Uzbekistan with reference to this model on p 44.

CPD Model	Purpose	Comments
Training	Teachers are given a chance to update skills in order to show competence	• Agenda usually decided by provider. • Can be effective in communicating new knowledge • May not always connect to teachers' classroom context
Award-bearing	Teachers show evidence of their suitability via the gaining of a qualification	Validation by an outside body
Deficit	To remove or mitigate perceived teacher weaknesses	• Often course-based. • Ignores scrutinising system organisational and management factors, weaknesses, which may account for some teacher weakness • Often compulsory participation, variable teacher motivation
Cascade	Spreading of good practice. Teachers attend training events and disseminate to other teachers	• Providers may focus more on numbers trained than on cascade design which maximises chances of transfer of ideas into the classroom • Impact often diluted at each successive level of the cascade • Often used to implement educational reform
Standards/Competency-based	To create effective teachers by focusing on empirically-based connections between teacher effectiveness and student learning'	May emphasise individual teacher competence and accountability at the expense of collaboration and teacher's own ideas and abilities
Mentoring	To support professional learning via a confidential one-to-one relationship	Can be hard to find and train skilful mentors. Requires support at school level, e.g. timetabling space or a reduction in teaching load.

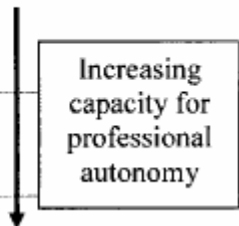|		
Community of practice	Similar to mentoring, but usually more than 2 people are involved	May include focus on whole school development as well as individual CPD
Action research	Teachers investigate their classrooms in order to address pedagogical questions or problems	• Teachers can do action research alone or collegially. • Requires time

We note that the first 5 models are essentially top-down with regard to CPD provision, and that the other three allow for more bottom-up CPD initiative.

Kennedy argues that a key concern of CPD provision is to focus beyond the what and the how in order to consider the why. To this end, she distinguishes between transmissive, transitional and transformative CPD purposes. Each successive CPD purpose allows for greater teacher independence.

She argues that a transmissive CPD purpose aims mainly to support teachers to implement reforms which are part of the government's policy. Kennedy sees a transformative CPD purpose broadly as aiming to support teachers in shaping their own professional practice. She views a transitional CPD purpose as having the potential to support either the government or the individual agenda.

She characterises the models thus:

Model of CPD	Purpose of model	
The training model The award-bearing model The deficit model The cascade model	Transmission	Increasing capacity for professional autonomy
The standards-based model The coaching/mentoring model The community of practice model	Transitional	
The action research model	Transformative	

Kennedy also asks 5 questions about CPD which she offers as a framework for analysis

1. What types of knowledge acquisition does the CPD support, i.e. procedural (knowing *how to*) or propositional (knowing *that*)?

2. Is the principal focus on individual or collective development?

3. To what extent is the CPD used as a form of accountability?

4. What capacity does the CPD allow for supporting professional autonomy?

5. Is the fundamental purpose of the CPD to provide a means of transmission or to facilitate transformative practice?

We use a hybrid of Kennedy's CPD purposes and questions to analyse the Avloniy and TRTRI courses on the next page

Avloniy and TRTRI courses seen through Kennedy's framework

Course	Avloniy	TRTRI
Type of knowledge acquisition	Knowing *that*	Knowing *that*, though just under a quarter focusses on knowing *how to*
Principal focus	Individual	Individual
Extent of accountability focus	Mainly on accountability, as competencies underpin the core syllabus content	Focussed mainly on accountability, as competencies are to the fore.
Capacity for supporting professional autonomy	As the course seems mostly focussed on information, it seems unlikely to foster a high degree of teacher autonomy in the short term. Arguably, some teachers may be able to use the information they gain from the course to develop elements of autonomy in their own teaching.	Comments on Avloniy course apply here
Fundamental CPD purpose	Mostly transmissive. This view is based on the course purpose focussing on updating knowledge and on scrutinising descriptions of course content and topics. Developing teacher competencies is also part of the course purpose, so the course in theory contains a transitional purpose. This is hard to see within the description of course content, however.	Superficially transitional, though course content and description seem mostly transmissive

In sum, both courses seem largely focused on propositional rather than procedural knowledge, and on individual rather than collective development. The main CPD orientation is transmissive, despite aspects which at first sight may seem transitional. It is of

course possible that some teachers will digest and apply course content in context-sensitive ways when they return to schools, but this outcome does not seem well supported by course content.

We note that policy may be shifting towards a deficit view of CPD (Appendix 22). Though there will certainly be weaknesses in the overall teaching cadre, we have concerns about this possible shift for the reasons outlined in our discussion of Kennedy's model and of the current INSETT provision above. This is because of the number of variables involved in learner performance, the difficulty of gaining robust data linking learner performance to teacher performance, and the difficulty of providing effective, well-designed, sustained and supported CPD provision based on a coherent theory of change. See Yoon et al (2007) for a more detailed study of the relationship between teacher CPD and learner achievement, and Orr et al (2013) on the difficulty of attributing improved pupil performance to the effect of workshops.

We can find relatively little focus on processes in these courses, and so we see minimal evidence of the idea of CPD as a journey in analysis of our 2 sampled government-prescribed INSETT courses.

If MPSE were to develop a CPD policy which sees CPD as a journey, and which acknowledges the value of both courses and school-led activity in teacher professional learning, this would have consequences for INSETT course design. In order to achieve coherence between policy and practice, INSETT courses would need to be designed and taught in ways which are more transformational and less transmissive. Avloniy INSETT syllabus design, and Regional Training and Retraining Institute course design would also need reflect the value of school-based follow-up activity, by building in components which give teachers the opportunity to try new ideas out in class. They would also need to build in to their design guided reflection questions for teachers to share and discuss at school or in local communities of practice.

Motivations and rewards
Teachers of English need to gain 18 credit points per year as part of their CPD. They gain 9 points for attending a government-prescribed INSETT course (Appendix 6), and so the motivation is to some extent related to fulfilling an obligation, though of course individual teachers will come to courses with their own motivations.

The main rewards and motivation within the overall approach to CPD are financial, however. This is because teachers gain a 50% salary bonus for 2 years if they obtain a recognised international qualification. These qualifications are:

- Cambridge Advanced Certificate (C1)
- IELTS - 7+
- TKT- 1, 2 and 3 (4 modules needed for University teachers)
- TESOL- Level 6
- CELTA or DELTA
- TOEFL- C1
- Aptis for teachers C1

We can see the value of encouraging teachers to gain international qualifications and also understand the value of giving teachers choice. However, we question the thinking behind the selection of some of the qualifications, because:

a) They are of different value
CELTA is a level 5 qualification and DELTA a level 7 in The Quality Assurance Agency for Higher Education framework for higher education qualifications in England, Wales and Northern Ireland 2014 https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks

b) **They require different levels of language proficiency**
TKT is aimed at teachers with a minimum B1 profile. See
https://www.cambridgeenglish.org/images/tkt-handbook-modules-1-3.pdf
The other qualifications all require or are aimed at C1.

c) They mix pedagogy and language focus
TKT, CELTA and DELTA focus on pedagogy, the other qualifications on language proficiency

d) The pedagogy qualifications do not all focus directly on classroom teaching
TKT focuses on knowledge about teaching, so unlike CELTA and DELTA, does not aim directly to improve teaching.

e) The classroom teaching which is focused on is not directly related to primary and secondary school children.

The Cambridge qualifications on the list do not focus explicitly on the age group of children learning English in state schools in Uzbekistan. TKT main suite exams focus on learners older than 12. CELTA and DELTA are targeted at teaching adults.

f) They require different amounts of time to complete

TKT is a basic qualification: it is available on demand and can be taken without a course. Each exam lasts for 80 minutes. CELTA and DELTA include a teaching practice requirement. A DELTA course lasts between 12-18 months. An intensive CELTA course lasts 4-5 weeks F2F or online, or about a year if part-time. C1 Language proficiency courses are also likely to involve months of study.

Some of the stakeholders we consulted feel that the focus on certificates has led to distorted priorities in CPD, as it causes teachers and sometimes Heads to focus on obtaining a qualification more than on what is important in teaching or learning. The situation was characterised by one interviewee as *certificate mania* (Appendix 17). See Appendices 14 and 16 for other references to this view.

While a law of unintended consequences may be in play with regard to the current status of international qualifications in CPD, there is also counter evidence which supports the focus on certificates. Teachers in a Tashkent school seemed generally supportive of the initiative, for example (Appendix 15) and data from some teacher questionnaires (Appendix 11) also seems to be in favour of obtaining international certificates. Over 50 responses in the teacher questionnaires claimed that teachers' salaries are too low (Appendix 11) so in the short term, at least, we infer that this initiative will be welcomed by some who wish to increase their earnings.

If teachers gain an international certificate, in theory they receive a refund of their course fees. Teachers in a Tashkent school told us that this is difficult and time-consuming to do in practice (Appendix 15), though an Avloniy colleague said that some teachers do not feel the need to reclaim their fee. A MPSE representative said that the Ministry of Finance needs to check the number of applications before it can issue refunds.

Government prescribed INSETT Recommendations

We recommend that :

Recommendation 1

MPSE, in partnership with Avloniy and with all training providers, should consider the findings of this report as a basis for working towards coherence in INSETT policy and provision within an overall view of English teachers' evolving needs and priorities. This partnership should be based on an understanding of the place of both training courses and school-based follow-up activity as significant ingredients of CPD. This understanding would require updating of the Avloniy INSETT syllabus and Regional Training and Retraining Institute course design.

Recommendation 2

www.britishcouncil.org

Avloniy should continue its work on clarifying the sub-components of its teacher competencies.

Recommendation 3

The training offered by Training/Retraining Institutes under Avloniy be subjected to a thorough review to ensure that it is fit for purpose in terms of meeting teachers' needs.

Recommendation 4

INSETT courses should be taught in ways that develop teachers' professional autonomy and should therefore go beyond simple transmission of knowledge towards a view of training as potentially transformational.

d. Ranges and types of Continuing Professional Development (CPD) available outside of government provision

Our data points to 4 main types of CPD available from non-governmental sources. These are CPD via

a) Self-study
b) Individual initiatives other than self-study
c) Attending courses run by language schools within Uzbekistan
d) Attending donor-funded courses,

a) Self-study

Our main data for availability of this type of CPD comes from teacher survey responses (Appendix 11)

Self -study typically involves searching the internet, watching internet and social media channels. Illustrative survey responses for this way of learning:

- *Watching YouTube Tutorials to have interactive lessons*
- *I watch English with Cambridge on You Tube*
- *I look for grammar books and visual aids and interactive methods, games on the Internet*

Teachers also consider professional reading as a significant self-study option, e.g.:
- *I read additional resources*
- *Read some articles*

Often, responses contained a mix of self-study and other options. For example:

- *To improve my skills, I often attend trainings, watch master classes and read foreign articles. As far as knowledge is concerned, I work at home in my free time to work on myself*

There is some supportive data from online and F2F interviews. (Appendices 11 and 15)

Teachers from a Tashkent school, for example, told us that they study Internet material without specifying exactly what, and 2 teachers mentioned how useful studying the *Prepare* Teacher's Book is in helping them to think about their own teaching.

We have found minimal documentary evidence with regard to CPD via self-study. The only source we have found is on the RELO s website. RELO provides access to

back Issues of English Teaching Forum journal. See

b) Individual initiatives other than self-study

As with self-study, the main body of evidence for this type of CPD comes from our survey data (Appendix 11). Typical teacher comments focussed on attending F2F or online courses:

- *I attend various trainings and seminars*
- *I attend online courses*
- *I study in additional courses*

Responses also mentioned interactive CPD options:

- *I participate in webinars*
- *I also participate in additional online groups*
- *I learn various methods and information through groups on Google and Telegram*

A few responses mentioned learning through sharing:

- *Share ideas with other teachers*
- *More feedback. Dealing with a new textbook. Sharing experience.*
- *We analyse our lessons by exchanging ideas with my colleagues. I ask students for their thoughts on my lesson and read teaching guides*

There are also examples from our online and F2F interviews. One teacher from a Tashkent school told us that they had paid out of their own pocket for a Cambridge CELT-S course. This was extremely expensive, but a valuable learning experience, she said. Teachers also reported attending British Council courses as useful.

c) Attending courses run by language schools within Uzbekistan

Our meeting with trainers at the Tashkent City Training and Retraining Institute is the main source of data for this. We understand that Avloniy have licensed 3 private providers of in-service courses. We know that one of these providers is the Turon Bank. See Appendix 13 for details of how licensing works.

These providers run courses designed by Avloniy, so although the provider is private, content is state-designed.

d) Attending donor-funded courses

Our main evidence here comes from document sources. The courses are run by British, and American donors

63

Types of course include

i. An intensive one-week British Council summer course online (OTC), consisting of Discussion Forums, webinars, and a speaking club. See: https://www.britishcouncil.uz/en/programmes/education/future-english/online-teacher-community-summer-school

ii. A 10-week British Council Online Training Course (OTC) consisting of 5 modules of approximately 3 hours study time per week. Tasks involve teachers in discussion forums and a reflective journal. Each module includes a live session from a facilitator. Modules are
   - Engagement (= Introduction)
   - Classroom Management
   - Inclusive Learning
   - Assessment for Learning
   - Assessment of Learning

iii. An online British Council course on digital literacy run on the OTC platform. See https://www.britishcouncil.uz/en/programmes/education/future-english/assessment-literacy-elts

iv. English Speaking Nation courses for secondary teachers run by ACCELS. ESN aims to raise teachers' English levels and to help them to teach interactively. See https://uzbekistan.americancouncils.org/esn-stt-en and https://www.esn-teachers.org/programs/english-speaking-nation-secondary-teacher-training This is a 3-year F2F 3-tier cascade programme now in its final year. Core Uzbek trainers receive trainer training and go on to train trainers to be in the first tier. These trainers, train further trainers, known as regional peer mentors in the second tier. The regional peer mentors train teachers in the third tier. ESN aims to have trained 15,000 teachers by autumn 2023. The training of teachers occurs regionally every Friday. Courses last approximately 140 hours.

v. 2-month Online Professional English Network (OPEN) Programme courses run by US universities. These courses are accessible to any teacher from around the world with B2 English or above. The scheme is run by RELO. See https://uz.usembassy.gov/education-culture/relo/

vi. We have 7 survey and 1 interview reference to attending courses run in Finland by Finnish donors. We do not have any further information on these courses.

www.britishcouncil.org

As UK and US donors are the main CPD and INSETT providers for teachers of English in Uzbekistan, we turn our attention briefly to 2 aspects of their work, namely cascades and exit strategies.

There is evidence that cascades are used as a mode of teacher education in Uzbekistan, chiefly by American donors. Cascades can reach large numbers of teachers, and can seem an attractive option in a large country with big numbers of teachers.

ESN represents a huge investment of time and resources, and has received positive feedback. However, one danger with cascades is that CPD providers tend to focus more on numbers of teachers trained than on the quality and relevance of the training. Focussing on numbers of teachers reached provides important information for budget holders, but overlooks the fact that while cascades can succeed as a training mechanism, they can fail in effecting change (McDevitt 1998)

There are a number of potential problems with cascades as a form of CPD. These include:

- Transmission loss*: If you're too far away from the source, you can easily avoid getting soaked* (McDevitt 1998

- A context gap between cascade content and pedagogy and '*classroots' realities* (O'Sullivan 2002)

- selection of trainers in tier 1 (Shezi 2008)

- reduced training time allocated to lower tiers (Wedell 2005)

- lack of follow-up (Dichaba and Mokhele 2012)

Some of the content on the RELO webpage suggest that cascade designers are aware of a number of the potential cascade pitfalls, but this awareness of the limitations of cascades has not always been evident in discussions we have had about cascades. We suggest that if need be, colleagues involved in the cascade model take time to consider or refresh themselves on options to address distortion and dilution, and check for inclusion of these options in cascade design Such options include:

- Parallel planning to maximise congruence between cascade content and aims and classroom context (Wedell 2005). See our earlier reference to parallel planning

- Participative materials development (Hayes 2000)

- Localising responsibilities within cascade structures (Hayes 2000)

- Build in support groups and cluster schools in lower tiers (Herriot et al 2000)

We note that there is good communication between UK and US donors informally and via ERSG. Given that both British and American donors currently play a key role in CPD

provision, we suggest that they continue this cooperation, and focus particularly on sustainability and exit strategies.

Donor-funded CPD recommendation

We recommend that:

Recommendation 1

UK and US donors continue and build on their current level of cooperation probably through the work of the ERSG. This cooperation should certainly include discussion and review of exit strategies. (Within the limited scope of this report, we have not been able to be more specific about the direction that this cooperation might take in future. Nonetheless the recommendation stands.)

www.britishcouncil.org

We find it difficult to define quality within this investigation. Some reasons for this relate to a number of practical considerations, similar to those outlined in discussion of government prescribed INSETT.

We need to acknowledge also the patchiness and inconsistency of some of our data, and our own evolving understanding of how key stakeholders see quality.

The consistency and clarity of data collected
At times there are contradictions in our findings which we have not yet been able to clarify. It would be useful to understand, for example, why Heads did not refer to ESN in their questionnaire responses, while ESN received numerous mentions from teachers. Similarly, courses from one course provider received generally positive feedback in teacher questionnaires, but less positive feedback in a teacher focus group interview.

Though the University of Leicester report was a helpful starting point for this consultancy, we feel that developments in the teacher education landscape have moved on apace since the time of its writing, and so rely only on our own data sources and professional reading.

Insufficient understanding of how major stakeholders see quality
We are unsure of how different stakeholders in Uzbekistan themselves view quality. See White (1998) for more on how this effects assessment and evaluation of quality in teacher education.

If stakeholders are concerned, for example, with accountability (e.g. return on CPD investment in terms of improved learning results or increased teacher language proficiency), quality is mainly defined as outcomes-related. Typically, this view is likely to be held by those responsible for CPD via providing funding, or those responsible for quality assurance. White argues (1998 p138) that an outcomes view of quality tends to bureaucratise quality, as it tends to focus on value for money and standardisation. In our experience it can also lead to a preoccupation with numbers (e.g. of teachers attending a course) as indicators of success.

By contrast, if stakeholders favour process in teacher education (e.g teachers being able to solve pedagogical problems through collaboration and critical thinking), quality has more to do with process. Typically, this view tends to apply to those who take an interest in their own CPD, and sometimes those responsible for running in-service courses intended to contribute to CPD. This view of quality focuses more on an iterative process which focuses more on ongoing development of autonomous. professional skills, knowledge and attitudes.

Clearly, this dichotomy is an oversimplification. However, in broad terms, we agree with White that quality in English language teacher education needs to acknowledge both an

67

accountability dimension and a professional dimension. Our survey and interview data, suggests that teachers value courses which teach them about methods and techniques (See section 9 and Appendices 11 and 15). It also indicates that some teachers are keen to learn from sharing ideas and discussing pedagogical issues (see section 9 and Appendices 11, 14, 15 and 16). We therefore think that this view of quality represents a balance that may be possible and desirable in the provision of CPD for teachers of English in Uzbekistan.

This balanced view embraces quality from both a top-down system perspective, and from a bottom-up teacher perspective of teachers. We think that this view is relevant to our analysis, because an emphasis on quality favours a typically top-down perspective of accountability which is likely to reduce teaching to a set of replicable behaviours. An accountability view of quality typically fails to accommodate local context, the experiences of teachers involved in CPD and soft skills such as increased professional empathy, understanding of learners and confidence. On the other hand, if quality is largely concerned with processes and experiences, there is a danger that the focus on the journey alone may not focus sufficiently on a destination in terms of outcomes.

In previous discussion in section 10, we have noted some inconsistencies in CPD provision. We think that a system of CPD provision needs to have a degree of internal coherence and consistency in order to work efficiently and effectively in order to have an impact on both accountability and professional learning.

We have spoken with a number of Uzbek colleagues who have expressed, unprompted, their concerns over the sustainability of the current CPD provision. As this clearly affects the long-term viability for CPD for teachers of English, we therefore include sustainability as a third dimension of quality

For the purposes of this analysis, we therefore consider quality to consist of the extent to which CPD provision

- balances accountability and professional learning
- represents an internally coherent system
- is sustainable in its current form

We consider each of these dimensions of quality below.

Quality dimension 1: The balance of accountability and professional learning in CPD provision

Overall, CPD provision seems to us to weighted in favour of accountability. Evidence for this comes from our analysis of 2 sample government-prescribed INSETT courses in Section 10c, and from the stipulation that teachers of English must gain a C1 language proficiency or other international qualification in order to enter the profession. It is also apparent in an interview with Avloniy (Appendix 13) in which Avloniy take a deficit view of teacher learning. They are current investigating a pilot study of whether it is possible to attribute test scores of Maths students to teaching performance, and to design INSETT courses targeted at teachers with perceived weaknesses in areas of the curriculum on which students underperform. The national teacher standards and 8 teacher

competencies on the Avloniy platform and national INSETT syllabus outline also focus largely on accountability.

We note a contrast with the orientation of CPD provision on some donor-led INSETT courses, where the focus seems more concentrated on professional learning. The British Council OTC course appears aimed more at facilitating online communities of practice amongst teachers of English. RELO colleagues told us that they hope that communities of practice will emerge from its ESN cascade course, (Appendix 21) though it is not clear to us to what extent this focus is designed into course content. The Education for Excellence Teacher Support System Study reports a prime focus of its work being to help teachers and trainers promote collaboration and support within schools. This, again, suggests a focus more on professional learning than on accountability.

This CPD initiative therefore seems to us to balance both accountability and professional learning, and to represent a degree of quality in CPD provision. We think that MPSE consider the extent to which the Presidential Schools' approach to CPD is applicable and transferable to state school CPD provision.

Quality dimension 2: The extent to which CPD provision is internally coherent

The need for a CPD policy and accompanying CPD strategy

We have outlined above that CPD policy and principles, where they exist, seem vague rather than specific. We have not found a document which sets out what CPD is and what its purpose is. In addition, we have found can see no real evidence of a CPD strategy for ELT, beyond giving responsibility to Avloniy through its provision of online courses available on its LMS. One Uzbek colleague has called the introduction of the LMS a technical response to a professional issue. (Appendix 23). This comment is not intended in any way to disparage the high degree of professionalism Avloniy are clearly putting into their work. But the fundamental point remains that online courses alone are not sufficient to support professional learning adequately. They can clearly form part of the CPD landscape, but need to be complemented by other means of professional learning if the CPD system in Uzbekistan is to gain coherence.

While the teacher questionnaires reported good feedback on government-prescribed INSETT provision (Appendix 11), we have encountered some dissatisfaction with INSETT from teachers, due to peripheral content, transmissive teaching, and some content being delivered by lectures in Uzbek (Appendix 15). The fact that much of the content of the 36-hour syllabus course outline is generic and will be taught in Uzbek to teachers of English (see Appendix 7) supports this view. Here again we think that a CPD policy would serve to inform strategy, which would in turn make it easier to monitor quality of INSETT and CPD provision.

We offer here illustrative principles from Walter and Briggs (2012), derived from analysing 35 evidence-based studies of teacher professional development. These might possibly be a useful starting point for considering CPD strategy, as the principles are clear, unfussy, few, and applicable beyond teacher English to all curriculum subjects.

Walter and Briggs' study concludes that the professional development that makes the most difference to teachers:

- is concrete and classroom-based
- brings in expertise from outside the school
- involves teachers in the choice of areas to develop and activities to undertake
- enables teachers to work collaboratively with peers
- provides opportunities for mentoring and coaching
- is sustained over time
- is supported by effective school leadership

(Walter and Briggs 2012 p1)

The need to address disconnects in CPD provision

We have noticed and discussed earlier a number of apparent disjuncts in the current teacher education landscape. The effect of this is a general lack of joined-up thinking between different providers of CPD. We have noted a lack of congruence:

- within PRESETT, not everyone following the national curriculum
- between PRESETT certificates and gateway qualifications for a teacher of English
- between PRESETT and INSETT: INSETT courses do not always build on knowledge and skills of PRESETT graduates. PRESETT providers are not always aware of the INSETT landscape
- within certificates eligible for salary bonus
- between the CPD purpose of government and donor-led CPD providers
- between standards for general state school and Presidential school teachers
- within the 17 approved CPD activities'
- between Avloniy competencies and teacher standards
- between the purpose of some government-prescribed INSETT courses, their content, and the means through which they are taught.

We note also that Avloniy, the main CPD provider, is short of human resources, time and ELT expertise (Appendices 13 and 22). They report themselves that although they are working extremely hard, this shortage has affected the coherence and thus the quality of their work. Three examples of the impact of shortage of resources follow:

Firstly, though Avloniy now check IP addresses for online courses, it is still possible to impersonate using someone else's device. In addition, Avloniy do not have the resources to check names of course takers. This means that it is possible for teachers to take the same course the following year. This is more likely in the current situation in which only 2 course types run by state providers for teachers of English exist at the moment.

Secondly, there is no assessment of pass/fail and apparently no requirement to submit assignments, though teachers are not able to skip online course content. It is therefore possible for teachers not to engage fully with course content.

Thirdly, Avloniy have told us that their diagnosis of teacher needs via multiple choice questions is still work in progress (Appendix 12). We are therefore currently unsure how effective diagnosis of needs is, and what degree of choice teachers have on course selection in relation to needs identified.

All 3 examples suggest that this makes reliable and useful monitoring and evaluation of both learning and accountability problematic. We discuss monitoring and evaluation further in section 10.

Quality dimension 3: The extent to which CPD provision is sustainable in its current form

The need to include online learning as an ingredient of CPD provision

One form of CPD provision, namely online CPD, does seem to us to be sustainable. The teacher questionnaires provide evidence that some teachers enjoy and benefit from online study. We have anecdotal evidence from conversations with Uzbek colleagues that online courses are also appreciated by some in remote areas for their convenience and sometimes for their content. Online CPD provision alone, however, is clearly insufficient, as not everyone will have good internet access or literacy, and some teachers are likely to benefit as much or more from other modes of professional learning. For the future, therefore, it appears that online learning should form part of a range of CPD options for teachers of English.

We therefore recommend that online CPD provision continues to form part of the CPD landscape for teachers of English in Uzbekistan.

The need to build system capacity for CPD provision at school and national level

We discuss this in more detail in Section 11 below.

The need to base INSETT courses on teacher needs and to follow courses up with teacher support in order to achieve impact

Although Avloniy diagnose teacher needs via multiple choice questions, we do not know how valid its diagnosis is, as we have not seen the questions ourselves. Given that Avloniy is limited in the range of courses it can offer to teachers of English, we wonder about their value as a needs diagnosis tool at present, but can see that they may be useful in the longer term.

As far as we can see, other INSETT courses are based on legal and administrative imperatives derived from government decree. This prioritises the accountability dimension of professional learning seen from the perspective of national decision-makers over needs seen through the eyes of teachers. Accountability is clearly an important consideration in professional learning, but as we have argued above, an ability to cater to the professional learning dimension of CPD also forms parts of the quality picture.

We have observed that courses are not targeted at specific types of teacher, e.g. teachers of Grades 1-4 or early career teachers. If the purpose of courses is to transmit knowledge, then carefully targeted courses are arguably indicative of quality, as they meet this purpose. If CPD initiatives are mainly school-based and in line with context and teachers' needs, teachers are more likely to welcome and follow them up. Both of these measures would strengthen the notion for course providers; and for teachers' of CPD as a journey with a purpose and an intended destination.

Lamb's experience (1995), writing about interviewing course participants from an INSETT course in Indonesia during evaluation one year later, is a good example of how courses designed by course providers without a needs analysis can be well received by teachers at the time of attendance, but may have little or no long term impact. He reports that there was minimal transfer of practices recommended by the course. The 2 main reasons for this, he argues, are that the course was based on what providers rather than teachers thought was important, and that there was no follow-up in school with teachers after the course.

Waters and Vilchez (2000) discuss a school-based follow-up development programme (SFDA) in the Philippines. The intention of SFDA was for the course to function not just as an end in itself, but also as a means of enabling and encouraging longer-term school-based learning They authors point to a number of direct and indirect benefits for course impact from the follow-up. Lange (2013), writing about a cascade course follow-up in Cameroon, also underlines the value of post-course support in building bridges between course content and school reality.

The need to support early career teachers (ECTs)
A related point to the one in the previous section is the need to support early career teachers, who we consider to be teachers in their first 2 years of teaching (See https://getintoteaching.education.gov.uk/support-for-early-career-teachers.). Anecdotally, we have heard that such teachers are typically left to sink or swim when they start their teaching career. A mentoring scheme and or targeted courses for ECTs would be one way of adding quality to CPD for teachers of English. We have heard both informally and formally (Appendix 22) that many graduates enter teaching as a profession of last resort. It is therefore possible that some of those who do become teachers are weaker PRESETT graduates. In this scenario, the need for, and potential value of, mentoring and support is underlined.

The need to support teacher educators

We have spoken to a number of committed Uzbek teacher educators and scrutinised feedback given in the teacher surveys on courses taught by Uzbek teacher educators. We have noted positive feedback in the teacher questionnaires (Appendix 11). However, as noted earlier, we have also heard doubts about the skill and expertise of teacher educators. Some of the INSETT course materials also suggest a lecture-based mode of education. The ability to lecture well is a key skill for teacher educators, but so are abilities to facilitate, and to teach interactively. It seems anomalous to us that there are standards for teachers, but as far as we can see, none for teacher educators.

We recommend that MPSE considers supporting professional development for teacher educators. It could usefully do this by designing, with outside help if necessary, a trainer development course, and developing teacher educator standards. The British Council CPD framework for teacher educators https://www.teachingenglish.org.uk/publications/resource-books/cpd-framework-teacher-educators could perhaps serve as starting point, though we would recommend a far more concise and less hierarchical framework of 2-3 pages maximum for ease of reference.

Making available a set of common core reference materials for INSETT providers would be a low cost, low maintenance way of helping teacher educators to continue with their own professional learning. We have illustrated what this might consist of via an annotated set of references in Appendix 9.

Developing a costed light-touch monitoring and evaluation system
Monitoring and evaluation is a major concern of colleagues in MPSE (Appendix 23). They are concerned to base CPD policy and strategy on evidence, and are also aware that it is not feasible or desirable to monitor and evaluate everything. Colleagues at Avloniy also see monitoring and evaluation as a high priority. They have informed us that they are able to monitor quantity to some extent- e.g. course attendance, how long teachers spend on courses and course tasks. Their hope is that computer algorithms will increasingly be able to yield and analyse quantitative data. They say that analysing qualitative data is much more complex, particularly as it requires human involvement, and they are short of human resources.

A common thread with both responses from key CPD decision-makers here is that they are working with finite financial and human resources. It seems therefore that while computers can continue to work with quantitative data, a light touch monitoring and evaluation system would provide qualitative data, and would balance the focus on accountability with the concern for finding out about the nature and quality of professional learning.

One way to develop a light touch monitoring and evaluation system would be to base this at school level. If credits were given for school-based CPD, teachers could complete a portfolio of learning based on school activity such as shared materials writing, teacher clubs, mentoring, and article discussion. They could submit these portfolios for review by Heads at school level. Option 6 in the Presidential school standards could usefully serve as an example of how such monitoring might work at school level. Following review,

73

teachers could send a brief and simple digital summary to a regional or national platform of any learning in the year which was valuable and why. They could then outline a possible CPD activity they wish to do attached to a pedagogical question or goal for the following school year. Regional educational authorities could sample such information and provide a brief overview to Avloniy and MPSE, possibly with reference to principles of CPD policy. As Avloniy is able to expand its range of course provision, it could use this information to inform future course design linked to pedagogical questions and priorities which emerge from data.

Even a light-touch monitoring and evaluation system requires dedicated resources and funding. This is because it is easy for monitoring and evaluation to be compromised when competing against other CPD priorities if monitoring and evaluation funding is infused into an overall CPD budget. We therefore suggest that MPSE earmark a dedicated monitoring and evaluation budget within its overall CPD funding and strategy. This would enable it to use resources to translate monitoring and evaluation intentions into corresponding action.

Both of these recommendations are in line with our recommendations in the previous section recommending need-based course design and school follow-up.

The need to support the main INSETT provider
Avloniy colleagues are working with a high degree of professionalism and skill. However, they have also explained that they are working in a new landscape, and are keen to learn even more about online course design, with regard to content, materials and tasks for teachers of English. (Appendix 13).

The only Uzbek CPD initiative we have found which puts professional learning firmly in the picture, is the Presidential School teacher standards (see above). All 7 standards are linked to performance descriptors. This document is also the only evidence we have found with Uzbek CPD provision of thinking as CPD as a journey. Its focus on processes seem to us relatively low cost and low maintenance, and so amenable to light touch monitoring and evaluation.

Quality Recommendations

Quality dimension 1: The balance between CPD focus as professional accountability and CPD as professional learning

We recommend that

Recommendation 1

MPSE considers the extent to which the Presidential School standards, attitude to and provision for CPD is transferable to teachers in general government state schools.

Quality dimension 2: CPD coherence

www.britishcouncil.org

We recommend that

Recommendation 1

MPSE considers articulating a CPD strategy based on stated principles to underpin a national CPD policy

Recommendation 2

MPSE address disconnects in CPD provision as outlined on pp 54-55 of this report

Quality dimension 3: CPD sustainability

We recommend that

Recommendation 1
Online learning continues to form part of CPD provision for teachers of English.

Recommendation 2
MPSE investigate the feasibility of developing a light touch monitoring and evaluation system based on the features laid out on pp 57-58 of this report, using the Presidential school standards as a starting point for action.

Recommendation 3
MPSE build in a costed monitoring and evaluation budget within their overall CPD budget, so that a concern for monitoring and evaluation is integrated into both planning and action.

Recommendation 4
CPD provision in general should be needs-based and should provide for follow-up support at school level in order to strengthen teacher independence, critical thinking, and impact in the classroom.

Recommendation 5
MPSE investigate options for supporting early career teachers their teaching via options such as mentoring or a specialised course.

Recommendation 5
MPSE create standards for teacher educators, so that there are clear criteria for the appointment of trainers on all approved INSETT programmes.

Recommendation 6
MPSE establish certificated trainer development courses so that all trainers are qualified for their role.

Recommendation 7

MPSE establish trainer competencies to support ongoing teacher educator professional development.

Recommendation 8

MPSE support Avloniy with INSETT course design for teachers of English through partnership with an overseas institution. British Council and ACCELS could advise on possible partners if MPSE wished to investigate the feasibility of partnership with a UK or US institution.

Towards implementation: planning and strategy

We include this section on implementation as an aid to the challenging process of moving from theory and policy to action and practice.

(a) Policy and Strategy

i. Possible ways of building system capacity for CPD provision at school and national level

British Council, Avloniy, Uzbek and American donors have all told us that CPD provision for teachers of English faces capacity issues. The major INSETT and CPD initiatives in the country are donor-led and labour-intensive. This is particularly the case with the large -scale ESN cascade project. We are not aware yet of credible plans to support Uzbeks in leading CPD provision at national level given the evident shortage of funding and human resources.

One option to sustain CPD provision would involve a clearly costed and timebound sustainability plan. This could include such elements as:

- support for processes that enable CPD at school level (e.g mentoring, teacher clubs, sharing in communities of practice)
- supporting and training Heads to create a school climate conducive to professional learning.
- strengthening institutions which have a CPD remit.
- strengthening the current cadre of INSETT trainers.
- publicising via a Telegram channel a repository of free online CPD resources (e.g videos, articles, materials for discussion).coordinating donor-led project exit

www.britishcouncil.org

strategies with key CPD players such as MPSE, Avloniy, and Training and Retraining Institutes. This may involve, for example

> ➢ creating or strengthening conditions to maintain the involvement of ESN Master trainers and regional mentors who have worked on ESN.
> ➢ donors and Uzbek colleagues planning CPD work in tandem, with 3 parallel focuses on the organisation of any CPD courses in terms of
>   a. overall aims and organisation
>   b. the fit of these with the classrooms teachers are working in
>   c. long -term strategies to help teachers to adapt and apply their learning when they return to their classrooms.

This is akin to Wedell's concept of parallel planning (2005).

- continuing with ERSG, with a view to it moving beyond sharing information to regular action planning.
- considering the feasibility of forming and trialling a *CPD for English Policy and Implementation Alignment Action Unit* to bring together policy makers and representatives from schools, CPD providers and other key stakeholders This could consist of at least 2 people. They should be given a specific brief, possibly for a finite period, to design policy and action to align policy and implementation for CPD for teachers if English. They could be a body within MPSE, or possibly an ad hoc group composed of representatives from different sectors, e.g. a Ministry, Avloniy, state training and retraining providers, Champions Panel representatives, PRESETT providers etc. They should meet either intensively or at regular periods of time over a specified period to agree, formulate and align CPD policy for English by a given date. They would review their work at regular intervals. If this pilot worked, it could be used for CPD policy and practice alignment for other curriculum subjects.

ii. Ways of linking policy and strategy to professional realities

Decisions at policy level are sometimes not implemented or are distorted in their implementation because they are not understood or not well communicated. In addition to the measures suggested in (i) above to address this gap, we recommend that each school be asked to identify a CPD 'champion', who would be responsible for organising CPD initiatives within the school. She/he would need to keep abreast of policy at national level as well as issues at school and local level. Ideally, this would be a committed teacher, probably with experience of INSETT and other CPD activities such as mentoring early career teachers. Such an appointment would take some weight off the shoulders of School Heads, many of whom commented in or survey on their workload.

We also see a continuing role for the British Council's 'Champions Panel' in advising on implementation strategies for CPD at national, regional and school level.   Several members of the panel are experienced ELT professionals who have been key contributors to the British Council's English Reform Project over many years but, crucially, it also includes practising teachers and teacher trainers who have a keen interest in moves towards strengthening the CPD landscape.

(b) Practical strategies and activities

i. CPD-friendly activities

When teachers engage with their own beliefs and practices in a supportive environment, the potential for CPD is present. Some CPD-oriented activities include:

- peer lesson observation and feedback

- researching one's own classes

- keeping a diary or journal

- keeping a portfolio recording events, experiences, lesson notes, materials designed etc

- reflecting on teaching and learning

- taking active part in exchanges of experience through a teacher's club or online forum

- professional reading and discussion

- writing a professional article

- preparing a talk or a presentation for a local or regional conference

- taking feedback from learners and discussing it with them and with colleagues

The list is not exhaustive, of course, but what all these options have in common is the potential for depth of thinking and engaging with beliefs, values and attitudes in relation to learning and teaching.

ii Portfolio: contents and purpose

A portfolio is a particularly useful way of keeping professional development records over a career-long journey such as the one we illustrated in Section 8 above. Whether a teacher uses a loose-leaf folder or an electronic equivalent, it can be used to document each completed CPD activity, along with evidence (e.g. course certificates), other documentation (e.g. notes on observation and feedback, lesson plans, etc) as well as reflection on teaching experience.

It is worth noting that portfolios are a professional development tool which has potential for adoption by teachers of any subject across the school curriculum.

The main purposes of a portfolio

- a way of documenting a teacher's professional development over an entire career

- a way of making development conscious and visible
- a basis for a teacher to discuss evolving CPD needs with colleagues and/or a head teacher
- an incentive for teachers to reflect on their practice and to take pride in professional achievements
- it offers a look at development over time, helping one see teaching as on ongoing process of inquiry, experimentation, and reflection.

A portfolio may typically include any of the following, with supporting evidence wherever possible:

- a selection of lesson plans with post-lesson reflections	- a record of professional reading
- a teaching diary (e.g. documenting critical classroom incidents, what a teacher has learned through practice)	- a teaching diary (e.g. documenting critical classroom incidents or what a teacher has learned through practice)
- feedback from learners	- teacher-produced materials with learner feedback
- notes on lessons observed by a supervisor	- conferences attended with attendance certificate
- notes on future development/training needs	- papers written for a professional journal
- notes on reciprocal peer observation and feedback	- recordings (video or audio) of lessons or lesson segments
- a comment on changes made in teaching with reasons	- records of mentoring/being mentored
- courses completed with accompanying certificates	- (for PRESETT students) a record of completed assignments

Some benefits of keeping a portfolio

It is important to see portfolios both as a *professional requirement*, from a system and whole-school perspective, and as a *practical means* for each individual teacher to keep track of their CPD over time. In this way they offer a win-win perspective on CPD and should be presented this way rather than as a bureaucratic requirement.

Personal/Developmental Benefits:

- making a teacher's CPD conscious, concrete and accessible;
- enhancing a teacher's pride in belonging to a profession
- providing a chronological record of stages in a teacher's CPD over time, thereby emphasising the view of CPD as a career-long journey

79

Formal/Accountability-Related Benefits:

- a basis for an annual appraisal meeting with School Head or other senior colleague;
- may contribute to a salary bonus if activities gain credit points;
- may provide a basis for connecting individual development with whole-school development.
- it is portable and may be useful to a teacher and a prospective employer when the teacher applies for a new post.

As portfolios would be an innovation for teachers, schools and administrators, they would need to be introduced carefully. We suggest the following measures:

- introducing portfolio-based assessment in Years 3 and 4 of PRESETT courses; thereby familiarising trainee teachers with portfolios as a developmental tool before they take up their first teaching post
- training for School Heads in the purposes and benefits of portfolios and also the role they need to play in supporting rather than judging their teachers; they will also need training in how to conduct appraisal based on the portfolio
- offering mentor support to new teachers in how to use portfolios
- possibly provide teachers with loose leaf folders or ring-binders for their portfolios (cost involved but this would be an incentive)
- alternatively, provide a simple electronic template for an online portfolio (see next page for an example)
- provide all teachers, teacher-mentors and trainers with an introductory information sheet about portfolios, to be followed up by school-based training when Heads are informed, trained and ready.

A sample of what a portfolio template might look like now follows. The name and school are purely fictional. The chronological sequencing of activities is intended to support the notion of CPD as a journey.

Sample Portfolio Template

Your Name and School: Oybek Muhammedov, School no 32, Samarkand
School Year: 2023-4
Your CPD plans for this school year: To learn how to use the new textbook. To attend at least one course. To join the teachers' club in our part of Samarkand.
Record of Activities:

Date	Activity or other entry*	Your comments and reflections; evidence*
Oct 12	First lesson with new textbook	Difficult to use. I will ask Dilfuza if I can observe her lesson with the book
Oct 21	Observed Dilfuza's class and asked questions afterwards.	Very helpful. I understood how to integrate grammar work. My notes are in the folder.
Nov 15	Two-day workshop on how to use the books.	I learned a lot, but I didn't understand everything the American trainer said because he spoke very quickly. A copy of my certificate is in the folder.
Jan 22	Went to Teachers' club for article discussion. I read the article by Jeremy Harmer before the meeting.	I was a bit nervous because everyone was more experienced than me. But it was good to meet other teachers. Copy of article is in the folder.
Jan 30	Meeting of English teachers in school to discuss exam results.	It was useful to agree what we need to do to improve results. Notes on the meeting are in the folder together with my notes for action.

* Each entry should be supported by documentary evidence of some kind.

www.britishcouncil.org

Recommendations for Implementation

We recommend that:

Recommendation 1

MPSE work urgently on building sustainable capacity and awareness of CPD across the education system, drawing on suggestions in Section (a) above.

Recommendation 2

all key providers and stakeholders work, within the framework and remit of the English Reform Steering Group, towards a shared vision of CPD in order to bridge the gap between policy and practice.

Recommendation 3

MPSE require each school to appoint a 'CPD Champion' to be responsible for all aspects of school-based CPD.

Recommendation 4

The British Council continue to convene the CPD Champions Panel, members of which are well-placed to advise MPSE on CPD and to help to drive the initiative forward

Recommendation 5

MPSE consider trialling portfolios, as a concrete step towards a wider understanding of CPD, for a one- or two-year period and, if they are successful, implementing them at scale and possibly for teachers of all subjects across the school curriculum.

References

Anderson, J. (2015) Affordance, learning opportunities, and the lesson plan pro forma ELT Journal 69/3 pp228-238

Attinello, J. R., Lare, D., & Waters, F. (2006). The Value of Teacher Portfolios for Evaluation and Professional Growth. *NASSP Bulletin*, *90*(2), pp132–152
https://www.researchgate.net/publication/249794860_The_Value_of_Teacher_Portfolios_for_Evaluation_and_Professional_Growth/link/5fff378aa6fdccdcb8515c21/download

www.britishcouncil.org

Bolitho, R. and Padwad, A. (2012) Continuing Professional Development: Lessons from India. https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/continuing-professional-development-lessons-india

British Council CPD framework for teacher educators (nd) https://www.teachingenglish.org.uk/publications/resource-books/cpd-framework-teacher-educators

Cambridge Assessment English (2019) TKT Handbook https://www.cambridgeenglish.org/images/tkt-handbook-modules-1-3.pdf

Cambridge Framework for Life Competencies (2019): Cambridge University Press https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Life-Competencies-Digital-final.pdf

Dichaba, M. M. and Mokhele M.L(2012). Does the Cascade Model Work for Teacher Training? Analysis of Teachers' Experiences. International Journal Educational Science 4/3: pp249 - 254.

Hayes, D. (2000). Cascade training and teachers' professional development ELT Journal 54/2: pp135 - 145. https://www.researchgate.net/profile/David-Hayes-3/publication/31211655_Cascade_training_and_teachers'_professional_development/links/5b27db740f7e9b332a31ae45/Cascade-training-and-teachers-professional-development.pdf

Kennedy, E. (2005) *Models of Continuing Professional Development: a framework for analysis* Journal of In-Service Education, Volume 31, Issue 2, pp. 235-250. https://www.tandfonline.com/doi/pdf/10.1080/13674580500200277

Lamb, M. (1995) *The consequences of INSET* ELT Journal, Volume 49 (1), pp 72-80. https://www.researchgate.net/publication/240584133_The_consequences_of_INSET

Lange, S. (2013). *Learner orientation through professional development of teachers? Empirical results from cascade training in Anglophone Cameroon.* Compare: A Journal of Comparative and International Education. https://www.researchgate.net/publication/263320570_Learner_orientation_through_professional_development_of_teachers_Empirical_results_from_cascade_training_in_Anglophone_Cameroon

McDevitt, D. (1998). How effective is the cascade as a method for disseminating ideas? A case study in Botswana. International Journal of Educational Development Volume 18/5: pp 425-428.

www.britishcouncil.org

O'Sullivan, M.C. (2002): Reform Implementation and the Realities

within which Teachers Work: A Namibian case study, Compare: A Journal of Comparative

and International Education, 32:2, 219-237

Orr D, Westbrook J, Pryor J, Durrani N, Sebba J, Adu-Yeboah C (2013) What are the impacts and cost-effectiveness of strategies to improve performance of untrained and under-trained teachers in the classroom in developing countries? London: EPPI-Centre, Social Science Research Centre, Institute of Education, University of London. http://sro.sussex.ac.uk/id/eprint/43901/1/Undertrained_teachers_2013_Orr.pdf

The Quality Assurance Agency for Higher Education framework for higher education qualifications in England, Wales and Northern Ireland 2014 https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks

Shezi, V.S. (2008). Does the cascade system work for teachers? An exploration of teachers' experiences on training and development through the cascade model, Kwa-Zulu Natal. Master's Thesis. https://ukzn-dspace.ukzn.ac.za/bitstream/handle/10413/1181/Shezi_VS_2008.pdf?sequence=1&isAllowed=y

Timperley, H. Wilson, Barrar, H. & Fung, I. (2007) *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* Wellington, New Zealand: Ministry of Education http://educationcounts.edcentre.govt.nz/goto/BES

Walter, C. & Briggs, J. (2012). What professional development makes the most difference to teachers? A report sponsored by Oxford University Press.

Waters, A. and Vilches, M. (2000) *Integrating teacher learning: the school-based follow-up* ELT Journal 54/2, pp 126-134.

Wedell, M. (2005). Cascading training down into the classroom: The need for parallel planning. International Journal of Education Development 25: 637–651.

https://eprints.whiterose.ac.uk/4926/

White, R. (1998) What is quality in English language teacher education? ELT Journal 52 (22) pp 133-139

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

List of Appendices

Documents

Appendix 1

Cabinet decree of 19 Jan 2022 *Decision on Additional Measures To Improve The Study Of Foreign Languages*

Appendix 2

Teacher standards on Ministry of Labour website 2013

Appendix 3

Presidential school standards

Appendix 4

7 teacher competencies on Avloniy platform

Appendix 5

Avloniy INSETT syllabus

Appendix 6

17 creditworthy CPD options forwarded by Avloniy 2022

Appendix 7

Sample ELT teacher education course and training materials from Tashkent Regional Training and Retraining Institute

Appendix 8

Statistics on PRESETT graduates entering the teaching profession in state schools.

www.britishcouncil.org

Appendix 9

CPD literature for teacher educators

Surveys

Appendix 10

Head Teacher Survey analysis

Appendix 11

Teacher Survey analysis

www.britishcouncil.org

Online and in-country interviews and meetings

Appendix 12
First online meeting with Avloniy

Appendix 13
Second online meeting with Avloniy

Appendix 14
First in-country meeting with Champions Panel

Appendix 15
First in-country meeting with teachers

Appendix 16
Second in-country meeting with teachers

Appendix 17
Online meeting with UWL and Nizami

Appendix 18
In-country meeting with Akfa private university

Appendix 19
In-country meeting with Nizami

Appendix 20
In-country meeting with Tashkent City Training and Retraining Institute

Appendix 21
Online meeting with RELO

www.britishcouncil.org

Appendix 22

In-country meeting at Avloniy of ERSG

Appendix 23

In-country meeting with MPSE representative

Appendices

Documents

Appendix 1

Cabinet decree of 19 Jan 2022 Decision on Additional Measures To Improve The Study Of Foreign Languages

O'ZBEKISTON RESPUBLIKASI VAZIRLAR MAHKAMASINING

QARORI

XORIJIY TILLARNI O'RGANISHNI TAKOMILLASHTIRISH BO'YICHA QO'SHIMCHA CHORA-TADBIRLAR TO'G'RISIDA

Mamlakatimizda xorijiy tillarni o'rgatishni ommalashtirishni yangi bosqichga olib chiqish va sohani rivojlantirish uchun tizimli ishlarni tashkil etish, ulg'ayib kelayotgan yosh avlodni har tomonlama barkamol qilib tarbiyalash, buning uchun barcha shart-sharoitlarni yaratish maqsadida Vazirlar Mahkamasi qaror qiladi:

1. O'zbekiston Respublikasi Moliya vazirligi, Xalq ta'limi vazirligi va Vazirlar Mahkamasi huzuridagi Xorijiy tillarni o'rganishni ommalashtirish agentligining (keyingi o'rinlarda — Agentlik) "2022-yil uchun O'zbekiston Respublikasining Davlat budjeti to'g'risida" O'zbekiston Respublikasining Qonuni bilan Xalq ta'limi vazirligiga Xalq ta'limi sohasidagi islohotlarga ko'maklashish jamg'armasi uchun ajratiladigan mablag'lar hisobidan Agentlikning budjetdan tashqari jamg'armasiga (keyingi o'rinlarda — Jamg'arma) bir martalik 15,0 mlrd so'm miqdoridagi moliyaviy ko'mak mablag'larini ajratish to'g'risidagi taklifiga rozilik berilsin.

Moliya vazirligi 2023-yildan boshlab har yili Agentlikning asoslangan hisob-kitoblariga muvofiq Davlat budjeti parametrlarida Jamg'arma mablag'larini shakllantirish uchun zarur mablag'larni nazarda tutsin.

2. Belgilansinki, Jamg'armaga Davlat budjetidan ajratilgan mablag'lar quyidagi maqsadlarda foydalaniladi:

dunyo bo'yicha samarali natija bergan o'qitish metodikalari, dastur va darsliklarni maktabgacha ta'lim tashkilotlari, umumta'lim maktablari, akademik litseylar, oliy ta'lim muassasalari va o'quv markazlarida joriy etish;

xorijiy davlatlarda chop etiladigan zamonaviy o'quv va ilmiy adabiyotlar, darsliklar hamda o'quv qo'llanmalarni, xalqaro testlar va ularni joriy qilish uchun tegishli ruxsatnoma va litsenziyalar, xorijiy tillarni o'rgatishga qaratilgan kontentlarni mualliflik huquqlarini xarid qilish;

xorijiy tillarni o'rganishni ommalashtirish faoliyatiga axborot-kommunikatsiya texnologiyalarini, dasturiy ta'minot loyihalarini ishlab chiqish va joriy etish;

xorijiy tillarni puxta o'zlashtirish, tilning asosiy ko'nikmalarini shakllantirish uchun videorolik, o'yin, ko'ngilochar ko'rsatuv, filmlar va boshqa o'rgatuvchi kontent yaratish;

fuqarolik-huquqiy shartnomalar asosida yuqori malakali mutaxassislarni, shu jumladan mahalliy va xorijiy ekspertlarni jalb etish;

Agentlik balansidagi bino va inshootlarni saqlash, ulardan foydalanish, qurish va ta'mirlash, zarur anjomlar, shu jumladan mebel, aloqa, kompyuterlar va boshqa vositalar bilan ta'minlash bo'yicha xarajatlarni moliyalashtirish;

Agentlik xodimlarini moddiy va ijtimoiy qo'llab-quvvatlash, O'zbekiston Respublikasi Prezidenti va Vazirlar Mahkamasining hujjatlari hamda topshiriqlarida belgilangan vazifalarni amalga oshirish bilan bog'liq boshqa xarajatlar.

3. Vazirlar Mahkamasining "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi 312-son qaroriga muvofiq Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimliklari tomonidan har yili tuman (shahar)dagi maktablarni xorijiy tillarni o'qitish uchun zarur bo'lgan adabiyotlar, asbob-uskunalar, zamonaviy axborot texnologiyalari bilan ta'minlash uchun mahalliy budjetlardan 1 mlrd so'mdan kam bo'lmagan miqdorda ajratiladigan mablag'larning hisobi hududiy xalq ta'limi boshqarmalarining G'aznachilikdagi alohida ochilgan maxsus hisobvaraqlarida yuritilishi hamda ushbu mablag'lar Agentlik bilan kelishilgan manzilli dasturlar asosida sarflanishi belgilab qo'yilsin.

Bunda Qoraqalpog'iston Respublikasi Vazirlar Kengashi Raisi, viloyatlar va Toshkent shahar hokimlari ushbu mablag'larni:

2021-yil yakunlari bo'yicha Qoraqalpog'iston Respublikasi respublika budjeti, Toshkent shahar va viloyatlar mahalliy budjetlarida shakllangan erkin qoldiq mablag'lari hisobidan joriy yilning 15-fevraliga qadar;

2022-yil uchun joriy yil mahalliy budjet parametrlari hamda yil davomida shakllanadigan qo'shimcha manbalar hisobidan joriy yilning 15-iyuliga qadar ajratish choralarini ko'rsin.

4. Agentlik Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi, Maktabgacha ta'lim vazirligi, Xalq ta'limi vazirligi, Oliy va o'rta maxsus ta'lim vazirligi bilan birgalikda:

ikki oy muddatda uzluksiz ta'lim tizimida chet tilini o'qitishning o'quv-metodik majmualarini o'quvchilarning asosiy til ko'nikmalarini (tinglab tushunish, o'qish, yozish va gapirish) shakllantirish nuqtai nazaridan to'liq qayta ko'rib chiqsin;

malakali mutaxassislarni jalb etgan holda 2022-yil 1-martdan boshlab chet tili fani o'qituvchilarining tinglab tushunish, o'qish, yozish hamda gapirish kompetensiyalarini rivojlantirishga hamda sertifikatga ega bo'lishlariga yo'naltirilgan o'quv kurslarini tashkil etsin.

5. O'zbekiston Respublikasi Xalq ta'limi vazirligi:

2022/2023 o'quv yilidan boshlab umumiy o'rta ta'lim tashkilotlari uchun zamonaviy til o'rgatish metodikalari asosida ishlab chiqilgan chet tili darsliklarini to'liq chop etish va ta'lim tashkilotlariga yetkazish choralarini ko'rsin;

yangi darsliklardan foydalanish metodikalari bo'yicha o'qituvchilar va metodistlar uchun malaka oshirish kurslarini tashkil etsin.

6. Agentlik hamda O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2022/2023 o'quv yili qabulidan boshlab xorijiy tillar bo'yicha mutaxassislarni tayyorlashga ixtisoslashgan O'zbekiston davlat jahon tillari universiteti, Samarqand davlat chet tillar instituti, Toshkent davlat sharqshunoslik universitetining (fanlar majmuasiga chet tili birinchi fan sifatida kiritilgan) bakalavriat ta'lim yo'nalishlariga hamda Toshkent davlat pedagogika universiteti, Qo'qon davlat pedagogika va Nukus davlat pedagogika institutlarining xorijiy tillar bo'yicha pedagoglarni tayyorlovchi bakalavriat ta'lim yo'nalishlariga kirish imtihonlarida fanlar majmuasidagi chet tili fanidan tinglab tushunish, o'qish, yozish hamda gapirish kompetensiyalarini aniqlash va baholashga qaratilgan kasbiy (ijodiy) imtihon o'tkazish to'g'risidagi taklifi ma'qullansin.

Bunda ushbu bandning birinchi xatboshisida ko'rsatilgan oliy ta'lim muassasalariga:

Vazirlar Mahkamasining "Oliy ta'lim muassasalariga o'qishga qabul qilishda milliy hamda xalqaro baholash tizimlari sertifikatlarini tatbiq qilish chora-tadbirlari to'g'risida" 2019-yil 13-maydagi 395-son qarori bilan belgilangan Davlat test markazi tomonidan beriladigan chet tilini bilish darajasi to'g'risidagi sertifikat (keyingi o'rinlarda — milliy sertifikat) yoki xalqaro tan olingan sertifikatning tegishli darajalariga ega bo'lgan abituriyentlarga o'qishga kirish sinovlarida berilgan imtiyozlar saqlab qolinadi;

chet tili fanidan kasbiy (ijodiy) kirish imtihonlari Vazirlar Mahkamasi huzuridagi Davlat test markazi tomonidan amalga oshiriladi.

7. Oliy va o'rta maxsus ta'lim vazirligi Vazirlar Mahkamasi huzuridagi Davlat test markazi bilan birgalikda ikki oy muddatda 2024/2025 o'quv yilidan boshlab bosqichma-bosqich oliy ta'lim muassasalariga kirish imtihonlari uchun belgilangan majburiy fanlar majmuasiga chet tili fanini kiritish yuzasidan asoslangan taklif kiritsin.

Oldingi tahrirga qarang.

8. Belgilansinki, 2023-yil 1-yanvardan boshlab maktabgacha, umumiy o'rta, o'rta maxsus va professional, shuningdek, maktabdan tashqari ta'lim tashkilotlari chet (ingliz, fransuz, nemis, ispan, italyan, arab, xitoy, yapon, koreys, turk, fors, pushtu, dari, urdu hind) tili fani o'qituvchilarining attestatsiyasi jarayonida o'quv fani bo'yicha malaka sinovlari Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi tomonidan tinglab tushunish, o'qish, yozish hamda gapirish ko'nikmalarini baholashni nazarda tutuvchi kasbiy sinov shaklida o'tkaziladi.

(8-band O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-oktabrdagi 612-sonli qarori tahririda — Qonunchilik ma'lumotlari milliy bazasi, 20.10.2022-y., 09/22/612/0949-son)

9. Agentlik, Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasining 2022-yil 1-fevraldan 2024-yil 1-yanvarga qadar Toshkent va Samarqand shaharlarida faoliyat yuritadigan nodavlat ta'lim tashkilotlari:

ta'lim jarayonida foydalaniladigan bino va inshootlar ijara to'lovi xarajatlarining 50 foizigacha, biroq davlat ko'chmas mulk obyektlaridan foydalanganlik uchun ijara to'lovining

qonunchilik hujjatlarida belgilangan minimal stavkasining 50 foizi miqdoridan ko'p bo'lmagan miqdorda Davlat budjeti mablag'lari hisobidan qoplab berish tartibini joriy etish;

vazirlik va idoralar tizimidagi kollej va texnikumlarning bino va inshootlarida faoliyatini amalga oshirganida ijara to'lovidan ozod etish (saqlash va kommunal to'lovlar bo'yicha xarajatlar bundan mustasno) to'g'risidagi taklifiga rozilik berilsin.

10. 2022-yil 1-mayga qadar:

Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi xalqaro tan olingan baholash tashkilotlari bilan hamkorlikda pedagog kadrning malaka toifasini olish bo'yicha chet tili fani o'qituvchilarining malaka sinovlarida tinglab tushunish, o'qish, yozish hamda gapirish kompetensiyalarini baholash tizimini ishlab chiqsin;

Agentlik Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi bilan birgalikda xorijiy tillarni bilish va xorijiy til o'qituvchilarining malaka va ko'nikmalarini baholovchi milliy va xalqaro tan olingan sertifikatlarning Yagona elektron bazasini ishlab chiqsin va amaliyotga joriy etsin.

11. Agentlik, Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi hamda Xalq ta'limi vazirligining S1 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro tan olingan sertifikatga ega rus tili fani o'qituvchilariga sertifikat olingan kundan boshlab ikki yil davomida qonunchilik hujjatlarida belgilangan tartibda ustama to'lash tartibini 2022-yil 1-fevraldan boshlab joriy etish to'g'risidagi taklifiga rozilik berilsin.

12. Agentlik tuzilmasida umumiy shtat birliklari doirasida 3 ta shtat birligidan iborat Xorijiy tillarni bilish darajasi to'g'risidagi sertifikatlar yagona bazasini yuritish bo'limi tashkil etilsin.

Agentlik direktoriga boshqaruv xodimlarining belgilangan umumiy soni va mehnatga haq to'lash fondi doirasida Agentlikning markaziy apparati tuzilmasiga o'zgartirishlar kiritish huquqi berilsin.

13. Agentlik Jamg'arma mablag'laridan maqsadli va samarali foydalanilishini ta'minlasin hamda har chorak yakuni bilan mazkur qaror ijrosi bo'yicha Vazirlar Mahkamasiga axborot kiritib borsin.

14. Mazkur qarorning bajarilishini nazorat qilish Vazirlar Mahkamasi huzuridagi Xorijiy tillarni o'rganishni ommalashtirish agentligi direktori v.b. S.O. Obidov zimmasiga hamda Vazirlar Mahkamasining Ta'lim va sog'liqni saqlash masalalari kotibiyatiga yuklansin.

O'zbekiston Respublikasining Bosh vaziri A. ARIPOV

Toshkent sh.,

2022-yil 19-yanvar,

34-son

<div align="center">

ПРОФЕССИОНАЛЬНЫЙ СТАНДАРТ

**Педагог (педагогическая деятельность в дошкольном, общем
среднем, среднем специальном, профессиональном образовании)**
</div>

(воспитатель, учитель)

<div align="center">

_____

(наименование профессионального стандарта)
</div>

<div align="center">Регистрационный
номер МЗиТО</div>

<div align="center">Реквизиты утверждающей организации</div>

<div align="center">

Раздел I. Общие сведения
</div>

Педагогическая деятельность	Р.005
(наименование вида профессиональной деятельности	Код по
дескриптору

Основная цель вида профессиональной деятельности:

| Оказание образовательных услуг по основным общеобразовательным программам образовательными организациями (организациями, осуществляющими обучение) |

Группа занятий по НСКЗ:

2320 2330	Специалисты-профессионалы в области образования	3320	Воспитатели в летских дошкольных учреждениях
3310	Преподаватели по начальному образованию		
(код по НСКЗ)	(наименование группы)	(код по НСКЗ)	(наименование группы)

Виды экономической деятельности:

85.10, 85.31	Услуги в области дошкольного и общего среднего образования
85.32	Услуги в области среднего специального, профессионального образования
(Код ОКЭД)	(наименование вида экономической деятельности)

Описание трудовых функций, входящих в профессиональный стандарт

(функциональная карта вида профессиональной деятельности)

Обобщенные трудовые функции			Трудовые функции		
Код	Наименование	Уровень квалификации	Наименование	Код	Уровень (подуровень квалификации)
A	Педагогическая деятельность по проектированию и реализации образовательного процесса в образовательных организациях дошкольного, общего среднего, среднего специального, профессионального образования	5	Общепедагогическая функция. Обучение	A/01.5	5
			Воспитательная деятельность	A/02.5	5
			Развивающая деятельность	A/03.5	5

				В/01.6	6
В	Педагогическая деятельность по проектированию и реализации основных общеобразовательных программ	6	Педагогическая деятельность по реализации программ дошкольного образования		
			Педагогическая деятельность по реализации программ общего среднего образования	В/02.6	6
			Педагогическая деятельность по реализации программ среднего специального, профессионального образования	В/03.6	6

III. Характеристика обобщенных трудовых функций

3.1. Обобщенная трудовая функция

Наименование	Педагогическая деятельность по проектированию и реализации образовательного процесса в образовательных организациях дошкольного, общего среднего, среднего специального, профессионального образования	Код	А	Уровень квалификации	5

Возможные наименования должностей, профессий	Учитель Воспитатель

Требования к образованию и обучению	Техникум. Высшее образование – первая ступень (бакалавриат). Высшее образование, полученное до 2001 года. Ведомственные программы повышения квалификации.
Требования к опыту практической работы	-
Особые условия допуска к работе	К педагогической деятельности не допускаются лица: лишенные права заниматься педагогической деятельностью в соответствии с вступившим в законную силу приговором суда; имеющие или имевшие судимость за преступления, состав и виды которых установлены законодательством Республики Узбекистан; признанные недееспособными

	в установленном законом порядке; имеющие заболевания, предусмотренные установленным перечнем
Другие характеристики	-

3.1.1. Трудовая функция

Наименование	Общепедагогическая функция. Обучение	**Код**	А/01.5	**Уровень квалификации**	5

Трудовые действия	Разработка и реализация программ учебных дисциплин в рамках основной общеобразовательной программы
	Осуществление профессиональной деятельности в соответствии с требованиями государственных образовательных стандартов дошкольного, общего среднего, среднего специального, профессионального образования
	Участие в разработке и реализации программы развития образовательной организации в целях создания безопасной и комфортной образовательной среды
	Планирование и проведение учебных занятий
	Систематический анализ эффективности учебных занятий и подходов к обучению
	Организация, осуществление контроля и оценки учебных достижений, текущих и итоговых результатов освоения основной образовательной программы обучающимися
	Формирование универсальных учебных действий
	Формирование навыков, связанных с информационно-коммуникационными технологиями (далее– ИКТ)
	Формирование мотивации к обучению
	Объективная оценка знаний обучающихся на основе тестирования и других методов контроля в соответствии с реальными учебными возможностями детей
Необходимые умения	Владеть ИКТ- компетентностями: общепользовательская ИКТ-компетентность; общепедагогическая ИКТ-компетентность;
	предметно-педагогическая ИКТ-компетентность (отражающая профессиональную ИКТ-компетентность соответствующей области человеческой деятельности)
	Организовывать различные виды внеурочной деятельности: игровую, учебно-исследовательскую, художественно-продуктивную,

95

	культурно- досуговую с учетом возможностей образовательной организации, места жительства и историко-культурного своеобразия региона
Необходимые знания	Преподаваемый предмет в пределах требований государственных образовательных стандартов и основной общеобразовательной программы, его истории и места в мировой культуре и науке
	История, теория, закономерности и принципы построения и функционирования образовательных систем, роль и место образования в жизни личности и общества
	Основные закономерности возрастного развития, стадии и кризисы развития, социализация личности, индикаторы индивидуальных особенностей траекторий жизни, их возможные девиации, а также основы их психодиагностики
	Основы дидактики, поликультурного образования, закономерностей поведения в социальных сетях
	Пути достижения образовательных результатов и способы оценки результатов обучения
	Основы методики преподавания, основные принципы деятельностного подхода, виды и приемы современных педагогических технологий
	Рабочая программа и методика обучения по данному предмету
	Приоритетные направления развития образовательной системы Республики Узбекистан, законов и иных нормативных правовых актов, регламентирующих образовательную деятельность в Республике Узбекистан, нормативных документов по вопросам обучения и воспитания детей и молодежи, государственных образовательных стандартов дошкольного, общего среднего, среднего специального, профессионального образования
	Нормативные документы по вопросам обучения и воспитания детей и молодежи
	Конвенция о правах ребенка
	Трудовое законодательство
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

3.1.2. Трудовая функция

Наименование	Воспитательная деятельность	**Код**	А/02.5	**Уровень квалификации**	5

Трудовые действия	Регулирование поведения обучающихся для обеспечения безопасной образовательной среды
	Реализация современных, в том числе интерактивных, форм и методов воспитательной работы, используя их как на занятии,

	так и во внеурочной деятельности
	Постановка воспитательных целей, способствующих развитию обучающихся, независимо от их способностей и характера
	Определение и принятие четких правил поведения обучающимися в соответствии с уставом образовательной организации и правилами внутреннего распорядка образовательной организации
	Проектирование и реализация воспитательных программ
	Реализация воспитательных возможностей различных видов деятельности ребенка (учебной, игровой, трудовой, спортивной, художественной и т.д.)
	Проектирование ситуаций и событий, развивающих эмоционально-ценностную сферу ребенка (культуру переживаний и ценностные ориентации ребенка)
	Помощь и поддержка в организации деятельности ученических органов самоуправления
	Создание, поддержание уклада, атмосферы и традиций жизни образовательной организации
	Развитие у обучающихся познавательной активности, самостоятельности, инициативы, творческих способностей, формирование гражданской позиции, способности к труду и жизни в условиях современного мира, формирование у обучающихся культуры здорового и безопасного образа жизни
	Формирование толерантности и навыков поведения в изменяющейся поликультурной среде
	Использование конструктивных воспитательных усилий родителей (законных представителей) обучающихся, помощь семье в решении вопросов воспитания ребенка
Необходимые умения	Строить воспитательную деятельность с учетом культурных различий детей, половозрастных и индивидуальных особенностей
	Общаться с детьми, признавать их достоинство, понимая и принимая их
	Создавать в учебных группах (классе, кружке, и т.п.) общности обучающихся
	Управлять учебными группами с целью вовлечения обучающихся в процессе обучения и воспитания, мотивируя их учебно-познавательную деятельность
	Анализировать реальное состояние дел в учебной группе, поддерживать в детском коллективе деловую, дружелюбную атмосферу
	Защищать достоинство и интересы обучающихся, помогать детям, оказавшимся в конфликтной ситуации и/или неблагоприятных условиях
	Находить ценностный аспект учебного знания и информации, обеспечивать его понимание и переживание обучающимися

	Владеть методами организации экскурсий, походов и экспедиций
Необходимые знания	Сотрудничать с другими педагогическими работниками и другими специалистами в решении воспитательных задач
	Основы законодательства о правах ребенка, законы в сфере образования и государственные образовательные стандарты общего образования
	История, теория, закономерности и принципы построения и функционирования образовательных (педагогических) систем, роль и место образования в жизни личности и общества
	Основы дидактики, поликультурного образования, закономерностей поведения в социальных сетях
	Основные закономерности возрастного развития, стадии и кризисы развития и социализации и личности, индикаторы и индивидуальные особенности траекторий жизни и их возможные девиации, приемы их диагностики
	Научное представление о результатах образования, путях их достижения и способах оценки
	Основы методики воспитательной работы, основные принципы деятельностного подхода, виды и приемы современных педагогических технологий
	Нормативные правовые, руководящие и инструктивные документы, регулирующие организацию и проведение мероприятий за пределами территории образовательной организации (экскурсий, походов и экспедиций)
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

3.1.3.Трудовая функция

Наименование	Развивающая деятельность	**Код**	A/03.5	**Уровень квалификации**	5

Трудовые действия	Выявление в ходе наблюдения поведенческих и личностных проблем обучающихся, связанных с особенностями их развития
	Оценка параметров и проектирование психологически безопасной и комфортной образовательной среды
	Применение инструментария и методов диагностики и оценки показателей уровня и динамики развития ребенка
	Освоение и применение психолого-педагогических технологий (в том числе инклюзивных), необходимых для адресной работы

	с различными контингентами учащихся: одаренные дети, социально уязвимые дети, дети, попавшие в трудные жизненные ситуации, дети-мигранты, дети-сироты, дети с особыми образовательными потребностями, дети с ограниченными возможностями здоровья, дети с девиациями поведения, дети с зависимостью
	Оказание адресной помощи обучающимся
	Взаимодействие с другими специалистами в рамках психолого-медико-педагогического консилиума
	Разработка (совместно с другими специалистами) и реализация совместно с родителями (законными представителями) программ индивидуального развития ребенка
	Освоение и адекватное применение специальных технологий и методов, позволяющих проводить коррекционно-развивающую работу
	Развитие у обучающихся познавательной активности, самостоятельности, инициативы, творческих способностей, формирование гражданской позиции, способности к труду и жизни в условиях современного мира, формирование у обучающихся культуры здорового и безопасного образа жизни
	Формирование и реализация программ развития универсальных учебных действий, образцов и ценностей социального поведения, навыков поведения в мире виртуальной реальности и социальных сетях, формирование толерантности и позитивных образцов поликультурного общения
	Формирование системы регуляции поведения и деятельности обучающихся
Необходимые умения	Владеть профессиональной установкой на оказание помощи любому ребенку вне зависимости от его реальных учебных возможностей, особенностей в поведении, состояния психического и физического здоровья
	Использовать в практике своей работы психологические подходы: культурно-исторический, деятельностный и развивающий
	Осуществлять (совместно с психологом и другими специалистами) психолого-педагогическое сопровождение основных общеобразовательных программ
	Понимать документацию специалистов (психологов, дефектологов, логопедов)
	Составлять (совместно с психологом и другими специалистами) психолого-педагогическую характеристику (портрет) личности обучающегося
	Разрабатывать и реализовывать индивидуальные образовательные маршруты, индивидуальные программы развития и индивидуально-ориентированные образовательные программы с учетом личностных и возрастных особенностей обучающихся
	Владеть стандартизированными методами психодиагностики личностных характеристик и возрастных особенностей обучающихся
	Оценивать образовательные результаты: формируемые в преподаваемом предмете предметные и метапредметные компетенции, а также осуществлять (совместно с психологом) мониторинг личностных характеристик
	Формировать детско-взрослые сообщества

99

Необходимые знания	Педагогические закономерности организации образовательного процесса
	Законы развития личности и проявления личностных свойств, психологические законы периодизации и кризисов развития
	Теория и технологии учета возрастных особенностей обучающихся
	Закономерности формирования детско-взрослых сообществ, их социально-психологических особенности и закономерности развития детских и подростковых сообществ
	Основные закономерности семейных отношений, позволяющие эффективно работать с родительской общественностью
	Основы психодиагностики, основные признаки отклонений в развитии детей
	Социально-психологические особенности и закономерности развития детско-взрослых сообществ
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

3.2. Обобщенная трудовая функция

Наименование	Педагогическая деятельность по проектированию и реализации основных общеобразовательных программ	Код	В	Уровень квалификации	6

Возможные наименования должностей, профессий	Учитель
	Воспитатель

Требования к образованию и обучению	Высшее образование, полученное до 2001 года.,
	Первая ступень высшего образования (бакалавриат)
	Магистратура на основе бакалавриата.
	Специальность – завершенная программа высшего образования по направлениям высшего образования не имеющим разделение на ступени.
	Послевузовское образование, полученное в высших образовательных и научно-исследовательских учреждениях (базовая докторантура, докторантура, самостоятельное соискательство).
Требования к опыту практической работы	-

Особые условия допуска к работе	К педагогической деятельности не допускаются лица: лишенные права заниматься педагогической деятельностью в соответствии с вступившим в законную силу приговором суда; имеющие или имевшие судимость за преступления, состав и виды которых установлены законодательством Республики Узбекистан; признанные недееспособными в установленном законом порядке; имеющие заболевания, предусмотренные установленным перечнем
Другие характеристики	-

3.2.1. Трудовая функция

Наименование	Педагогическая деятельность по реализации программ дошкольного образования	Код	B/01.6	Уровень квалификации	6

Трудовые действия	Участие в разработке основной общеобразовательной программы образовательной организации в соответствии с государственным образовательным стандартом дошкольного образования
	Участие в создании безопасной и психологически комфортной образовательной среды образовательной организации через обеспечение безопасности жизни детей, поддержание эмоционального благополучия ребенка в период пребывания в образовательной организации
	Планирование и реализация образовательной работы в группе детей раннего и/или дошкольного возраста в соответствии с федеральными государственными образовательными стандартами и основными образовательными программами
	Организация и проведение педагогического мониторинга освоения детьми образовательной программы и анализ образовательной работы в группе детей раннего и/или дошкольного возраста
	Участие в планировании и корректировке образовательных задач (совместно с психологом и другими специалистами) по результатам мониторинга с учетом индивидуальных особенностей развития каждого ребенка раннего и/или дошкольного возраста
	Реализация педагогических рекомендаций специалистов (психолога, логопеда, дефектолога) в работе с детьми, испытывающими трудности в освоении программы, а также с детьми с особыми образовательными потребностями
	Развитие профессионально значимых компетенций, необходимых для решения образовательных задач развития детей раннего и дошкольного возраста с учетом особенностей возрастных и индивидуальных особенностей их развития
	Формирование психологической готовности к школьному обучению

	Создание позитивного психологического климата в группе и условий для доброжелательных отношений между детьми, в том числе принадлежащими к разным национально-культурным, религиозным общностям и социальным слоям, а также с различными (в том числе ограниченными) возможностями здоровья
	Организация видов деятельности, осуществляемых в раннем и дошкольном возрасте: предметной, познавательно- исследовательской, игры, конструирования, создания широких возможностей для развития свободной игры детей, в том числе обеспечение игрового времени

и пространства |
	Организация конструктивного взаимодействия детей в разных видах деятельности, создание условий для свободного выбора детьми деятельности, участников совместной деятельности, материалов
	Активное использование недирективной помощи и поддержка детской инициативы и самостоятельности в разных видах деятельности
	Организация образовательного процесса на основе непосредственного общения с каждым ребенком с учетом его особых образовательных потребностей
Необходимые умения	Организовывать виды деятельности, осуществляемые в раннем и дошкольном возрасте: предметная, познавательно- исследовательская, конструирование, создания широких возможностей для развития свободной игры детей, в том числе обеспечения игрового времени

и пространства |
| | Применять методы физического, познавательного и личностного развития детей раннего и дошкольного возраста в соответствии

с образовательной програмМОЙ Организации |
| | Использовать методы и средства   анализа психолого-педагогического мониторинга, позволяющие оценить результаты освоения детьми образовательных программ, степень сформированности у них качеств, необходимых для дальнейшего обучения и развития на следующих уровнях обучения |
| | Владеть всеми видами развивающих деятельностей дошкольника (игровой, продуктивной, познавательно-исследовательской) |
| | Выстраивать партнерское взаимодействие с родителями (законными представителями)   детей раннего и дошкольного возраста

для решения образовательных задач, использовать методы и средства для их психолого-педагогического просвещения |
| | Владеть ИКТ- компетентностями, необходимыми и достаточными для планирования, реализации и оценки образовательной работы с детьми раннего и дошкольного возраста |
| Необходимые знания | Специфика дошкольного образования и особенностей организации работы с детьми раннего и дошкольного возраста |
| | Основные психологические подходы: культурно-исторический, деятельностный и личностный; основы дошкольной педагогики,

включая классические системы дошкольного воспитания |

	Общие закономерности развития ребенка в раннем и дошкольном возрасте
	Особенности становления и развития детских деятельностей в раннем и дошкольном возрасте
	Основы теории физического, познавательного и личностного развития детей раннего и дошкольного возраста
	Современные тенденции развития дошкольного образования
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

3.2.2. Трудовая функция

Наименование	Педагогическая деятельность по реализации программ общего среднего образования	**Код**	В/02.6	**Уровень квалификации**	6

	Проектирование образовательного процесса на основе Государственного образовательного стандарта общего среднего образования с учетом особенностей социальной ситуации развития учащихся
	Формирование у детей социальной позиции обучающихся на всем протяжении обучения в школе
	Формирование метапредметных компетенций, умения учиться и универсальных учебных действий до уровня, необходимого для освоения образовательных программ среднего специального, профессионального и высшего образования
Трудовые действия	Объективная оценка успехов и возможностей обучающихся с учетом неравномерности индивидуального психического развития детей, а также своеобразия динамики развития учебной деятельности мальчиков и девочек
	Организация учебного процесса с учетом своеобразия социальной ситуации развития учащихся
	Корректировка учебной деятельности исходя из данных мониторинга образовательных результатов с учетом неравномерности индивидуального психического развития детей младшего, среднего и старшего школьного возраста
	Реагировать на непосредственные по форме обращения детей к учителю и распознавать за ними серьезные личные проблемы
Необходимые умения	Ставить различные виды учебных задач (учебно-познавательных, учебно-практических, учебно-игровых) и организовывать их решение (в индивидуальной или групповой форме) в соответствии с уровнем познавательного и личностного развития учащихся младшего, среднего и старшего возраста, сохраняя при этом баланс предметной и метапредметной составляющей их содержания
	Во взаимодействии с родителями (законными представителями), другими педагогическими работниками и психологами проектировать и корректировать индивидуальную образовательную траекторию обучающегося в соответствии с задачами достижения всех видов образовательных результатов (предметных, метапредметных и личностных), выходящими за рамки программы общего среднего

	образования
Необходимые знания	Основные и актуальные для современной системы образования теории обучения, воспитания и развития детей младшего, среднего и старшего школьного возрастов
	Государственные образовательные стандарты и содержание основных образовательных программ
	Дидактические основы, используемые в учебно-воспитательном процессе образовательных технологий
	Особенности региональных условий, в которых реализуется используемая основная образовательная программа общего среднего образования
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

3.2.3. Трудовая функция

Наименование	Педагогическая деятельность по реализации программ среднего специального, профессионального образования	**Код**	B/03.6	**Уровень квалификации**	6

	Формирование общекультурных компетенций и понимания места предмета в общей картине мира
	Определение на основе анализа учебной деятельности обучающегося оптимальных (в том или ином предметном образовательном контексте) способов его обучения и развития
	Определение совместно с обучающимся, его родителями (законными представителями), другими участниками образовательного процесса (педагог-психолог, учитель- дефектолог, методист) зоны его ближайшего развития, разработка и реализация (при необходимости) индивидуального образовательного маршрута и индивидуальной программы развития обучающихся
Трудовые действия	Планирование специализированного образовательного процесса для группы и/или отдельных контингентов обучающихся с выдающимися способностями и/или особыми образовательными потребностями нас основе имеющихся типовых программ и собственных разработок с учетом специфики состава обучающихся, уточнение и модификация планирования
	Применение специальных языковых программ, программ повышения языковой культуры, и развития навыков поликультурного общения
	Совместное с учащимися использование иноязычных источников информации, инструментов перевода, произношения
	Организация олимпиад, конференций, турниров математических, лингвистических и т.п. игр

Необходимые умения	Применять современные образовательные технологии, включая информационные, а также цифровые образовательные ресурсы
	Проводить учебные занятия, опираясь на достижения в области педагогической и психологической наук, возрастной физиологии и гигиены
	Планировать и осуществлять учебный процесс в соответствии с основной общеобразовательной программой
	Разрабатывать рабочую программу по предмету, курсу на основе примерных основных образовательных программ и обеспечивать ее выполнение
	Организовывать самостоятельную деятельность обучающихся, в том числе исследовательскую
	Осуществлять связь обучения по предмету (курсу, программе) с практикой
	Осуществлять контрольно-оценочную деятельность в образовательном процессе
	Использовать современные способы оценивания в условиях информационно-коммуникационных технологий (ведение электронных форм документации, в том числе электронного журнала и электронных дневников обучающихся)
	Использовать разнообразные формы, приемы, методы и средства обучения, в том числе по индивидуальным учебным планам в рамках государственных образовательных стандартов среднего специального, профессионального образования
	Владеть основами работы с текстовыми редакторами, электронными таблицами, электронной почтой и браузерами, мультимедийным оборудованием
	Владеть методами убеждения, аргументации своей позиции
	Устанавливать контакт с обучающимися разных возрастов и их родителями (законными представителями), другими педагогическими работниками
	Владеть технологиями диагностики причин конфликтных ситуаций, их профилактики и разрешения
Необходимые знания	Основы преподаваемых дисциплин в объеме, необходимом для решения педагогических, научно-методических и организационно-управленческих задач (педагогика, психология, возрастная физиология и гигиена; методика преподавания предмета)
	Программы и учебники по преподаваемому предмету
	Теория и методы управления образовательными системами, методика учебной и воспитательной работы, требования к оснащению и оборудованию учебных кабинетов и подсобных помещений к ним, средства обучения и их дидактические возможности
	Современные педагогические технологии реализации компетентностного подхода с учетом возрастных и индивидуальных особенностей обучающихся
	Методы и технологии поликультурного, дифференцированного и развивающего обучения
	Правила внутреннего распорядка

	Правила по охране труда и требования к безопасности образовательной среды
Другие характеристики	Соблюдение правовых, нравственных и этических норм, требований профессиональной этики

IV. Сведения об организациях-разработчиках профессионального стандарта

4.1. Ответственная организация-разработчик

Министерство занятости и трудовых отношений Республики Узбекистан

_____

   (наименование организации)

Заместитель министра Умурзаков Баходир Хамидович

_____ _____

   (должность и Ф.И.О. руководителя) (подпись)

4.2. Наименования организаций-разработчиков

1	**Министерство занятости и трудовых отношений Республики Узбекистан**
2	

4.3. Решение Совета по профессиональным квалификациям

(наименование Совета)

№	Содержание решения

107

www.britishcouncil.org

Appendix 3

Presidential school standards

<div align="center">

Prezident ta'lim muassasalari agentligi
direktorining 2022-yil ____-oktabrdagi
____-son buyrug'iga
1-ILOVA

</div>

<div align="center">

**Prezident ta'lim muassasalari agentligi tizimidagi
maktablar o'qituvchilariga qo'yiladigan
KASBIY TALABLAR**

</div>

<div align="center">

1-bob. Umumiy qoidalar

</div>

1. Mazkur kasbiy talablar o'quvchilarning sifatli ta'lim olishlarini ta'minlash maqsadida o'qituvchida kasbiy kompetensiyalar shakllanishi uchun zarur bilim, ko'nikma va malakalar majmuini, samarali pedagogik faoliyatning asosiy ko'rsatkichlarini belgilab beradi.

2. Ushbu kasbiy talablar O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining "Prezident ta'lim muassasalari agentligi tizimidagi ixtisoslashtirilgan maktablar tarmog'ini kengaytirish to'g'risida" 2022-yil 14-apreldagi PF-106-son farmoni, "Prezident, ijod va ixtisoslashtirilgan maktablar faoliyatini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" 2021-yil 19-iyuldagi PQ-5188-son qarori, Vazirlar Mahkamasining "Prezident maktablari to'g'risida nizomni tasdiqlash haqida" 2019-yil 25-iyundagi 526-son, "Ijod maktablari va ixtisoslashtirilgan maktablar faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida" 2020-yil 11-martdagi 141-son, "Prezident ta'lim muassasalari agentligi tizimidagi ixtisoslashtirilgan maktab-internatlar va ixtisoslashtirilgan maktablar to'g'risidagi nizomni tasdiqlash haqida" 2022-yil 5-maydagi 233-son qarorlari, "Umumiy o'rta ta'lim maktab o'qituvchisi **kasb standarti**" (Bandlik va mehnat munosabatlari vazirligi, 08.02.2021-yil, № P.003.043.0964/Б-21) asosida ishlab chiqilgan.

3. Ushbu kasbiy talablarda quyidagi asosiy tushunchalar qo'llaniladi:

o'qituvchining kompetensiyasi – o'qituvchining egallagan bilim, ko'nikma va malakalarini o'z shaxsiy, kasbiy va ijtimoiy faoliyatida amaliy qo'llay olish imkoniyati;

fidbek (inglizcha "feedback") - shaxs yoki faoliyatning xatti-harakatlari natijalari to'g'risidagi jarayonni yaxshilash maqsadida uni tahlil qilish, muhokama qilish, kamchiliklarni atroflicha asoslash va hal etish maqsadida bildiriladigan fikr-mulohazalar yig'indisi;

fasilitator (inglizcha "osonlashtirish", "jarayonni soddalashtirish") - maqsadga samarali erishishni ta'minlash uchun guruh tadbirini   rejalashtiradigan,   yo'naltiradigan va boshqaradigan shaxs (u muhokamaning borishini, fikrlarning ravshanligini va barcha ishtirokchilarning ishtirokini nazorat qiladi);

refleksiya – insonning o'zi tomonidan uning o'zini, qarashlari, xislatlari, tajribasi va harakatlari o'zaro munosabatlarini o'rganish jarayoni. Refleksiya insonning o'zini va qanday qilib oldinga harakatlanishini tushunishga yordam beradi.

ta'lim muhiti – o'qituvchi va o'quvchilar tomonidan yaratilgan ta'lim madaniyati va ma'naviy muhiti, baholash va sinfni boshqarish kabi ta'limga turli yondashuv usullari;

xavfsiz ta'lim muhiti – ta'lim, tarbiya va shaxsiy rivojlanish uchun barcha ijobiy imkoniyatlarning yig'indisi bo'lgan maktab ichki hayotining yaxlit sifat ko'rsatkichi;

kommunikativ ko'nikmalar (muloqot qobiliyati) – boshqa shaxs bilan muloqotga kira olish va uni kerakli darajada saqlashga yordam beradigan barcha ko'nikmalar;

o'quvchining axloqiy ko'nikmalari – vaziyatga moslashuvchanlik, hayotdagi muammolarni ijobiy hal qilish imkoniyatini beruvchi ko'nikmalar;

2-bob. Kasbiy talablarning asosiy maqsadi va vazifalari

4. Kasbiy talablarning asosiy maqsadi o'qituvchiga qo'yiladigan kasbiy talablar va majburiyatlarni belgilab berishdan iborat.

5. Kasbiy talablarning asosiy vazifalari quyidagilardan iborat:

o'qituvchida kasbiy kompetensiyalar shakllanishi uchun zarur bilim, ko'nikma va malakalar majmuini, samarali pedagogik faoliyatning asosiy ko'rsatkichlarini belgilab berish;

o'qituvchi faoliyatini baholash va samaradorlik darajasini oshirishga asos bo'lib xizmat qilish;

Prezident ta'lim muassasalari agentligi tizimidagi maktablarga raqobatbardosh, yuqori malakali pedagog xodimlarni ishga jalb etishda o'tkaziladigan tanlov uchun materiallarni tayyorlashda asos sifatida xizmat qilish;

o'qituvchilar salohiyatini "Umumiy o'rta ta'lim maktab o'qituvchisi kasb standarti" talablariga muvofiqlashtirish.

Ushbu kasbiy talablar quyidagi foydalanuvchilarning keng doirasi uchun mo'ljallangan bo'lib, ular:

o'qituvchiga kasbga qo'yiladigan talablarni tushunishda, o'z kasbiy faoliyatini tahlil qilish va o'zini o'zi baholashda asos bo'lib xizmat qiladi. Baholash va tahlil natijalari asosida o'z kasbiy rivojlanishini rejalashtiradi;

ish beruvchi (maktab direktori)ga lavozim yo'riqnomalarini ishlab chiqish, o'qituvchilarning malakasini oshirishni rejalashtirish va Maktab baholash komissiyasining faoliyatini tashkillashtirishda xizmat qiladi;

Prezident ta'lim muassasalari agentligi (keyingi o'rinlarda – Agentlik) huzuridagi **Pedagogik mahorat va xalqaro baholash ilmiy-amaliy   markazi** (keyingi o'rinlarda – Markaz)ga pedagog xodimni ishga qabul qilish mezonlarini shakllantirish, Markaz baholash komissiyasining faoliyatini tashkillashtirish, qayta tayyorlash va malaka oshirish kurslarini tashkillashtirish va kurs doirasida baholash mezonlarini, ta'lim sifatini oshirish strategiyalarini ishlab chiqishga xizmat qiladi.

3-bob. O'qituvchi kasbiy faoliyatining asosiy tamoyillari

6. Quyidagilar o'qituvchi kasbiy faoliyatining asosiy tamoyillari hisoblanadi:

o'quvchining shaxs sifatida shakllanishi va rivojlanishiga yordam berish orqali uning manfaati yo'lida faoliyat yuritish;

o'quvchilarga kelib chiqishi, jinsi, millati, tilidan qat'iy nazar bir xil munosabatda bo'lish;

jamiyatning faol a'zosiga ta'lim-tarbiya berayotganini har doim yodda tutish hamda o'quvchilarni boshqa insonlarga hurmat ruhida tarbiyalashning barcha imkoniyatlaridan foydalanish;

o'quvchining ota-onasini (ularning o'rnini bosuvchi shaxsni) hurmat qilish hamda bolaning ta'lim olishi va rivojlanishida yuqori natijalarga erishish maqsadida ota-onalar bilan hamkorlik qilish;

har qanday sharoitda ham o'quvchilarga sifatli ta'lim berish;

ta'lim berish va ta'lim olish jarayonida o'quvchiga yo'naltirilgan yondashuvga amal qilish.

4-bob. O'qituvchining mehnat vazifalari

7. O'qituvchi pedagogik faoliyatni amalga oshirish uchun tegishli kasbiy kompetensiyalarga ega bo'lishi kerak.

8. Quyidagilar Prezident ta'lim muassasasi o'qituvchisi kasbiy faoliyatining vazifalari xaritasi hisoblanadi:

Umumlashtirilgan mehnat vazifalari	O'qituvchining funksiyalari
Ta'lim va tarbiya jarayonlarini boshqarish	O'quv jarayonini rejalashtirish
	O'quvchining ehtiyojlarini inobatga olgan holda ta'lim dasturini amalga oshirish, samarali ta'lim berishni ta'minlash
	O'zlashtirishni baholash va qayta aloqa (fidbek)ni taqdim etish
	Tarbiyaviy faoliyatni tashkil etish
	Xavfsiz rivojlantiruvchi ta'lim muhitini yaratish va ta'minlash
Kasbiy rivojlanish va hamkorlik	O'zini o'zi rivojlantirish va kasbiy o'sish
	O'quvchilarning ta'lim olishi va farovonligini oshirish maqsadida hamkasblar va ota-onalar (ularning o'rnini bosuvchi shaxslar) bilan hamkorlik qilish

9. O'qituvchi ta'lim va tarbiya jarayonlarini boshqarish vazifasini amalga oshirish uchun quyidagi funksiyalarni amalga oshiradi:

a) O'quv jarayonini rejalashtirishda:

o'qitiladigan fanning real hayot bilan bog'liqligiga asoslangan holda darslarni rejalashtirish;

ta'lim standartlari, o'quv dasturi talablarini hisobga olgan holda o'quvchilarga differensial yondashuv asosida darsning aniq maqsadlarini belgilash;

fanlararo bog'liqlik va fanlar integratsiyasi tamoyillarini inobatga olgan holda darslarni rejalashtirish, bunda o'quvchilarning jarayonlar o'rtasidagi bog'liqlikni tushunishlarini ta'minlash;

o'quvchilarning rivojlanishini ta'minlash maqsadida formativ va summativ baholash natijalari hamda o'zining darslariga berilgan fidbekni inobatga olgan holda dars rejasiga o'zgartirishlar kiritish;

o'quvchilar egallaydigan yangi bilim va ko'nikmalarni real hayotda qo'llashlariga motivatsiya berishni nazarda tutgan holda darsning turi, metodlari va dars vaqtini oqilona rejalashtirish;

b) Ta'lim samaradorligini ta'minlash, o'quvchining ehtiyojini hisobga olgan holda ta'lim dasturlarini amalga oshirishda*:*

o'quv maqsadlari, o'quvchilar ehtiyoji va yosh xususiyatlarini inobatga olgan holda ta'limning turli shakllari, metodlari hamda samarali strategiyalarni qo'llash, bunda o'quvchilar ehtiyojini birinchi o'ringa qo'yish, ularga erishish imkoni bo'lgan vazifalarni belgilash, muvaffaqiyatga undovchi motivatsiya berish;

ta'lim standartlariga muvofiq o'quv jarayonida bolalarda faol o'rganish, ijodiy va tanqidiy fikrlash, jamoada ishlash, muammolarni hal qilish va qaror qabul qilish ko'nikmalarini rivojlantirish;

o'quvchilarning tadqiqotchilik ko'nikmalarini rivojlantirish, dars samaradorligini oshirish maqsadida ta'limda axborot kommunikatsiya texnologiyalaridan foydalanish;

o'quvchilarga motivatsiya berish, ularni mustaqil ta'lim olishga jalb qilish maqsadida turli metod va yondashuvlarni qo'llash, o'quvchilarni o'z ta'lim natijalariga shaxsan javobgar bo'lishga o'rgatish;

o'quvchilarni loyiha ishlariga jalb qilish, nazariy bilimlarni amaliyotda qo'llashga undash;

d) O'zlashtirishni baholash va qayta aloqa (fidbek)ni taqdim etishda*:*

formativ va summativ baholashning turli usullarini qo'llagan holda o'quvchilarni baholash hamda baholash natijalaridan darsni rejalashtirishda va o'quvchilarga motivatsiya berishda foydalanish;

o'quvchilarning baholash natijalarini muntazam tahlil qilish, ularning ta'lim olishdagi qiyinchiliklarini aniqlash, ushbu tahlil natijalaridan olingan ma'lumotlar asosida kundalik dars rejasiga tegishli o'zgartirishlar kiritish, shuningdek, baholash vositalarini takomillashtirishda foydalanish;

o'quvchiga baholash natijalarini batafsil sharhlab, unga qayta aloqa (fidbek)ni taqdim etish orqali o'quvchida akademik o'sish uchun shaxsiy javobgarlik hissini uyg'otish;

o'quvchilarni rag'batlantirgan holda ularning bilim va ko'nikmalariga qo'yilgan baholar va ta'lim natijalari yuzasidan o'quvchilarga va ota-onalarga fidbek berish, o'quvchilarning ta'lim natijalarini yaxshilash maqsadida ota-onalarga maslahat berish;

e) Tarbiyaviy faoliyatni tashkil etishda:

o'quvchilarni milliy qadriyatlarni hurmat qilish va vatanparvarlik ruhida tarbiyalash, mintaqaning tarixiy-madaniy o'ziga xosligini (o'lkashunoslikni) o'rganish maqsadida o'yin, o'quv-tadqiqot, loyiha ishi kabi turli sinfdan tashqari mashg'ulotlarni olib borish;

o'quvchilarning maktab ustavi va ichki tartib-qoidalarini tushunib, ularga amal qilishlariga yordam berish;

o'quvchilarning o'ziga xosligi, kuchli tomonlari, qat'iyatliliklarini rivojlantirishga yordam berish, ularga moslashuvchanlik va jamiyat bilan o'zaro munosabatda bo'lish, o'zini o'zi boshqarish, shuningdek, o'quvchilarning tashabbuskorligi va yetakchilik qobiliyatlarini rivojlantirishga o'z hissasini qo'shish;

o'quvchilarda bag'rikenglik tuyg'usini shakllantirish, ularda emotsional va ijtimoiy kompetensiyalarni, o'zgaruvchan ko'p millatli madaniy muhitda xulq-atvor ko'nikmalarini rivojlantirishga o'rgatish hamda tengdoshlari bilan tenglik, adolat, hurmat tamoyillari asosida o'zaro munosabat o'rnatishga undash;

f) Xavfsiz rivojlantiruvchi ta'lim muhitini yaratish va ta'minlashda:

o'quvchilarga emotsional farovonlikni ta'minlovchi xavfsiz ta'lim muhitida ta'lim olish huquqiga ega ekanliklarini tushuntirish;

o'quvchilarga ijtimoiy hayotda faol ishtirok etishga yordam berish;

o'quvchilarga turli tahdidlarning mohiyati, favqulodda va xavfli vaziyatlarda amalga oshiriladigan harakatlar ketma-ketligini tushuntirish;

o'quvchilarda fuqarolik va madaniyatlararo kompetensiyalarni shakllantirish, mas'uliyatli fuqaroni tarbiyalash maqsadida o'quvchilarning individual ta'lim ehtiyojlarini hisobga olgan holda ular bilan yakka tartibda tarbiyaviy ishlarni olib borish;

o'quvchilarga zamonaviy ommaviy axborot vositalari, raqamli axborot resurslari dunyosida xavfsiz ishlashga yordam berish.

10. O'qituvchi kasbiy rivojlanish va hamkorlik qilish vazifasini amalga oshirish uchun quyidagi funksiyalarni amalga oshiradi:

a) O'zini o'zi rivojlantirish va kasbiy o'sishda:

refleksiyani muntazam ravishda amalga oshirish orqali o'z ta'limiy faoliyatini baholash, o'z kasbiy rivojlanishidagi muammolarni aniqlash hamda ularni bartaraf etish choralarini ko'rish;

milliy va xalqaro kasbiy rivojlanish dasturlarida, shuningdek, malaka oshirish kurslari, seminarlar, vebinarlar, treninglar va hokazolarda ishtirok etish, egallagan ko'nikmalarni o'z kasbiy faoliyatiga tatbiq etish va orttirgan tajribasini hamkasblari bilan o'rtoqlashish;

tajriba almashish maqsadida ochiq darslar o'tkazish, o'quv yili davomida hamkasblarining kamida 30 soat darsini kuzatish va tahlil qilish hamda o'zining pedagogik ko'nikmalarini rivojlantirishda hamkasblari tomonidan berilgan fidbeklardan samarali foydalanish;

pedagogik innovatsiyalarni oʻrganish va kasbiy faoliyatida qoʻllash orqali oʻzining tadqiqotchilik koʻnikmalarini rivojlantirish, uslubiy tavsiyalar ishlab chiqish hamda pedagogik jamoatchilik bilan oʻrtoqlashish;

ta'lim berish va kasbiy rivojlanish jarayonida axborot kommunikatsiya texnologiyalaridan samarali foydalanish.

b) Hamkasblar va oʻquvchilarning ota-onalari (ularning oʻrnini bosuvchi shaxslar) bilan hamkorlik qilishda:

ta'lim jarayonida ota-onalar bilan hamkorlik qilish, ularning maktab va sinf hayotida ishtirokini qoʻllab-quvvatlash;

samarali ijtimoiy muloqotni tushunish va amalga oshirish, individual va jamoaviy ishda jamoatchilik (pedagoglar, ota-onalar) bilan oʻzaro samarali munosabatlarni oʻrnatish;

maktab hamjamiyati hayotida faol ishtirok etish, bunda oʻz maktabining oʻziga xosligini targʻib qilish va oʻz oldiga qoʻygan vazifalarni bajarish uchun oʻquvchilar, oʻqituvchilar va ota-onalarni ma'naviy birlashtiruvchi tadbirlarni oʻtkazish;

kasbiy xulq-atvori, shu jumladan, kiyinish odobi, jamoada oʻzini tutish qoidalari, nutq madaniyati va hokazolarni namoyish etgan holda oʻquvchilar uchun oʻrnak boʻlish.

5-bob. Oʻqituvchining bilim, koʻnikma va malakalari

11. Oʻqituvchi oʻz mehnat vazifalarini bajarishi uchun uning kasbiy tayyorgarlik darajasini belgilovchi hamda oʻquvchilarga ta'lim va tarbiya berishda yuzaga keladigan pedagogik muammolarni hal qilishga imkon beruvchi zarur **bilim**, **koʻnikma** va **malaka**larga ega boʻlishi lozim.

Xususan,

a) Oʻquv jarayonini rejalashtirishda:

oʻqituvchi bilishi kerak:

Prezident ta'lim muassasalari faoliyatiga oid normativ-huquqiy hujjatlar oʻquv dasturlari va davlat ta'lim standartlari;

dars berayotgan fani mazmuniga doir soʻnggi yangiliklar va ta'lim berishning zamonaviy shakl va metodlari;

pedagogika fani asosida yotuvchi zamonaviy ta'lim nazariyalari, tanqidiy va ijodiy fikrlash, hamkorlikda ishlash, muloqot;

akademik va kasbiy muvaffaqiyat uchun zarur boʻlgan XXI asr koʻnikmalari, shu jumladan tanqidiy va ijodiy fikrlash, jamoada ishlash, qaror qabul qilish, muammolarni bartaraf etish, axborot kommunikatsiya texnologiyalarini samarali qoʻllash;

oʻqituvchi bajara olishi kerak:

darsni rejalashtirishda fanlararo bog'liqlikni inobatga olish hamda fanning real hayotiy vaziyatlarda dolzarbligi va ahamiyatini ta'kidlash;

o'quvchilarni baholash natijalari hamda o'quvchilar, hamkasblar va maktab ma'muriyatining dars haqidagi fikr-mulohazalari asosida dars rejalarini moslashtirish va muvofiqlashtirish;

faol ta'lim metodlari, shu jumladan, loyiha va tadqiqotga asoslangan ta'lim metodlaridan foydalangan holda darsni rejalashtirish;

***b) Ta'lim samaradorligini ta'minlash (ta'lim dasturlarini amalga oshirish)da*:**

o'qituvchi bilishi kerak:

pedagogika va psixologiya asoslari, turli yosh va qobiliyatli bolalar guruhlari bilan ishlashning o'ziga xos jihatlari, o'quvchilarga motivatsiya berishning turli usullari;

o'quvchilarni savol-javob qilishning turli usullari;

o'qituvchi bajara olishi kerak:

motivatsiyalash va rag'batlantirish metodlarini qo'llagan holda o'zlashtirish darajasi turlicha bo'lgan o'quvchilar uchun differensial yondashuv strategiyalarini o'z ichiga olgan dars mashg'ulotlarini o'tkazish;

o'quvchilarning ijodkorlik, kommunikativlik, tanqidiy fikrlash, mustaqil hamda jamoa bo'lib muammolarni hal qilish, loyiha ishlarini bajarish qobiliyatlariga e'tibor qaratgan holda ularda tayanch kompetensiyalar va hayotiy ko'nikmalarni rivojlantirish;

o'quvchilarning mustaqil ta'lim olish ko'nikmalarini rivojlantirish uchun guruhlarda ishlash jarayonida fasilitatorlik qilish;

darslikdan tashqari materiallar bilan darsni boyitish uchun axborot kommunikatsiya texnologiyalari va onlayn resurslardan ishonch bilan foydalanish;

d) Baholash va qayta aloqani taqdim etish (fidbek berish)da:

o'qituvchi bilishi kerak:

summativ va formativ baholashning asosiy tamoyillari;

o'quvchilarning ta'limiy ehtiyojlarini hisobga olgan holda ularning bilim va ko'nikmalarini baholash uchun testlar va boshqa baholash vositalarini ishlab chiqish tamoyillari;

darsni rejalashtirish uchun baholash natijalarini tahlil qilish;

o'qituvchi bajara olishi kerak

baholash natijasida olingan ma'lumotlarni tahlil qilish hamda ulardan ta'lim berish metodlarini moslashtirish va dars rejalariga tuzatishlar kiritishda foydalanish, bunda o'quvchilarning bilimidagi bo'shliqlarni to'ldirish va ularning ta'limiy ehtiyojlariga javob berishga e'tibor qaratish;

samarali qayta aloqani taqdim etish (fidbek berish);

e) Tarbiyaviy faoliyatni tashkil etishda:

o'qituvchi bilishi kerak:

O'zbekiston Respublikasi Konstitutsiyasining asosiy tamoyillari, O'zbekiston Respublikasi fuqarosining huquq va majburiyatlari;

bolaning rivojlanish bosqichlari va har bir bosqichda bola xulq-atvorining o'ziga xos xususiyatlari;

ta'lim muassasasida shaxsning ijtimoiylashuvi va hayotga moslashish jarayonining o'ziga xos jihatlari;

o'qituvchi bajara olishi kerak:

o'quvchilarni maktabning ijtimoiy hayotida faol ishtirok etishga motivatsiyalash va rag'batlantirish;

o'quvchilarning madaniy tafovutlari va individual xususiyatlarini inobatga olgan holda tarbiyaviy faoliyatni tashkil etish, bolalar jamoasida do'stona muhitni qo'llab-quvvatlash;

har bir o'quvchining o'ziga xos ekanligini ta'kidlash, yetakchilik sifatlarini mustahkamlash va jamoada ishlash ko'nikmalarini rivojlantirish orqali qiziqarli sinfdan tashqari mashg'ulotlarni tashkil etish;

f) Xavfsiz rivojlantiruvchi ta'lim muhitini yaratish va ta'minlashda:

o'qituvchi bilishi kerak:

"Bola huquqlari to'g'risida"gi Konvensiya va bolaning xavfsizligiga oid boshqa xalqaro, milliy normalar va Qonun hujjatlari;

o'quvchilarning ijtimoiy va emotsional farovonligini qo'llab-quvvatlash;

hayot xavfsizligi asoslari, favqulodda va xavfli vaziyatlarda harakat qilish tartibi;

gigiyena qoidalari, kun tartibini to'g'ri tashkil qilish tamoyillari va ratsional ovqatlanish asoslari, shuningdek, bolalar salomatligiga tahdid soladigan vaziyatlarda birinchi yordam ko'rsatish;

raqamli axborot tahdidlari, shu jumladan, bolaning sog'lig'iga va (yoki) jismoniy, aqliy, ma'naviy, axloqiy rivojlanishiga axborot yordamida yetkaziladigan zarar;

o'qituvchi bajara olishi kerak:

sinfda, sinfdan tashqarida ijtimoiy o'zaro hamkorlik va bola huquqlarini ta'minlovchi xavfsiz va sog'lom muhitni yaratish;

emotsional farovonlikni mustahkamlashni ta'minlash, o'quvchilar bilan o'zaro ishonchga asoslangan munosabatlarni o'rnatish, o'quvchilar orasida nosog'lom xatti-harakatlarni aniqlash va oldini olish hamda zarur bo'lganda psixologik yordam ko'rsatish, favqulodda vaziyatlarda to'g'ri harakat qilish, bunda o'quvchilar xavfsizligini birinchi o'ringa qo'yish;

o'smirning ulg'ayishi bilan bog'liq fiziologik va psixologik jarayonlarni tahlil qilish va o'quvchilarning yosh bilan bog'liq o'zgarishlarga to'g'ri munosabatda bo'lishlariga ko'maklashish;

o'quvchilarga Internetdan xavfsiz foydalanishni o'rgatish va ularni raqamli tahdidlar haqida xabardor qilish;

g) O'zini o'zi rivojlantirish va kasbiy o'sishda:

o'qituvchi bilishi kerak:

uzluksiz kasbiy rivojlanishning ahamiyati, refleksiv amaliyot — professional rivojlanishning asosiy vositasi ekanligi;

kasbiy rivojlanish imkoniyatlari haqida ma'lumot topishni va o'z pedagogik kompetentsiyalarini rivojlantirish ustida mustaqil ishlashning ahamiyati;

darslarni kuzatish uchun qo'llaniladigan vositalardan foydalanish asoslari, konstruktiv fidbekning mohiyati;

amaliy tadqiqotlarni o'tkazish tartibi;

pedagog xodimlarning kasbiy rivojlanishi uchun axborot kommunikatsiya texnologiyalari sohasidagi so'nggi yangiliklar;

o'qituvchi bajara olishi kerak:

o'z kasbiy faoliyatini tahlil qilish va tanqidiy mulohaza yuritish, takomillashtirishni talab qiladigan jihatlarini aniqlash, vazifalarni belgilash va kasbiy sohadagi muammolarni hal qilish yo'llarini izlash;

seminar va treninglarda egallangan yangi ko'nikmalarni o'z pedagogik faoliyatiga tatbiq etish, bunday tajribalarni tahlil qilish va hamkasblari bilan o'rtoqlashish;

kuzatish usulidan foydalanib, darsni samarali tahlil qilish hamda kuzatilgan darsdan keyingi suhbat davomida fidbek berish va qabul qilish;

pedagogik faoliyatga asoslangan amaliy tadqiqotlar olib borish va natijalarini hamkasblari bilan o'rtoqlashish;

117

samarali ta'lim berish va kasbiy rivojlanish uchun axborot kommunikatsiya texnologiyalaridan foydalanish;

h) Hamkasblar va o'quvchilarning ota-onalari (ularning o'rnini bosuvchi shaxslar) bilan hamkorlik qilishda:

o'qituvchi bilishi kerak:

ta'lim jarayonida ota-onalarning o'rni va ular bilan hamkorlik qilishning ahamiyati;

umumiylikka dahldorlik hissini o'quvchilar, o'qituvchilar, ota-onalar, maktab ma'muriyatini birlashtirishning asosiy kompenenti sifatida anglash hamda maktabning oldida turgan vazifalarni bajarish;

O'zbekiston Respublikasining milliy qadriyatlariga muvofiq o'qituvchi – ko'pchilikning ko'z o'ngida turadigan va o'quvchilarga o'rnak bo'ladigan shaxs ekanligi;.

o'qituvchi bajara olishi kerak:

ota-onalarni farzandlarining maktabdagi hayotiga samarali jalb qilish;

maktabning oldida turgan vazifalarni bajarish yo'lida maktabning o'ziga xosligi va qadriyatlarini targ'ib qilgan holda o'quvchilar, o'qituvchilar va ota-onalarni birlashtiradigan sinf va maktab tadbirlarini tashkil qilish yoki ishtirok etish;

O'zbekiston Respublikasining milliy qadriyatlariga amal qilish hamda o'z o'quvchilari va hamkasblariga o'rnak bo'lish.

6-bob. Yakuniy qoidalar

12. Agentlik tomonidan amalga oshirilgan tanlovdan o'tgan, tegishli maxsus ma'lumotga ega bo'lgan pedagog xodimlar maktab direktori tomonidan shartnoma asosida ishga qabul qilinadi.

13. Shartnomani tuzish, bekor qilish va uning amal qilish muddati, pedagog xodimning huquq va majburiyatlari, mehnatni tashkil etish va unga haq to'lash, ijtimoiy-maishiy va boshqa shartlar amaldagi qonunchilikka muvofiq belgilanadi.

Maktabda o'qituvchilar faoliyatini baholash mezonlari

1-yo'nalish. O'quv jarayonini rejalashtirish (maksimal 16 ball):

Baholanadigan ko'nikma	A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. O'qitiladigan fanning real hayot bilan bog'liqligiga asoslangan holda **darslarni rejalashtirish**.	O'qituvchi dars mavzusining real hayot bilan bog'liqligini va mavzu mazmuni maktab bilan real hayotda nima uchun muhim ekanligini qo'shimcha o'quv topshiriqlari orqali namoyish eta olsa.	Dars mavzusining real hayot bilan bog'liqligini va mavzu mazmuni real hayotda nima uchun muhim ekanligini qo'shimcha o'quv topshiriqlari orqali yetarli darajada namoyish eta olmasa.	Dars rejasidagi qo'shimcha o'quv topshiriqlari orqali mavzuning real hayot bilan bog'liqligini namoyish eta olmasa.	Dars rejasida faqat darslik bilan cheklansa, real hayot bilan bog'liq qo'shimcha o'quv topshiriqlaridan foydalanmagan bo'lsa.
2. Ta'lim standartlari, o'quv dasturi talablarini hisobga olgan holda o'quvchilarga differensial yondashuv asosida **darsning aniq maqsadlarini belgilash**.	O'qituvchi dars maqsadini belgilashda ta'lim standartlari va o'quvchilarning formativ baholash natijalarini inobatga olgan holda differensial yondashuvni qo'llay olsa hamda darsning maqsadlariga mos holda darsning turi, metodlari va dars vaqtini oqilona rejalashtirsa.	Dars maqsadini belgilashda ta'lim standartlarini inobatga olib differensial yondashuvni qo'llay olsa, lekin o'quvchilarning formativ baholash natijalarini hisobga olmagan bo'lsa hamda darsning maqsadlariga qisman mos holda darsning turi,	Dars maqsadini belgilashda ta'lim standartlarini inobatga olsa, lekin o'quvchilarning formativ baholash natijalarini inobatga olmasa, differensial yondashuvni qo'llay olmasa hamda darsning maqsadlariga qisman mos holda darsning	Dars maqsadini belgilashda ta'lim standartlari va o'quvchilarning formativ baholash natijalarini inobatga olmasa, differensial yondashuvni qo'llamagan bo'lsa hamda darsning maqsadlariga mos holda darsning turi, metodlari va dars vaqtini rejalashtira olmasa.

		metodlari va dars vaqtini rejalashtira olsa	turi, metodlari va dars vaqtini rejalashtirgan bo'lsa	
3. Fanlararo bog'liqlik va fanlar **integratsiyasi tamoyil-larini inobatga olgan holda darslarni rejalashtirish**, bunda o'quvchilarning jarayonlar o'rtasidagi bog'liqlikni tushunishlarini ta'minlash.	O'qituvchi darsni fanlararo bog'liqlik va integratsiya tamoyillari asosida rejalashtirsa, o'quvchilarning hayotdagi jarayonlar, voqea va hodisalar o'rtasidagi bog'liqlikni tushunishlarini ta'minlay olsa.	Darsni fanlararo bog'liqlik va integratsiya tamoyillari asosida rejalashtirsa, o'quvchilarning hayotdagi jarayonlar, voqea va hodisalar o'rtasidagi bog'liqlikni tushunishlarini yetarli darajada ta'minlamay olmasa.	Darsni fanlararo bog'liqlik tamoyili asosida rejalashtirsa, ammo integratsiya tamoyiliga amal qilmasa (yoki aksincha).	Darsni fanlararo bog'liqlik va integratsiya tamoyillari asosida rejalashtira olmasa.
4. Formativ va summativ baholash natijalari hamda o'zining darslariga berilgan fidbekni inobatga olgan holda **dars rejasiga o'zgartirishlar kiritish**.	O'qituvchi darsni rejalashtirishda formativ va summativ baholash natijalari hamda o'quvchilarlarning qiziqishlarini inobatga olsa.	Darsni rejalashtirishda formativ va summativ baholash natijalarini inobatga olsa, lekin o'quvchilarning qiziqishlarini inobatga olmagan bo'lsa.	Darsni rejalashtirishda o'quvchilarning formativ va summativ baholash natijalarini inobatga olmagan bo'lsa, lekin o'quvchilarga qiziqarli o'quv topshiriqlarini taqdim eta olsa.	Darsni rejalashtirishda formativ va summativ baholash natijalari hamda o'quvchilarlarning qiziqishlarini inobatga olmagan bo'lsa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

2-yo'nalish. Ta'lim samaradorligini ta'minlash, o'quvchining ehtiyojini hisobga olgan holda ta'lim dasturlarini amalga oshirish(maksimal 16 ball):

Baholanadigan ko'nikma	A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. O'quv maqsadlari, o'quvchilar ehtiyoji va yosh xususiyatlarini inobatga olgan holda ta'limning turli shakllari, metodlarni hamda samarali strategiyalarni **qo'llash**, bunda **o'quvchilar ehtiyojini birinchi o'ringa qo'yish,** ularga	O'quv maqsadlari, o'quvchilarning ehtiyoji va yosh xususiyatlarini inobatga olgan holda darsda samarali metodlar va usullarni qo'llay olsa, o'quvchilarning bilish	O'quv maqsadlari, o'quvchilarning ehtiyoji va yosh xususiyatlarini qisman inobatga olgan holda darsda turli metodlar va usullarni qo'llay olsa, o'quvchilarning	O'quv maqsadlari, o'quvchilarning ehtiyoji va yosh xususiyatlarini qisman inobatga olgan holda darsda turli metodlar va usullarni qo'llasa,	O'quv maqsadlari, o'quvchilarning ehtiyoji va yosh xususiyatlarini inobatga olmagan holda darsda turli metodlar va usullarni qo'llasa,

erishimli vazifalarni belgilash, **muvaffaqiyatga undovchi motivatsiya berish.**	darajasiga mos o'quv topshiriqlari va muvaffaqiyatga undovchi motivatsiya bera olsa.	bilish darajasiga mos keladigan o'quv topshiriqlari va muvaffaqiyatga undovchi motivatsiya bera olsa.	o'quvchilarning bilish darajasiga mos kelmaydigan o'quv topshiriqlarini bersa.	o'quvchilarning bilish darajasiga mos kelmaydigan o'quv topshiriqlarini bersa.
2. Ta'lim standartlariga muvofiq o'quv jarayonida bolalarda faol o'rganish, ijodiy va tanqidiy fikrlash, jamoada ishlash, muammolarni hal qilish va **qaror qabul qilish ko'nikmalarini rivojlantirish.**	O'quvchilarni faol ta'lim olish jarayoniga jalb qila olsa, o'quvchilar hayotiy real muammoli vaziyatlar aks etgan o'quv topshiriqlarini bajarishda tanqidiy fikrlash, hamkorlikda ishlash va muammolarni hal qilish ko'nikmalarini namoyish eta olsa.	O'quvchilarni hamkorlikda ishlash va faol ta'lim olish jarayoniga qisman jalb qilsa, o'quv topshiriqlari murakkab yoki hayotiy real muammoli vaziyatlar bilan bog'liq bo'lsa.	O'quvchilarni hamkorlikda ishlash orqali o'quv topshiriqlarini bajarishga jalb qila olsa, biroq topshiriqlar o'quvchilarda tanqidiy fikrlash ko'nikmalarini rivojlantirishga xizmat qilmaydigan bo'lsa.	O'quvchilarni faqat o'qituvchi ko'rsatmasiga amal qilgan holda passiv ravishda ta'lim olish jarayoniga jalb qilsa (o'quvchilar ma'lumotlarni yozib olsa, uzoq davom etadigan ma'ruzani tinglasa)
3. O'quvchilarning tadqiqotchilik **ko'nikmalarini rivojlantirish**, dars samaradorligini oshirish maqsadida ta'limda **AKTdan foydalanish**.	O'quvchilarning sinfdan tashqarida ta'lim olish imkoniyatlarini kengaytirish maqsadida ularni axborot texnologiyalaridan mustaqil ravishda foydalanishga jalb qila olsa.	O'quvchilarni axborot texnologiyalaridan foydalanishga jalb qila olsa, bunda ular muayyan o'quv topshirig'i doirasida tadqiqot yoki ma'lumotlarni tahlil qila olsa.	O'quvchilarni axborot texnologiyalaridan foydalanishga jalb qila olsa, bunda AKT faqat qog'oz formatidagi o'quv topshiriqlarining o'rnini bosishga xizmat qilsa.	O'quvchilar tomonidan foydalaniladigan axborot texnologiyalarining hech birini darsga integratsiya qila olmasa.
4. O'quvchilarga motivatsiya berish, ularni mustaqil ta'lim olishga jalb qilish maqsadida turli metod, yondashuvlarni qo'llash, o'quvchilarni o'z ta'lim natijalariga **shaxsan javobgar bo'lishga o'rgatish**.	O'quvchilarni o'quv topshiriqlari va loyiha ishlarini mustaqil bajarishga jalb qila olsa, bunda o'quvchilar o'qituvchiga savol berish orqali o'quv topshiriqlari yuzasidan berilgan ko'rsatmani tushunganliklarini namoyish eta olsa.	O'quvchilarni o'quv topshiriqlari va loyiha ishlarini mustaqil bajarishga jalb qila olsa, ammo o'quvchilar o'quv topshiriqlari va loyiha ishlari yuzasidan berilgan ko'rsatmani qisman tushunishsa.	O'quv topshiriqlari va loyiha ishlarini bajarish yuzasidan o'quvchilarga ko'rsatma bera olsa, o'quvchilar o'quv topshiriqlari va loyiha ishlari yuzasidan berilgan ko'rsatmani qisman tushunishsa.	O'quv topshiriqlari va loyiha ishlarini bajarish yuzasidan o'quvchilarga ko'rsatma bersa, lekin o'quvchilar ko'rsatmani tushunishmasa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

3-yo‘nalish. O‘zlashtirishni baholash va qayta aloqa (fidbek)ni taqdim etish (maksimal 16 ball):

Baholanadigan ko‘nikma	A‘lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. Formativ va summativ baholashning turli usullarini qo‘llagan holda **o‘quvchilarni baholash** hamda baholash natijalaridan darsni rejalashtirishda va o‘quvchilarga **motivatsiya berishda foydalanish**.	O‘quvchilarga dars davomida bir necha marta individual, aniq va konstruktiv fidbek bera olsa.	O‘quvchilarga asosan dars oxirida individual fidbek bersa.	O‘quvchilarga asosan umumiy fidbek bersa, masalan, "barakalla, yaxshi" kabi.	O‘quvchilarga dars davomida fidbek bera olmasa.
2. O‘quvchilarning baholash natijalarini **muntazam tahlil qilish**, ularning ta'lim olishdagi qiyinchiliklarini aniqlash, ushbu tahlil natijalaridan olingan ma'lumotlar asosida kundalik **dars rejasiga tegishli o‘zgartirishlar kiritish**, shuningdek, **baholash vositalarini takomillashtirishda foydalanish**.	O‘quvchilarga ularning baholash natijalariga asoslangan holda individual ta'limiy ehtiyojlariga mos keladigan o‘quv topshiriqlarini bera olsa.	O‘quvchilarga ularning baholash natijalariga asoslangan holda bir xil darajadagi o‘quv topshiriqlarini bersa.	O‘quvchilarga ularning baholash natijalariga asoslanmagan holda turli darajadagi o‘quv topshiriqlarini bersa.	Barcha o‘quvchilarga bir xil darajadagi o‘quv topshiriqlarini bersa.
3. O‘quvchiga baholash natijalarini batafsil sharhlab, unga qayta aloqa **(fidbek)**ni taqdim etish orqali o‘quvchida **akademik o‘sish**	O‘quvchilarga individual konstruktiv fidbek bera olsa, o‘quvchilar ushbu ma'lumotga asoslanib o‘z	O‘quvchilarga individual konstruktiv fidbek bera olsa, biroq o‘quvchilar ushbu ma'lumotga asoslanib o‘z	O‘quvchilarga umumiy fidbek bersa, ammo o‘quvchilar ushbu ma'lumot bilan ishlashni bilmasa.	O‘qituvchi dars davomida o‘quvchilarga fidbek bera olmasa.

uchun shaxsiy javobgarlik hissini uyg'otish.	ustida mustaqil ravishda ishlay olsalar.	ustida mustaqil ravishda ishlashni bilmasa.		
4. O'quvchilarni **rag'batlantirgan holda** ularning bilim va ko'nikmalariga qo'yilgan baholar va ta'lim natijalari yuzasidan **o'quvchilarga va ota-onalarga fidbek berish**, o'quvchilarning ta'lim natijalarini yaxshilash maqsadida **ota-onalarga maslahat berish**.	O'quvchining akademik o'sishi uchun unga va ota-onasiga muntazam ravishda konstruktiv fidbek bera olsa, o'quvchilarning ta'lim natijalarini yaxshilash yo'llarini ko'rsata olsa.	O'quvchiga va uning ota-onasiga fidbek bera olsa, lekin o'quvchilarning ta'lim natijalarini yaxshilash yo'llarini ko'rsata olmasa.	O'qituvchi tomonidan o'quvchilar va ularning ota-onalariga berilagan fidbek baholar va test natijalari bilan cheklansa.	O'quvchilarga va/yoki ota-onalarga muntazam ravishda fidbek bera olmasa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

4-yo'nalish. Tarbiyaviy faoliyatni tashkil etish(maksimal 16 ball):

Baholanadigan ko'nikma	A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. O'quvchilarni milliy qadriyatlarni hurmat qilish va vatanparvarlik ruhida tarbiyalash, mintaqaning tarixiy-madaniy **o'ziga xosligini** (o'lkashunoslikni)	O'quvchilarda milliy qadriyatlar va o'zlikni anglash, fuqarolik tushunchalarini rivojlantirish maqsadida maktab bilan	O'quvchilarda milliy qadriyatlar va o'zlikni anglash, fuqarolik tushunchalarini rivojlantirishga hissa	O'quvchilarning soni juda cheklangan holda sinfdan tashqari	Sinfdan tashqari mashg'ulotlarni o'tkazsa, biroq ularni puxta rejalashtirmagan bo'lsa, sog'lom muhit va

o'rganish maqsadida o'yin, o'quv-tadqiqot, loyiha ishi kabi turli **sinfdan tashqari mashg'ulotlarni olib borish**.	cheklanmagan holda qiziqarli sinfdan tashqari mashg'ulotlarni tashkillashtira olsa.	qo'shadigan sinfdan tashqari mashg'ulotlarni maktab doirasida tashkillashtirsa.	mashg'ulotlarni tashkillashtirsa.	o'quvchilarning ta'lim olishga qiziqishlarini ta'minlamaydigan bo'lsa.
2. O'quvchilarning maktab **ustavi va ichki tartib-qoidalarini tushunib**, ularga **amal qilishlariga yordam berish**.	O'quvchilar uchun bahs-munozarali mashg'ulotlar tashkillashtirsa, bunda o'quvchilar ulardan kutilayotgan xulq-atvor sabablarini muhokama qila olishsa va tushunishsa.	O'qituvchi o'quvchilardan kutilayotgan xulq-atvorlarni ular bilan birgalikda muhokama qila olsa.	O'qituvchi passiv o'quvchilarga kutilayotgan xulq-atvorlarni tushuntira olsa.	O'qituvchi o'quvchilardan kutilayotgan xulq-atvorlar ro'yxatini keltira olsa, biroq aniq misol keltira olmasa.
3. O'quvchilarning o'ziga xosligi, kuchli tomonlari, qat'iyatliliklarini rivojlantirishga yordam berish, ularga moslashuvchanlik va jamiyat bilan o'zaro munosabatda bo'lish, o'zini o'zi boshqarish, shuningdek, o'quvchilarning **tashabbuskorligi** va **yetakchilik** qobiliyatlarini **rivojlantirishga o'z hissasini qo'shish.**	O'quvchilarning individual qiziqish va iste'dodini, yetakchilik qobiliyatini rivojlantirish, o'zini o'zi boshqarish bo'yicha tegishli imkoniyatlar yarata olsa.	O'quvchilarni o'z iste'dodlarini individual ravishda rivojlantirishga yo'naltira olsa, biroq ularga o'z imkoniyatlarini o'rganishga sezilarli darajada yordam bera olmasa.	O'quvchilarga o'z qiziqishlarini rivojlantirishga sezilarli darajada yordam bersa.	O'quvchilarning individual iste'dodlariga ko'ra qiziqtira olmasa.
4. O'quvchilarda bag'rikenglik tuyg'usini shakllantirish, ularda emotsional va ijtimoiy kompetensiyalarni, o'zgaruvchan ko'p millatli madaniy muhitda xulq-atvor **ko'nikmalarini rivojlantirishga o'rgatish** hamda tengdoshlari bilan tenglik, adolat,	O'quvchilarni tenglik, adolat, boshqa odamlarga nisbatan bag'rikenglik masalalarini muhokama qilish va hal etishga o'rgatish va o'zaro munosabat o'rnatish undash bo'yicha imkoniyatlar yarata olsa.	O'qituvchi o'quvchilarni xilma-xillik, tenglik va bag'rikenglik yuzasidan munozaralarga jalb qila olsa.	O'qituvchi o'quvchilarga xilma-xillik, tenglik va bag'rikenglik yuzasidan faqat ma'lumotlar bersa.	O'qituvchi xilma-xillik, tenglik va bag'rikenglik masalalarini muhokama qila olmasa yoki maktab qadriyatlariga zid bo'lgan xatti-harakatlarni amalga oshirsa.

hurmat tamoyillari asosida **o'zaro munosabat o'rnatishga undash.**				
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

5-yo'nalish. Xavfsiz rivojlantiruvchi ta'lim muhitini yaratish va ta'minlash(maksimal 16 ball):

Baholanadigan ko'nikma	A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. O'quvchilarga emotsional farovonlikni ta'minlovchi **xavfsiz ta'lim muhitida ta'lim olish huquqiga ega ekanliklarini tushuntirish**.	O'quvchilarni maktabda va maktabdan tashqarida sog'lom turmush tarziga oid masalalarni muhokama qilishga yoki mashg'ulotlarga jalb qila olsa.	O'quvchilarni sog'lom turmush tarzini tushunishga imkon beradigan muhokamalarga yoki mashg'ulotlarga jalb qila olsa.	O'quvchilarga sog'lom turmush tarzi haqida faqat ma'lumot bersa.	O'qituvchi sog'lom turmush tarziga oid masalalarda o'quvchilar bilan shug'ullanmasa yoki ularning salomatligiga zid xatti-harakatlarni amalga oshirsa.
2. O'quvchilarga turli tahdidlarning mohiyati, **favqulodda va xavfli vaziyatlarda** amalga oshiriladigan **harakatlar ketma-ketligini tushuntirish**.	O'quvchilar favqulodda vaziyatda qanday harakat qilishni, shu jumladan, sinfdan evakuatsiya va izolyatsiya qilishni tasvirlay olsa.	O'quvchilar favqulodda vaziyatda amalga oshiriladigan xatti-harakatlarni amaliyotda bajarsa, biroq evakuatsiya va izolyatsiya qilishni to'g'ri tashkil qila olmasa.	O'quvchilar favqulodda vaziyatda qanday harakat qilishni bilsa, biroq amaliyotda qo'llay olmasa.	O'quvchilar favqulodda vaziyatda qanday harakat qilishni bilmasa.
3. O'quvchilarda fuqarolik va madaniyatlararo kompetensiyalarni shakllantirish, dunyoning mas'uliyatli fuqarosini	O'quvchilarda global fuqarolik va madaniyatlararo kompetensiyani	O'qituvchi o'quvchilarda global fuqarolik va madaniyatlararo kompetensiyalarni	O'qituvchi o'quvchilarga global fuqarolik masalalarini yuzaki muhokama qilishga darsda	O'qituvchi o'quvchilarni global fuqarolik masalasiga

tarbiyalash maqsadida o'quvchilarning individual ta'limiy ehtiyojlarini hisobga olgan holda **ular bilan yakka tartibda** tarbiyaviy ishlarni olib borish.	rivojlantirish uchun dars paytida va darsdan tashqarida imkoniyatlar yarata olsa.	rivojlantirish uchun darsda imkoniyatlar yarata olsa.	imkoniyat yarata olsa (masalan, oziq-ovqat yoki madaniyat, lekin bulardan chuqurroq masalalarni emas).	oid muhokamalar yoki tadbirlarga jalb qila olmasa.
4. O'quvchilarga zamonaviy ommaviy axborot vositalari, raqamli axborot resurslari dunyosida **xavfsiz ishlashga yordam berish**.	O'quvchilari internetdan xavfsiz foydalanishni va raqamli media ma'lumotlarining haqiqiyligini tanqidiy baholashni tushuntira olsa.	O'quvchilari internetdan xavfsiz foydalanishni tushuntira olsa.	O'qituvchi o'quvchilarga internetdan foydalanish yuzasidan ko'satmalar bersa.	O'qituvchi o'quvchilarga internetdan xavfsiz foydalanish yuzasidan ko'satmalar bermasa yoki xavfsiz bo'lmagan usullarni qo'llasa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

6-yo'nalish. O'zini o'zi rivojlantirish va kasbiy o'sish (maksimal 16 ball):

Baholanadigan ko'nikma	A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. Refleksiyani muntazam ravishda amalga oshirish orqali o'z ta'limiy faoliyatini baholash, **o'z kasbiy rivojlanishidagi muammolarni aniqlash** hamda ularni **bartaraf etish choralarini ko'rish.**	O'qituvchi o'quvchilarning o'zlashtirish darajasi haqidagi ma'lumotlardan foydalanib, o'zining kasbiy o'sish sohalarini aniqlash va ta'lim olishi bilan bog'liq masalalarni hal qilish maqsadida o'z kasbiy faoliyati ustidan refleksiyani amalga oshirsa.	O'z kasbiy faoliyati ustidan refleksiyani amalga oshirsa, biroq o'quvchilarning o'zlashtirish darajasi haqidagi ma'lumotlardan qisman foydalansa yoki	O'qituvchi o'z kasbiy faoliyatini muhokama qila olsa, biroq uni yaxshilashga harakat qilmagan bo'lsa.	O'qituvchi o'z kasbiy faoliyati ustidan refleksiyani amalga oshirishga harakat qilmagan bo'lsa.

		umuman foydalanmagan bo'lsa.		
2. Milliy va xalqaro kasbiy rivojlanish dasturlarida, shuningdek, malaka oshirish kurslari, seminarlar, vebinarlar, treninglar va hokazolarda ishtirok etish, egallagan ko'nikmalarni o'z kasbiy faoliyatiga tatbiq etish va orttirgan tajribasini **hamkasblari bilan o'rtoqlashish**.	O'qituvchi kasbiy rivojlanish tadbirlarida ishtirok etsa, o'rganganlarini amalda qo'llasa va tahlil qilsa hamda natijalarni hamkasblari bilan o'rtoqlashsa.	O'qituvchi kasbiy rivojlanish tadbirlarida ishtirok etsa va o'rganganlarini amalda qo'llay olsa.	O'qituvchi kasbiy rivojlanish tadbirlarida ishtirok etsa, lekin o'rganganlarini amalda qo'llashini namoyish eta olmasa.	O'qituvchi kasbiy rivojlanish tadbirlarida ishtirok etmagan bo'lsa.
3. Tajriba almashish maqsadida ochiq darslar o'tkazish, o'quv yili davomida hamkasblarining kamida **30 soat** darsini kuzatish va **tahlil qilish** hamda o'zining pedagogik ko'nikmalarini rivojlantirishda hamkasblari tomonidan berilgan **fidbeklardan samarali foydalanish**.	O'qituvchi hamkasblarining 30 ta (undan ortiq) darsini kuzatgan bo'lsa va kuzatuvlar yuzasidan hamkasblari bilan reflektiv muhokamalarni qayd etib borgan bo'lsa va ushbu fikr-mulohazalar asosida o'z faoliyatiga o'zgarish kiritganiga dalillarni namoyish eta olsa.	O'qituvchi hamkasblarining 30 ta darsini kuzatgan bo'lsa va reflektiv muhokamalarni qayd etib brogan bo'lsa.	O'qituvchi 30 ta darsni kuzatsa va o'z kuzatuvlarini qayd etib brogan bo'lsa.	O'qituvchi 30 tadan kam darsni kuzatgan yoki boshqalar uning darslarini kuzatishlariga ruxsat bermagan bo'lsa.
4. Pedagogik innovatsiyalarni o'rganish va kasbiy faoliyatida qo'llash orqali **o'zining tadqiqotchilik ko'nikmalarini rivojlantirish**, uslubiy tavsiyalar ishlab chiqish hamda pedagogik **jamoatchilik bilan o'rtoqlashish.**	O'qituvchi tadqiqotchilikka oid adabiyotlarni o'rganish asosida o'zining pedagogik faoliyatini tadqiq etsa hamda hamkasblariga tadqiqot natijalarini va pedagogik faoliyatni yaxshilash yuzasidan tavsiyalarni taqdim etgan bo'lsa.	O'qituvchi o'zining pedagogik faoliyatini tadqiq etsa va uni yaxshilash uchun tadqiqot natijalaridan foydalana olsa.	O'qituvchi norasmiy yoki ilmga asoslanmagan holda tadqiqot olib brogan bo'lsa.	O'qituvchi o'zining pedagogik faoliyatini yaxshilash uchun tadqiqot olib bormagan bo'lsa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

7-yo‘nalish. Hamkasblari va o‘quvchilarning ota-onalari (ularning o‘rnini bosuvchi shaxslar) bilan hamkorlik (maksimal 16 ball):

Baholanadigan ko‘nikma	A’lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
1. Ta’lim jarayonida **ota-onalar bilan hamkorlik qilish**, ularning maktab va sinf hayotida **ishtirokini qo‘llab-quvvatlash**.	O‘qituvchi ota-onalarni maktab hayotiga jalb qiladigan tadbirlarni tashkil qilsa.	O‘qituvchi ota-onalar bilan bog‘lanib, o‘quvchilarga oid so‘nggi ma’lumotlarni xabar bergan bo‘lsa, lekin ota-onalar ishtirok etadigan tadbirlarni tashkillashtirmasa.	O‘qituvchi ota-onalar bilan bog‘lanib, chorak yakunlariga oid so‘nggi ma’lumotlarni xabar bergan bo‘lsa.	O‘qituvchi ota-onalar bilan aloqa o‘rnatmagan bo‘lsa.
2. Samarali ijtimoiy muloqotni tushunish va amalga oshirish, individual va jamoaviy ishda jamoatchilik (pedagoglar, ota-onalar) bilan **o‘zaro samarali munosabatlarni o‘rnatish**.	O‘qituvchi maktab ustavi va vazifalari, maktabdagi qadriyatlarni targ‘ib qilish maqsadida jamoat tadbirlarini tashkillashtirish va ishtirok etishda faollik ko‘rsatgan bo‘lsa.	O‘qituvchi maktabdagi qadriyatlarni targ‘ib qilish maqsadida jamoat tadbirlarida ishtirok etgan bo‘lsa.	O‘qituvchi jamoat tadbirlarida ishtirok etgan bo‘lsa.	O‘qituvchi jamoat tadbirlarida ishtirok etmagan bo‘lsa.
3. Maktab hamjamiyati hayotida faol ishtirok etish, bunda o‘z maktabining o‘ziga xosligini **targ‘ib qilish** va o‘z oldiga qo‘ygan vazifalarni bajarish uchun o‘quvchilar, o‘qituvchilar va ota-onalarni ma’naviy	O‘qituvchi o‘quvchilarda maktabga daxldorlik tuyg‘usini rivojlantiradigan tadbirlarda faol ishtirok etsa va ularni tashkillashtirsa.	O‘qituvchi maktab hamjamiyati shakllanishiga xizmat qiladigan tadbirlarda ishtirok etsa.	O‘qituvchi tadbirlarda ishtirok etsa, biroq o‘quvchilarda maktabga daxldorlik tuyg‘usini rivojlantirishga hissa qo‘shmagan bo‘lsa.	O‘qituvchi maktab hamjamiyati hayotida ishtirok etmasa.

birlashtiruvchi **tadbirlarni o'tkazish**.				
4. Kasbiy xulq-atvori, shu jumladan, kiyinish odobi, jamoada o'zini tutish qoidalari, nutq madaniyati va hokazolarni namoyish etgan holda **o'quvchilar uchun o'rnak bo'lish**.	O'qituvchi maktabdagi qadriyatlarga muvofiq holda kasbiy xulq-atvor, shu jumladan, nutq madaniyati va kiyinish odobiga rioya qilishini namoyish etgan holda o'quvchilarga o'rnak bo'la olsa.	O'qituvchi kasbiy xulq-atvor, shu jumladan, nutq madaniyati va kiyinish odobiga rioya qilsa, lekin o'quvchilarning bu sohada o'sishlariga yordam bermagan bo'lsa.	O'qituvchi kiyinish odobiga amal qilsa, lekin uning jamoada o'zini tutish qoidalari maktabdagi qadriyatlarga mos kelmasa.	O'qituvchi maktabdagi qadriyatlarga mos kelmaydigan xatti-harakatlarni amalga oshirsa.
Ballar yig'indisi:	*A'lo - 13,7-16 ball*	*Yaxshi – 11,4-13,6 ball*	*Qoniqarli - 9-11,3 ball*	*Qoniqarsiz - 1-8,9 ball*

Maktab baholash ishchi guruhi a'zolari qo'ygan baholari umumlashtiriladi va o'rtachasi chiqariladi hamda har bir yo'nalish bo'yicha baholash natijalari quyidagi qayd etiladi:

A'lo (4 ball)	Yaxshi (3 ball)	Qoniqarli (2 ball)	Qoniqarsiz (1 ball)
13,7-16 ball (*86-100%*)	11,4-13,6 ball (*71-85%*)	9-11,3 ball (*56-70%*)	1-8,9 ball (*1-55 %*)

**Maktab o'qituvchining faoliyatini har bir yo'nalish bo'yicha baholash
QAYDNOMASI**

T/r	Yo'nalishlar (maksimal 16 ball)	Yo'nalish bosqichlari	Baholash ishchi guruhi a'zolarining baholari					O'rtacha bali	Foizi
			F.I.Sh.	F.I.Sh.	F.I.Sh.	F.I.Sh.	F.I.Sh.		
1	O'quv jarayonini rejalashtirish	1							
		2							
		3							
		4							
		Jami							
2	Ta'lim samaradorligini ta'minlash, o'quvchining ehtiyojini hisobga olgan holda ta'lim dasturlarini amalga oshirish	1							
		2							
		3							
		4							
		Jami							
3	O'zlashtirishni baholash va qayta aloqa (fidbek)ni taqdim etish	1							
		2							
		3							

		4							
		Jami							
4	Tarbiyaviy faoliyatni tashkil etish	1							
		2							
		3							
		4							
		Jami							
5	Xavfsiz rivojlantiruvchi ta'lim muhitini yaratish va ta'minlash	1							
		2							
		3							
		4							
		Jami							
6	O'zini o'zi rivojlantirish va kasbiy o'sish	1							
		2							
		3							
		4							
		Jami							
7	Hamkasblari va o'quvchilarning ota-onalari (ularning o'rnini bosuvchi shaxslar) bilan hamkorlik	1							
		2							
		3							
		4							
		Jami							

Maktab baholash ishchi guruhi raisi: imzo/muhr   F.I.Sh   Maktab baholash ishchi guruhi kotibi: (imzo)   F.I.Sh

Appendix 4

7 teacher competencies on Avloniy platform

UZBEK	RUSSIAN	ENGLISH
Inklyuziv ta'limni joriy etish kompetentligi	Компетенция по внедрению инклюзивного образования	Competence to introduce inclusive education
Kommunikativ kompetentlik	Коммуникативная компетентность	Communicative competence
Pedagogik kompetentlik	Педагогическая компетентность	Pedagogical competence (subject-based)
AKT va media savodxonlik kompetentligi	ИКТ и медиаграмотность	ICT and media literacy competence
Mas'uliyat va moslashuvchanlik kompetentligi	Компетентность, ответственность и гибкость	Competence of responsibility and flexibility
O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi	Саморазвитие, умение работать над собой	Self-development, competence to work on oneself
O'quvchilarning kompetensiyalarini xolisona baholash kompetentligi	Умение объективно оценивать компетенции студентов	Competence to objectively assess students' competencies

O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI

UMUMIY O'RTA TA'LIM MUASSASALARINI BARCHA FAN O'QITUVCHILARI UCHUN UZLUKSIZ KASBIY RIVOJLANTIRISH KURSINING

NAMUNAVIY O'QUV DASTURI

Toshkent – 2022

O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI

A.AVLONIY NOMIDAGI PEDAGOGLARNI KASBIY RIVOJLANTIRISH VA YANGI METODIKALARGA O'RGATISH MILLIY-TADQIQOT INSTITUTI

Umumiy o'rta ta'lim muassasalarini barcha fan o'qituvchilari uchun uzluksiz kasbiy rivojlantirish kursining namunaviy o'quv dasturi
A.Avloniy nomidagi PKRYMO'MTI Ilmiy kengashining

2022-yil "31"-maydagi 4-sonli bayonnomasi bilan ma'qullangan va tasdiqqa tavsiya etilgan

Tuzuvchilar: A.Radjiyev, F.Karimov, A.Baxramov

Taqrizchi: **Carlise Womack Wynne** – *Shimoliy - Jorjiya universitetining Ta'lim kolleji professori, Ta'lim fanlari doktori*

Toshkent-2022

Kirish

Ushbu namunaviy o'quv dasturi O'zbekiston Respublikasi Prezidentining "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida" 2020-yil 6-noyabrdagi PF-6108 Farmoni va "Ta'lim-tarbiya tizimini yanada takomillashtirishga oid qo'shimcha chora-tadbirlar to'g'risida" 2020-yil 6-noyabrdagi PQ-4884-son hamda "Xalq ta'limi sohasidagi ilmiy-tadqiqot faoliyatini qo'llab-quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari to'g'risida" 2021-yil 25-yanvardagi PQ-4963-son, Vazirlar Mahkamasining "Xalq ta'limi xodimlarini uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi to'g'risidagi nizomni tasdiqlash haqida" 2022-yil 17-yanvardagi 25-son qarorlari hamda Xalq ta'limi vazirining 2022-yil 20-apreldagi "Davlat ta'lim talablarini tasdiqlash to'g'risida"gi 121-sonli buyrug'i ijrosini ta'minlash maqsadida, shuningdek, pedagog kadrlarning malakasini oshirishning ilg'or va shaffof tashkiliy-huquqiy mexanizmlarini tatbiq etish yo'li bilan xalq ta'limi tizimida kadrlar siyosatini shakllantirishning zamonaviy tamoyillarini joriy etish bo'yicha belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, zamonaviy talablar asosida xalq ta'limi muassasalari pedagog kadrlari malakasini oshirish jarayonlarining mazmunini takomillashtirish hamda ularning kasbiy kompetentligini muntazam oshirishni nazarda tutadi.

Dastur mazmuni O'zbekiston Respublikasining ta'lim sohasidagi Davlat siyosati, mas'uliyat va moslashuvchanlik, axborot kommunikatsiya texnologiyalari va mediasavodxonlik, kommunikativ ko'nikmalarni rivojlantirish, inklyuziv ta'limni joriy etish masalalari, o'zini-o'zi rivojlantirish, uzluksiz kasbiy rivojlanishlarni o'z ichiga olib, ular bo'yicha tegishli yangi bilim, ko'nikma, malaka va kompetensiyalarni shakllantirishga yo'naltirilgan.

O'quv modullarining mazkur dastur doirasida taqdim etilayotgan mazmuni umumiy o'rta ta'lim va maktabdan tashqari ta'lim muassasalari pedagog kadrlarining malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari asosida shakllantirilgan bo'lib, pedagoglarning o'z kasbiy faoliyatiga doir zamonaviy bilim va innovatsiyalar, ilg'or xorijiy tajribalardan samarali foydalanish hamda axborot-kommunikatsiya texnologiyalarini o'quv jarayoniga keng tatbiq etish darajasini oshirish hisobiga ularning uzluksiz kasbiy rivojlanishini nazarda tutadi.

Uzluksiz kasbiy rivojlantirish kursining namunaviy o'quv dasturi quyidagi modullardan iborat:

1. Pedagogning kommunikativ ko‘nikmalarini rivojlantirish
2. AKT va mediasavodxonlik

3. O'zini-o'zi rivojlantirish va uzluksiz kasbiy rivojlanish masalalari

4. Pedagog mas'uliyati va moslashuvchanligi

5. Inklyuziv ta'limni joriy etish masalalari

6. Ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda foydalanish masalalari

7. Fandagi yangiliklar va fanni o'qitishning dolzarb masalalari

8. O'quvchilar kompetensiyalarini baholash usullari va vositalari

Kursning maqsadi va vazifalari

Kurs maqsadi: ta'lim-tarbiya jarayoni samaradorligini oshirish uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarni zamonaviy metodika asosida muntazam yangilash, malaka talablari asosida ularning kasbiy faoliyatga doir kompetentligini rivojlantirishdan iborat.

Kursning vazifalariga quyidagilar kiradi:

tinglovchilarga jamiyatda amalga oshirilayotgan ijtimoiy-iqtisodiy islohotlar mazmuni va ta'lim-tarbiya jarayonlarini tashkil etishning huquqiy-me'yoriy asoslarini singdirish;

o'zini-o'zi rivojlantirishning bosqichli istiqbol rejasini tuzishga o'rgatish;

ta'lim jarayonida pedagog mas'uliyati va moslashuvchanligining zamonaviy modellari va tiplarini o'rgatish;

alohida ta'lim ehtiyojlariga ega o'quvchilarga ta'lim-tarbiya berishning psixologik jihatlari o'rgatish;

ilg'or xorijiy tajribalarni o'rganish, tahlil etish va milliy ta'lim tizimiga moslashtirishni o'rgatish;

tinglovchilarni ta'lim sifatini oshirishning yangicha metodikalari bilan qurollantirish;

AKTni ta'lim jarayoniga integratsiya qilishning turli yondashuvlari bilan tanishtirish;

pedagoglarning malaka talablariga mos holda kasbiy kompetentligini zamonaviy yondashuvlar va innovatsiyalar asosida uzluksiz rivojlantirish.

Kurs yakunida tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar:

Malaka oshirish kursi oʻquv rejasining "Pedagogning kommunikativ koʻnikmalarini rivojlantirish", "AKT va mediasavodxonlik", "Oʻzini-oʻzi rivojlantirish va uzluksiz kasbiy rivojlanish masalalari", "Pedagog mas'uliyati va moslashuvchanligi", "Inklyuziv ta'limni joriy etish masalalari", "Ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda foydalanish masalalari",

"Fandagi yangiliklar, fanni o'qitishning dolzarb masalalari", "O'quvchilar kompetensiyalarini baholash usullari va vositalari" modullari bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar tegishli yo'nalish bo'yicha umumiy o'rta ta'lim va maktabdan tashqari ta'lim muassasalari pedagog kadrlarining malakasini oshirish mazmuni, sifati va ularning tayyorgarligi hamda kompetentligiga qo'yiladigan malaka talablari bilan belgilanadi.

Kurs hajmi

Malaka oshirish kursining davomiyligi 36 soatni tashkil etadi. Malaka oshirish toifasi bo'yicha ta'lim dasturlarini to'liq o'zlashtirgan kurs tinglovchilariga davlat namunasidagi sertifikat beriladi. O'quv modulining har 2 soatini o'zlashtirganligi uchun tinglovchiga 1 kredit ball beriladi.

Umumiy o'rta va maktabdan tashqari ta'lim muassasalari pedagog xodimlarini uzluksiz kasbiy rivojlantirish kursi o'quv rejasidagi modullarining mazmuni

1. Pedagogning kommunikativ ko'nikmalarini rivojlantirish

O'quvchilarning sinfdagi faoliyatini qo'llab-quvvatlashning verbal va noverbal usullari: fikr bildirish, tuzatishlar kiritish, olqishlash, savollar berish.

Boshqalar fikrini hurmat qilish. O'zgalar fikriga ta'sir etuvchi (ishontira olish, to'g'rilash, fikrni qarama-qarish qo'yish) muloqot maneralari va ulardan samarali foydalanish.

O'zaro munosabatlarni o'rnatishga qaratilgan (qo'llab-quvvatlash, konstruktiv, ruhlantiruvchi) muloqot maneralari. O'qituvchining kasbiy-pedagogik kompetentligi.

Ta'lim jarayoni sifatini oshirish va o'quvchilarning o'quv ehtiyojlarini qondirishda o'z hamkasblari bilan AKTning turli vositalari yordamida muloqotni o'rnatish va hamkorlik qilish.

O'qituvchilarning global tarmoqdagi turli pedagogik hamjamiyatlari va ulardan ta'lim sifatini oshirishda foydalanish.

PR (jamoatchilik bilan aloqalar)ni tashkil etish usullari. Ota-onalar bilan o'zaro munosabatlar.

Boshqalarning huquqlari va hissiyotlarini hurmat qilishga qaratilgan muloqot maneralari.

2. AKT va mediasavodxonlik

AKTdan foydalangan holda o'quvchilarning ta'lim olish imkoniyatlarini kengaytirishga qaratilgan ta'lim strategiyalari.

Ta'lim jarayonida AKTdan foydalanish xavfsizligi, mas'uliyati va axloqiy normalari. "Kundalik" avtomatlashtirilgan ta'lim axborot tizimi.

Ta'lim mazmuniga mos bo'lgan AKTni ta'lim jarayoniga integratsiya qilishning turli strategiya va yondashuvlari. Ta'lim jarayonini takomillashtirishga yo'naltirilgan axborot resurslari. Raqamli texnologiyalar.

Ommaviy axborot vositalaridagi media kontentni tushunish, mediasavodxonlik elementlarini o'zida mujassam etgan holda ularni o'quvchilarda shakllantirish metodikasi.

Turli vositalar orqali turli shakldagi axborotlarni tahlil qilish, baholash, boshqarish va yangi ma'lumotlarni yaratish.

3. O'zini-o'zi rivojlantirish va uzluksiz kasbiy rivojlanish masalalari

Butun hayot davomida ta'lim olish g'oyasi (lifelong learning). Kasbiy ehtiyojlarni amalga oshirish va kasbiy mahoratni rivojlantirish yo'llari, usul va vositalari. Uzluksiz malaka oshirishni amalga oshirishda elektron ta'lim (e-learing), individual ta'lim trayektoriyasi (personal learning space) va muhiti (personal learning envirenment). Uzluksiz kasbiy rivojlantirish platformasi va undan foydalanish.

Pedagog imiji va muloqot madaniyati (Self-menejment).

O'qituvchilarga qo'yilgan talablar va umumta'lim fanlarining DTSlari talablaridan kelib chiqib o'z kasbiy mahoratini oshirish yo'nalishlari.

Kasbiy rivojlanishiga oid manbalar. Ulardan foydalangan holda o'zining va maktab ehtiyojlaridan kelib chiqib kasbiy malakasini oshirish. Kasbiy rivojlanish bo'yicha o'quvlar, ularni tanlash strategiyasi.

Kollegial forumlar. Kasbiy bilim va mahoratini oshirish, pedagogik mahoratni takomillashtirishda kollegial forumlardan foydalanish.

4. Pedagog mas'uliyati va moslashuvchanligi

Mas'uliyat va moslashuvchanlik haqida tushuncha. Pedagog mas'uliyati. Pedagogning o'quvchilar, ularning bilimi, hayoti va sog'lig'i uchun javobgarligi. Moslashuvchanlik jarayon sifatida. O'zgarishlarga moslashuvchanlikning modellari va tiplari. Shaxslararo munosabatlarda moslashuvchanlikning ahamiyati. O'zgarishlarga moslashuvchanlik psixologiyasi. Ta'lim jarayonida yuz berayotgan turli o'zgarishlarga va yangilanish jarayonlariga tez va oson moslasha olish. Ta'limdagi yangi yondashuv va strategiyalarni qabul qila olish, ularni egallash va o'z kasbiy amaliyotiga joriy eta olish. Pedagogik jamoa va uning ijtimoiy-psixologik xususiyatlari. Pedagogik jamoalarda kuzatiladigan muammolar, pedagogik jamoani muvaffaqiyatli boshqarishda xodimlarning o'zaro munosabatlari. Pedagogik jamoada sog'lom ijtimoiy-psixologik muhit va uning asosiy indikatorlari. Jamoadagi psixologik holatni aniqlashda diagnostik psixologik trening. STEAM-ta'limi va boshqa ta'lim mazmuni.

5. Inklyuziv ta'limni joriy etish masalalari

Inklyuziya va inklyuziv ta'lim tushunchasi. O'quvchilarni jismoniy, intellektual, ijtimoiy, emotsional, tili va boshqa xususiyatlaridan qat'iy nazar birga o'qitishni tashkil qilish. Bunda yuzaga keladigan muammolar va ularni samarali hal etish usullari.

Alohida ta'lim ehtiyojlariga ega o'quvchilarni ta'lim jarayoniga jalb qilishga oid me'yoriy hujjatlar. Imkoniyati cheklangan o'quvchilarni umumta'lim

maktablarida sog'lom bolalar bilan bir qatorda ta'lim olishlarini qo'llab-quvvatlashning turli strategiyalari.

Alohida ta'lim ehtiyojlariga ega o'quvchilarga ta'lim-tarbiya berishning psixologik jihatlari.

6. Ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda foydalanish masalalari:

– qonunchilik normalarini bilish hamda ularga rioya qilish;

– mamlakatda olib borilayotgan ta'lim sohasidagi islohotlardan xabardor bo'lish;

– ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatida samarali foydalana olish;

– o'z kasbiy faoliyatiga doir normativ-huquqiy hujjatlarni ishlab chiqishda ishtirok etish;

– bola huquqlari to'g'risidagi normativ-huquqiy hujjatlarni bilish va ularga rioya qilishni tashkil etish.

7. Fandagi yangiliklar va fanni o'qitishning dolzarb masalalari

Fandagi yangiliklar, kashfiyot va ixtirolar. Fanning ilmiy-nazariy asoslari bo'yicha dolzarb muammolar, yangiliklar, ilmiy izlanishlar, dissertatsiyalar, ilmiy, ilmiy-metodik maqolalar, anjumanlar materiallaridan fanni o'qitishda foydalanish.

Fanning yangi tahrirdagi DTS, modernizatsiya qilingan o'quv dasturlari, darslik va o'quv qo'llanmalari va ularning tahlili.

Fanni o'qitish bo'yicha ilg'or pedagogik tajribalar va ularni amalda qo'llash. Darslarda interfaol metodlardan foydalanish.

Ayrim murakkab mavzularni o'qitish samaradorligini oshirish omillari.

Fan bo'yicha ma'ruza, seminar, amaliyot, laboratoriya ishi, trening, ochiq mashg'ulot va boshqa mashg'ulotlarni tayyorlash, kuzatish va tahlil qilish.

Fanni o'qitishda elektron darsliklardan foydalanish.

Fan metod birlashmalari ishini samarali tashkil etish shakl va usullari

Uzluksiz kasbiy rivojlanish, shu jumladan mustaqil malaka oshirish va bilim olishning tashkiliy, uslubiy asoslari.

Fan bo'yicha o'qituvchilarning ilg'or tajribalarini aniqlash, tahlil qilish, o'rganish, yozish, umumlashtirish, ommalashtirishning zamonaviy texnologiyalari, shakl va usullari. Fanni o'qitishda to'plangan ilg'or tajribalar.

8. O'quvchilar kompetensiyalarini baholash usullari va vositalari

O'quvchilar bilimlari va kompetensiyalarini baholashning turli strategiyalari. Rasmiy va norasmiy, diagnostik va umumiy yondashuvga asoslangan baholash usullari.

Baholash - ta'lim jarayonining ajralmas qismi sifati. Baholash orqali o'quvchilar bilan teskari aloqani o'rnatish. O'quvchilarning o'quv faoliyatini, bilim va kompetensiyalarini baholashning turli usul va vositalari.

O'quvchilar o'zini baholashi, o'quvchilar boshqa o'quvchilarni baholashi va o'qituvchi tomonidan baholash yondashuvlari, ulardan samarali foydalanish.

O'quvchilarning kompetensiyalarini baholash natijalarini tahlil qilish. Tahlillar asosida pedagogik faoliyatiga o'zgartirishlar kiritish.

Ota-onalarni o'quvchilarning o'zlashtirishi natijalari bilan tanishtirish.

Dasturning axborot-metodik ta'minoti

Modullarni o'qitish jarayonida ishlab chiqilgan o'quv-metodik majmualar, ilmiy jurnallar, internet resurslari, multimedia mahsulotlari hamda boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi.

Foydalanish tavsiya etiladigan o'quv-uslubiy adabiyotlar ro'yxati.

I. O'zbekiston Respublikasi Prezidenti asarlari

1. Mirziyoyev Sh.M., Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. Mamlakatimizni 2016-yilda ijtimoiy-iqtisodiy rivojlantirishning asosiy yakunlari va 2017-yilga mo'ljallangan iqtisodiy dasturning eng muhim ustuvor yo'nalishlariga bag'ishlangan Vazirlar Mahkamasining kengaytirilgan majlisidagi ma'ruza, 2017-yil 14-yanvar // Sh.M. Mirziyoyev. – Toshkent: O'zbekiston, 2017. – 104 b.

2. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning 2020-yil   29-dekabrdagi Oliy Majlisga Murojaatnomasi. (2020-yil 29-dekabr).

II. Normativ-huquqiy hujjatlar

1. O'zbekiston Respublikasi Konstitutsiyasi. – T.: "O'zbekiston", 2021.
2. O'zbekiston Respublikasining "Ta'lim to'g'risida" 2020-yil 23-sentabrdagi O'RQ-637-son Qonuni
3. O'zbekiston Respublikasining Mehnat kodeksi.
4. O'zbekiston Respublikasi Prezidentining "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida" 2020-yil 6-noyabrdagi PF–6108-son Farmoni.

5. O'zbekiston Respublikasi Prezidentining "Ta'lim-tarbiya tizimini yanada takomillashtirishga oid qo'shimcha chora-tadbirlar to'g'risida" 2020-yil 6-noyabrdagi PQ-4884-son qarori.

6. O'zbekiston Respublikasi Prezidentining "Xalq ta'limi sohasidagi ilmiy-tadqiqot faoliyatini qo'llab-quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari to'g'risida" 2021-yil 25-yanvardagi PQ–4963-son qarori.

7. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" 2019-yil 29-apreldagi PF-5712-son Farmoni.

8. O'zbekiston Respublikasi Prezidentining "Zamonaviy maktab"larni tashkil etish chora-tadbirlari to'g'risida" 2019-yil 27-noyabrdagi PQ-4537-son qarori.

9.	O'zbekiston Respublikasi Prezidentining "Professional ta'lim tizimini yanada takomillashtirishga doir qo'shimcha chora-tadbirlar to'g'risida" 2019-yil 6-sentabrdagi PF-5812-son Farmoni.

10. O'zbekiston Respublikasi Vazirlar Mahkamasining "Maktabgacha hamda umumta'lim tashkilotlari faoliyatini tekshirish ishlarini tartibga solish chora-tadbirlari to'g'risida" 2019-yil 25-apreldagi 352-son qarori.

11. Oʻzbekiston Respublikasi Prezidentining "Oʻzbekiston Respublikasini yanada rivojlantirish boʻyicha Harakatlar strategiyasi toʻgʻrisida" 2017-yil 7-fevraldagi PF-4947-son Farmoni.

12. Oʻzbekiston Respublikasi Vazirlar Mahkamasining "Umumiy oʻrta taʼlim toʻgʻrisidagi Nizomni tasdiqlash haqida" 2017-yil 15-martdagi 140-son qarori.

13. Oʻzbekiston Respublikasi Vazirlar Mahkamasining "Taʼlim muassasalarida uni bitirib, yuksak yutuqlarga erishgan nomdor shaxslarning homiylik xayriya mablagʻlari hisobiga shakllantiriladigan bitiruvchilar jamgʻarmasini tashkil etish toʻgʻrisida" 2019-yil 17-apreldagi 321-son qarori.

14. Oʻzbekiston Respublikasi Prezidentining "Yoshlarni maʼnaviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga taʼlim-tarbiya berish tizimini sifat jihatidan yangi bosqichga koʻtarish chora-tadbirlari toʻgʻrisida" 2018-yil 14-avgustdagi PQ-3907-son qarori.

15. Oʻzbekiston Respublikasi Prezidentining "Xalq taʼlimi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari toʻgʻrisida" 2018-yil 5-sentabrdagi PQ-3931-son qarori.

16. Oʻzbekiston Respublikasi Vazirlar Mahkamasining "Oʻquv asbob-uskunalari va anjomlarining xavfsizligi toʻgʻrisidagi umumiy texnik reglamentni tasdiqlash haqida" 2017-yil 2-iyundagi 345-son qarori.

17. Oʻzbekiston Respublikasi Vazirlar Mahkamasining "Xalq taʼlimi xodimlarini uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi toʻgʻrisidagi nizomni tasdiqlash haqida"gi 2022-yil 17-yanvardagi 25-son qarori.

III.   Maxsus adabiyotlar

1.   Djaylavov A. Taʼlim sohasida interaktiv davlat xizmatlaridan foydalanish texnologiyalari (malaka oshirish kurslari tinglovchilari uchun uslubiy qoʻllanma). - A.Avloniy nomidagi XTXQTMOMI, 2016.

2.   Ishmuhamedov R.J, Yuldashev M.A, "Taʼlim va tarbiyada innovatsion pedagogik texnologiyalar". T.: "Nihol", 2013.

3.   Paxrutdinov Sh. Global axborot jamiyati va mediataʼlim. –T.: 2015.

4. Rustamova N. Mediataʼlim va mediamadaniyat: nazariya va amaliyot. –T.: "Muharrir", 2015.

5. Saidov U. Nutq madaniyati va notiqlik sanʼati. –T.: "Akademiya", 2007.

6. Tolipova J.O. Pedagogik texnologiyalar – doʻstona muhit yaratish omili. -T.: YUNISEF, 2005.

7. Elektron ta'lim resurslari

1. https://onlinedu.uz/
2. https://avloniy.uz/uz
3. https://ru.wikipedia.org
4. https://www.oecd.org/
5. http://www.gov.uz
6. https://www.uzedu.uz/
7. https://www.bimm.uz/ru
8. http://ziyonet.uz/ru

Xalq ta'limi xodimlari malakasini oshirishning muqobil shakllari RO'YXATI

O'zbekiston Respublikasi Prezidentining 2021 yil 25 yanvardani PQ-4963 sonli Qaroriga muvofiq, xalq ta'lim xodimlari malakasini oshirishning muqobil shakllari ro'yxati tasdiqanadi va har bitta shakliga to'g'ri keladigan kreditlar (akademik soatlar) hajmi belgilanadi. Shinda, malaka oshirishning muqobil shakllarini o'zlashtirgan xalq ta'limi xodimlari tegishli shakl uchun belgilangan hajmdagi (miqdordagi) kreditlarni (akademik soatlar) to'plagan deb hisoblanadi.

"TASDIQLAYMAN"

O'zbekiston Respublikasi

Xalq ta'limi vazirining

birinchi o'rinbosari

U.Sharifxodjayev

_____ 2022 yil

Uzuksiz kasbiy rivojlantirish tizimida muqobil malaka oshirish shakllarining ro'yxati va ularga beriladigan kredit ballari

№	Muqobil malaka oshirish shakllari	Ajratilgan kredit
1.	* Mutaxassislik fani bo'yicha darslik muallifi	54
2.	* Xalqaro olimpiadalar g'oliblarini tayyorlash	54
3.	* Ilmiy daraja olish uchun doktorlik dissertatsiyasini himoya qilish	54
4.	** "Ustoz-shogird" tizimida kamida bir nafar ilmiy darajali o'qituvchini tayyorlash	36
5.	** "Xalq ta'limi a'lochisi" yoki "Xalq ta'limi Fidoyisi" mukofotiga sazovor bo'lish	36
6.	** Faxriy unvon yoki davlat mukofotiga sazovor bo'lish	36
7.	** "Ustoz" tanlovi Respublika bosqichi g'olibi bo'lish	36
8.	** Respublika olimpiadalari g'oliblarini tayyorlash	36
9.	"O'zbekiston barkamollik uchun ta'lim" dasturi loyihasi doirasida tashkil etilgan treninglarda ishtirok etgan o'qituvchilarning malaka oshirganlik to'g'risidagi sertifikati	8
10.	American Council courses / Xalqaro ta'lim bo'yicha Amerika Kengashlari kurslarida o'qish (ESN loyihasi doirasida)	9

English translation:

	Forms of alternative CPD	Credits
1.	Authorship for text-book creation (on the specialty)	54
2.	Preparing students who receive 1-2-3 places in international Olympiads on the subjects	54
3.	Defending PhD dissertation	54
4.	Supervising teacher-PhD researcher on the scheme Mentor-mentee	36
5.	Awarded by "Public Education Excellence" prize and "Public Education Devotee" prize	36
6.	Receiving state award or honorary title	36
7.	Winning the republican level of Ustoz (Best Teachers award) contest	36
8.	Preparing students-winners of the republican Olympiad of the subject	36
9.	Completing training and receiving certificate of RTI's UEEP (Uzbekistan Excellence for Education Programme) project	18
10.	Completing American Council courses	9
11.	Completing British Council courses	9
12.	Completing successfully national courses or courses on UDEMY, Udacity, edEX, and others.	9
13.	Getting C1 on national CEFR, international IELTS, TOEFL, DAF, TCF etc tests	9
14.	Publications in internationally indexed journals included in Scopus and Web of Science database of articles	9
15.	Presenting in international scientific events (seminars, conferences, symposiums etc.)	4
16.	Membership in scientific-methodological councils of their subject at Republican Education Centre (REC)	4
17.	Presenting in republican scientific events (seminars, conferences, symposiums etc.)	2

O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI

TOSHKENT VILOYATI XALQ TA'LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH

HUDUDIY MARKAZI

TILLARNI O'QITISH METODIKASI

KAFEDRASI

"TASDIQLAYMAN"

TVXTXQTMOHM direktori

_____**B.F.YAlg'ashev**

"_____" _____**2020 yil**

"XORIJIY (INGLIZ) TILNI

O'QITISHDA ZAMONAVIY YONDASHUVLAR VA

INNOVATSIYALAR" VA "XORIJIY (INGLIZ) TILNI O'QITISH METODIKASI"

modullari bo'yicha

ISHCHI O'QUV DASTURLAR

14

Toshkent – 2020

Tuzuvchi:

S.N.Isamova   Toshkent viloyati xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi "Tillarni o'qitish metodikasi" kafedrasi katta o'qituvchisi

Taqrizchi:

Maxmudova J.S   Toshkent viloyati xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi, "Tillarni o'qitish metodikasi" kafedrasi katta o'qituvchisi

"Tillarni o'qitish metodikasi" kafedrasining ____ _____ 20 yil _____yig'ilishida muhokama qilingan va markaz Ilmiy-Metodik Kengash yig'ilishida tasdiqlash uchun tavsiya qilingan

Toshkent viloyati XTXQTMOHM Ilmiy-Metodik Kengashining 20___ yil _____ _____dagi ____ – sonli yig'ilishi qarori bilan ma'qullangan

KELISHILDI:

O'quv va ilmiy ishlar bo'yicha
direktor o'rinbosari   B.Mirxalikov

O'quv jarayonini tashkil etish
bo'limi boshlig'i   O'.Saidov

Kafedra mudiri   **S.K.Djumaeva**

O'quv dasturi O'zbekiston Respublikasi Prezidentining 2018 yil

5 sentyabrdagi "Xalq ta'limini boshqarish tizimini takomillashtirish bo'yicha qo'shimcha chora-talbirlar to'g'risida"gi PF-5538-sonli Farmoni, O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli Farmoni, 2017 yil 26 sentyabrdagi "Pedagog kadrlarni tayyorlash, xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3289-sonli Qarori, shuningdek O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 6 apreldagi "Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlarini tasdiqlash to'g'risida"gi 187-sonli Qarori va 2012 yil 10 dekabrdagi "CHet til o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli Qarorda belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida xorijiy (ingliz) til o'qituvchilari malakasini oshirish jarayonlarining mazmunini takomillashtirish hamda ularning kasbiy kompetentligini oshirishni nazarda tutadi.

"Xorijiy (ingliz) tilni o'qitishda zamonaviy yondashuvlar va innovatsiyalar" modulining ishchi o'quv dasturi xorijiy til o'qituvchilari malakasini oshirish kursining o'quv dasturi asosida tuzilgan bo'lib, u ingliz tili o'qituvchilariga ta'limda zamonaviy yondashuvlar va innovatsiyalarning mazmun va mohiyatini ochib beradi.

3.1 "Xorijiy tilni o'qitishda zamonaviy yondashuv va innovatsiyalar"

modulining maqsadi va vazifalari

Modulning maqsadi: umumiy o'rta ta'lim maktablari ingliz tili o'qituvchilarining ta'lim-tarbiya jarayonida zamonaviy yondashuvlar va innovatsiyalarni qo'llash kompetensiyalarini rivojlantirish.

Modulning vazifalari:

- tinglovchilarda xorijiy (ingliz) til o'qitishda zamonaviy yondashuvlarni tatbiq qilish, innovatsiyalardan foydalanish uchun zarur bo'lgan bilim va ko'nikmalarni shakllantirish;
- ingliz tili darslarida zamonaviy ta'lim vositalardan foydalanish ko'nikmalarini rivojlantirish;
- zamonaviy talablar asosida ingliz tili darslarini samarali tashkil qilish yo'llarini o'rgatish;

- ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalarni qo'llash imkoniyatlarini o'rgatish.

Modul bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar

Xorijiy (ingliz) til fanining maqsadi o'rganuvchilarning ko'p madaniyatli dunyoda kasbiy, ilmiy va maishiy sohalarda faoliyat yuritishlarida kommunikativ kompetensiya *(uning tarkibiy qismlari*

*hisoblanuvchi lingvistik, sotsio-lingvistik, pragmatik va boshqa kompetensiyalari)*ni shakllantirishdan iborat.

Kompetensiya – kommunikatsiya (muloqot) ishtirokchilari tomonidan ta'limning aniq maqsadlariga qaratilgan nutq faoliyatini rivojlantirishga imkon beradigan bilim, ko'nikma, malaka va shaxsiy fazilatlar yig'indisini ifodalaydi.

"Xorijiy (ingliz) til o'qitishda zamonaviy yondashuvlar va innovatsiyalar" moduli bo'yicha tinglovchilar:

- "Ta'lim to'g'risida"gi qonun, Kadrlar tayyorlash milliy dasturi va "Chet tili o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli qarorning mazmun-mohiyatini;
- xorijiy til o'qitishda zamonaviy yondashuvlar va innovatsiyalarni qo'llashning ahamiyatini;
- ta'lim mazmunini modernizatsiyalashning nazariy asoslarini;
- xorijiy til o'qitishda qo'yiladigan hozirgi zamon talablarini

bilishi;.

- xorijiy til o'qitish mazmuni, vositalari, metodlari va shakllarining uzviyligi va izchilligini ta'minlash;
- ilg'or tajribalarni o'z faoliyatida qo'llay olish ***ko'nikmasiga;***
- fani bo'yicha sinf va sinfdan tashqari ishlarni zamonaviy yondashuvlar va innovatsiyalarni tatbiq etgan holda tashkil etish;
- an'anaviy, noan'anaviy darslar, dars tizimi, dars tipi va dars turlarini bir biridan farqlay olish va to'g'ri tanlay olish ***malakasiga;***
- ta'limdagi innovatsiya va zamonaviy yondashuvlarning mohiyati va ahamiyatini anglagan holda amaliyotga joriy etish;
- xorijiy til o'qitishda o'quvchilarni hamkorlikda ishlashga va faollashtirishga undovchi interfaol shakl va vositalarni qo'llash;
- fanni o'qitishda xorijiy tajribalardan foydalana olish ***kompetensiyalariga*** ega bo'lishlari lozim.

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

"Xorijiy (ingliz) til o'qitishda zamonaviy yondashuvlar va innovatsiyalar" moduli ma'ruza va amaliy mashg'ulotlar shaklida olib boriladi.

Kursni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan:

- zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- Nazariy mashg'ulotlarda taqdimot dasturida tayyorlangan

materiallar, doska va flipchart, ko'rgazmali materiallardan hamda video va audioyozuvlardan foydalaniladi.

- Amaliy mashg'ulotlarda texnik vositalar, tarqatmali vositalar, aqliy hujum, guruhli fikrlash va kichik guruhlarda ishlash va boshqa interaktiv usullarni qo'llash nazarda tutiladi.

Modulning o'quv rejadagi boshqa modullar bilan
bog'liqligi va uzviyligi

Modul mazmuni o'quv rejadagi "Ta'lim jarayonlarida axborot kommunikatsiya texnologiyalarini qo'llash", "Ta'lim-tarbiya texnologiyalari va pedagogik mahorat" bloklari va "Xorijiy (ingliz) tilni o'qitish metodikasi" moduli bilan uzviy bog'langan holda pedagoglarning kasbiy pedagogik tayyorgarlik darajasini orttirishga xizmat qiladi.

Modulning uslubiy jihatdan uzviy ketma-ketligi

Mazkur modul "O'zbekistonda ta'lim-tarbiya jarayonlarining huquqiy-me'yoriy asoslari", "Ta'lim-tarbiya texnologiyalari va pedagogik mahorat" va "Ta'lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qo'llash" bloklaridan keyin o'rganiladi Unda yuqoridagi bloklarda o'rganilgan mazmun yo'nalishlari va uslubiy jihatlarini xorijiy tilni o'qitishga tatbiq etish imkoniyatlari ochib beriladi.

Modulning ta'limdagi o'rni

Tinglovchilarni ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar bilan tanishtirish, amalda qo'llash va shu orqali ta'lim samaradorligini ta'minlash.

"Xorijiy (ingliz) tilni o'qitishda zamonaviy yondashuvlar va innovatsiyalar"modul bo'yicha soatlar taqsimoti

№	Mavzular	Jami soat	Auditoriya soati	Jumladan			Mustaqil ta' lim
				Nazariy	Amaliy	Ko' chma mashg' ulot	
1.	Xorijiy tilni o'qitishdagi ilg'or xorijiy tajribalar hamda zamonaviy yondashuvlar.	2	2		2		
2.	STEAM yondashuvi hamda aqlli ta'lim (Smart education)	4	2	2			2
3.	Zamonaviy ta'lim vositalaridan foydalanish.	2	2		2		
4.	Ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari.	2	2		2		
5.	Xorijiy til darslarida axborot kommunikatsiya texnologiyalaridan foydalanishning samarali yo'llari	2	2		2		
6.	Xorijiy til fanini o'qitishda kompetensiyaviy yondashuvga asoslangan ta'limning joriy etilishi.	2	2		2		

7.	Zamonaviy talablar asosida integratsion darslar(CLIL)ni tashkil etish.	2	2		2	
8.	Zamonaviy talablar asosida xorijiy til darslarini tashkil etish va dars ishlanmalarini ishlab chiqish.	4	2		2	2
9	O'quvchilarning o'quv savodxonligini baholashning xalqaro tadqiqotlari.	2	2	2		
	Jami:	22	18	4	14	4

Nazariy va amaliy mashg'ulotlar mazmuni

1-mavzu: Xorijiy tilni o'qitishdagi ilg'or xorijiy tajribalar hamda zamonaviy yondashuvlar

Nutq faoliyati turlari va innovatsiyalar. O'quv materiali mavzusini o'quvchilarga tushunish (tinglab-tushunish, gapirish, o'qish va yozuv) ni rivojlantirishda zamonaviy yondashuvlar roli va qulay etkazishga yordam beruvchi interfaol uslublarni dars jarayonida qo'llanilishi. Ingliz tili darslari uchun o'quv materialini tayyorlash, o'quvchilarga etkazishda yangicha yondashuv.

2-mavzu: STEAM yondashuvi hamda aqlli ta'lim (Smart education) texnologiyalarini

Smart education((aklli ta'lim) ochiq axborot resurslari yordamida interfaol virtual muhitda amalga oshiriladigan moslashuvchan va induviduallashtirilgan yangi global ta'lim texnologiyasi) va STEAM (ilm-fan, texnologiya, muhandislik, san'at va matematikani birlashtiruvchi zamonaviy yondashuv) yondashuvining xorijiy tilni orgatishdagi ahamiyati

3-mavzu: Zamonaviy ta'lim vositalaridan foydalanish.

Xorijiy tillarni o'rganishda diktant turlari va ulardan unumli foydalinish usullari. Mavzuga mos ta'limiy va nazorat uchun beriladigan matnlardan to'g'ri foydalanish. O'quvchilarning umumiy saviyasini, ularning savodxonligini oshiruvchi, ingliz tiliga oid bilim, ko'nikma, malakalarini rivojlantiruvchi, fikrlash qobiliyatini va nutq madaniyatini o'stiruvchi o'yinlarni tanlash yo'llari.

4-mavzu: Ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari

Ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari. O'quvchilarning tarbiyaviy va ta'limiy salohiyatini oshiruvchi darslarni tashkil etish.O'qituvchi dars jarayonida o'quvchilar bilimini noananaviy tarzgda baholash. Butun sinf o'quvchilarini bilimini baholash va dars texnologiyasini samaradorligini tahlil qilish.

5-mavzu: Xorijiy   (ingliz)   tilini   o'rgatishda   axborot-kommunikatsiya texnologiyalaridan foydalanish

Ingliz tilini o'rgatishda axborot-kommunikasiya vositalarining roli juda katta.Ularni qo'llash imkoniyatlari ko'lami kundan-kunga kengayib, texnik vositalar o'quv jarayonining ajralmas qismiga aylanib bormoqda. YOshlarga ingliz tilini kompyuter orqali o'rgatish uchun birinchi navbatda o'qituvchining o'zi kompyuter texnologiyalaridan professional darajada foydalana oladigan bo'lishi kerak.

Bu darajadagi foydalanishga nafaqat kompyuterning mavjud imkoniyatlaridan to'liq foydalana olish, balki u asosida yangi o'quv dasturlarini tashkil eta olish ham kiradi. Bunday darajadagi pedagog bo'lish uchun har bir chet tili o'qituvchisi zamonaviy texnologiyalar sohasi bo'yicha o'z ustida ko'proq ishlashi zarur. Ingliz tilini kompyuter yordamida o'rgatishning anъanaviy o'rgatish usullariga nisbatan bir necha ustunlik jihatlari bor.Birinchi navbatda, kompyuter asosida ingliz tilini o'rganayotgan o'quvchida tilning to'rt yo'nalishida (gapirish, tinglabtushunish, yozishvao'qish) o'z ko'nikmalarini sinovdan o'tkazish

6-mavzu Xorijiy (ingliz)til fanini o'qitishda kompetensiyaviy yondashuvga asoslangan ta'limning joriy etilishi

O'quvchilarni o'qitishda kompetensiyaviy yondashuv nima va u qanay amalga oshirishi va unda ishlatiladigan samarali o'qitish metodlari

7-mavzu   Xorijiy tillarni o'rgatishda integratsion metodlardan foydalanish usullari.

O'quvchilarga ingliz tilini boshqa fanlar (geografiya, matematika, fizika, tarix, ona tili va boshqalar) orqali o'rgatish va bu orqali o'quvchilarning kommunikativ kompetensiyalarini rivojlantirish.

8-mavzu Zamonaviy talablar asosida xorijiy til darslarini tashkil etish va dars ishlanmalarini ishlab chiqish.

Bu amaliy darsda tinglovchilar o'tilgan mashgulotlarni amalda qo'lash maqsadida guruhlarga bo'linib zamonaviy talablar asosida dars ishlanmalarini ishlab chiqadilar va gurugda taqdimot qiladilar.

9-mavzu O'quvchilarning o'quv savodxonligini baholashning xalqaro tadqiqotlari

Ingliz tili fanini o'rgatishning o'quvchilarning o'quv savodxonligini baholashning PISA,TIMSS, PIRLS xalqaro tadqiqotlaridagi roli.

MUSTAQIL TA'LIM MAZMUNI

Modulga oid o'rganilgan materiallar asosida "Xorijiy til o'qitishda zamonaviy yondashuvlar va innovatsiyalar" mavzusida mustaqil ish bajariladi.

O‘QITISH SHAKLLARI

Mazkur modul bo‘yicha quyidagi o‘qitish shakllaridan foydalaniladi:

- ma'ruzalar, amaliy mashg‘ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko‘rilayotgan topshiriqlar echimlari bo‘yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (topshiriqlar echimi bo‘yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar echimini topish qobiliyatini rivojlantirish).

3.2 Xorijiy tillarni o'qitish metodikasi modulining ta'limdagi o‘rni

Modulni o‘zlashtirish orqali tinglovchilar xorijiy (ingliz) til o‘qitish metodikasini o‘rganib, mustahkamlab, amalda qo‘llash va baholashga doir kasbiy kompetentlikka ega bo‘ladilar.

Modul bo‘yicha soatlar taqsimoti

№	Mavzular	Jami soat	Auditoriya soati	Jumladan				Mustaqil ta' lim
				Nazariy	Amaliy	Ko‘ chm a	mashg‘ ulot	
1.	Xorijiy tilni o‘qitishda Davlat ta'lim standartlari, o‘quvdasturlari, til bo‘yicha umumevropa tavsiyalari va uning talqini, ya'ni SEFR bo‘yicha tilni bilish bo‘yicha belgilangan talab va darajalar.	6	6	2	4			
2.	Xorijiy tilni o‘qitishning o‘ziga xos xususiyatlari va o‘qitish metodlari.	10	10	2	8			

No.							
3.	Fan doirasida o'quvchilar bilim, ko'nikma hamda malakalarini baholash.	6	6		6		
4.	Dars ishlanmalarini ishlab chiqishga qo'yilgan talablar.	6	6	2	4		
5.	Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar.	4	4		4		
6.	Xorijiy tilni o'qitishda muammoli ta'lim, qo'shimcha va asosiy vositalar.	8	8		8		
7.	Fan bo'yicha sinfdan va maktabdan tashqari ishlarni tashkil etish va o'tkazishning samarali yo'llari.	6	4		4		2
8.	Iqtidorli o'quvchilar bilan ishlash va ularni o'z-o'zlarini boshqarish va hamkorlikda ishlashga o'rgatish. metodikasi	8	6		6		2
9.	Ochiq darslarni o'tkazish va darsni tahlil qilish usullari.	10			4	6	
	Jami:	**64**	**60**	**6**	**48**	**6**	**4**

NAZARIY VA AMALIY MASHG'ULOTLAR MAZMUNI

1-mavzu: Xorijiy tilni o'qitishda Davlat ta'lim standartlari, o'quv dasturlari, til bo'yicha umumevropa tavsiyalari va uning talqini, ya'ni CEFR bo'yicha tilni bilish bo'yicha belgilangan talab va darajalar

Chet tillarni o'rganish, o'rgatish, baholash bo'yicha Umumevropa tavsiyalari (CEFR) haqida umumiy ma'lumotga ega bo'lish. Tizimning tashkil etish tarixi bilan tanishtirish. Uning talablari va darajalari haqida tasavvurga ega bo'lish. Tinglovchilar o'zlariga qo'yilgan talablarni bilishi va o'rganishi, shuningdek o'rgatish va baholashga doir masalalari haqida tushunchaga ega bo'lishlari lozim

2-mavzu: Xorijiy (ingliz) tilni o'qitishning o'ziga xos xususiyatlari

va o'qitish metodlari.

O'quvchilarni xorijiy tilni o'qitishda ularning o'rganish xususiyatlari

etiborga olish va darslarda samarali metodlarni qullay bilish.

3-mavzu: Fan doirasida o'quvchilar bilim, ko'nikma hamda malakalarini baholash

Xorijiy til o'qitishda baholash metodlari. Xalqaro standart doirasida baholash, ularning turlari

4- mavzu. Dars   ishlanmalarini   ishlab chiqishga qo'yilgan talablar.

Dars ishlanmalariga quyilgan talablar haqida malumotga ega bulish. Dars   ishlanmalarini ishlab chiqish va guruxlarda taqdimot qilish

5-mavzu Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar

Ingliz tili darslarini rejalashtirishning o'ziga xos jihatlari. Ingliz tili darslarining asosiy ko'rinshi. Autentik (Authentic materials) va yordamchi (technical and nontechnical aids) vositalar haqida tushuncha. Zamonaviy metodlar asosida dars loyihasini tuzish. Dars tashkil etishning xilma-xil shakllari. Ushbu rejalarning dastur, darslik, o'qituvchi kitoblari asosida to'g'ri tuzish yo'llari.

6-mavzu: Xorijiy tilni o'qitishda muammoli ta'lim, qo'shimcha va asosiy vositalar

Xorijiy til o'qitishda "Case-study" usulidan foydalanish. Xorijiy til o'qitishda "Case-study" usulidan foydalanishning ahamiyati va afzallik tomonlari. Keys turlari

7- mavzu. Fan bo'yicha sinfdan va maktabdan tashqari ishlarni tashkil etish va o'tkazishning samarali yo'llari.

Maktab o'quvchilarini Ingliz tili fanini o'qitishda sinfdan tashqari ishlarini tashkil etishni rejalashtirish va samarali o'tkazish usullari.

8-mavzu O'quvchilarni o'z-o'zlarini boshqarish va hamkorlikda ishlashga o'rgatish

O'quvchilar bilan ingliz tili fani yo'nalishida o'tkaziladigan sinfdan va maktabdan tashqari tadbirlar haqida. Sinflar kesimida (1-4 –sinflar va 5-9 – sinflar) sinfdan tashqari tadbirlarni rejasini ishlab chiqish va unga ssenariy yaratish. O'quvchilarni mustaqil va tanqidiy fikrlashga o'rgatish. Dars jarayonida o'quvchilarni yakka, juftlikda, kichik va katta guruhlarda ishlashga o'rgatish texnologiyalari. O'quvchilarni o'z- o'zlarini boshqarish va hamkorlikda ishlashi uchun muhitini yaratish.

9- mavzu Ochiq darslarni o'tkazish va darsni tahlil qilish usullari

Maktab darsining o'quv jarayonidagi o'rni, ahamiyati va uning tiplari. Darsga qo'yilgan didaktik talablar. Ochiq darsga kasbiy tayyorgarlik: tashkil qilish va o'tkazish. Pedagogik ijodkorlik. Darslarga kirish va ularni tahlil qilish texnikasi. Treninglar va ularni oddiy darslardan farqi. Dars davomida sinf taxtasi, ko'rgazmali qurollar, plakat, slaydlar, texnik vositalar bilan ishlash texnikasi.

Dars tahlilining turlari. Dars kuzatuvchilarining vazifalari va ularga qo'yiladigan talablar.

Ko'chma mashg'ulot "Xorijiy (ingliz) tilni o'qitish metodikasi" moduli doirasida, talab darajasidagi moddiy-texnika bazaga ega va ilmiy-uslubiy jihatdan tajribali o'qituvchilar va mutaxassislar faoliyat ko'rsatayotgan umumta'lim muassasalarida tashkil etiladi.

O'QITISH SHAKLLARI

- ma'ruzalar, amaliy mashgʻulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);

- davra suhbatlari (koʻrilayotgan topshiriqlar echimlari boʻyicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);

- bahs va munozaralar (topshiriqlar echimi boʻyicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar echimini topish qobiliyatini rivojlantirish).

Appendix 8

Statistics on PRESETT graduates entering the teaching profession in state schools.

Uzbek State World Languages University (personal communication)

The academic year 2019-2020

The total number of graduates: 1274

graduates who are working at state schools: 364

In percentage: 28.5 %

The academic year 2020-2021

The total number of graduates: 1738

graduates who are working at state schools: 825

In percentage: 47.4 %

The academic year 2022-2023

The total number of graduates: 1565

graduates who are working at state schools: 423

In percentage: 27%

According to the statistics, almost 70% are teaching, but many of them work at Language centres. Some of them are on maternity leave.

Nizami

They had 200 graduates majoring in English in 2022 and expect 400 in 2023. These numbers are relatively small compared with UWL, which reports 1500+ graduates annually.

However, the proportion entering state school teaching is far higher among Nizomi graduates (80%+) than among UWL graduates (30 – 40%). But a significant number of UWL graduates find employment in colleges and lyceums as well as in the private sector, and around 20% go on to full time MA studies in Applied Linguistics.

Bukhara State University (personal communication)

The academic year 2019-2020
The total number of graduates: 193
Graduates who are working at state schools: 125
In percentage: 64.7%

The academic year 2020-2021
The total number of graduates: 275
Graduates who are working at state schools: 179
In percentage: 65 %

The academic year 2021-2022
The total number of graduates: 409
Graduates who are working at state schools: 225
In percentage: 55 %

I should say these numbers may have changed because some graduates may be on maternity leave while working at schools.

Appendix 9

CPD literature for teacher educators

Books

Bailey, K.M. (2006) *Language Teacher Supervision* **Cambridge: Cambridge University Press**

Bailey explores ways of observing and supervising teachers, both in-service and pre-service. Special attention is given to the value of supportive feedback.

Bolitho, R. and Padwad, A. (2012) Continuing Professional Development: Lessons from India. **New Delhi: British Council India**   Available free from https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/continuing-professional-development-lessons-india

A collection of case studies and stories on CPD from teachers and teacher educators within and beyond India

Hargreaves, A. & Fullan, M. (1992) *Understanding Teacher Development* London: Cassell

A collection of essays on teacher development from humanistic and critical perspectives. There is also a clear focus on prescriptive educational systems which deskill and disempower teachers, thus obstructing continuous professional development.

Malderez, A and Bodóczky, C (1999) *Mentor Courses* **Cambridge: Cambridge University Press.**

The writers draw on their experience of working with undergraduate trainees and newly qualified teachers to draw up a mentorship scheme which allows experienced teacher to support their novice colleagues through the difficult early stages of teaching in schools.

Malderez, A. & Wedell, M. (2007) *Teaching Teachers: Processes and Practices* **London: Continuum**

Malderez and Wedell consider the design and planning of effective professional development programmes and sessions, mentoring teachers, assessing teacher learning, and professional development for teacher educators.

Randall, M. with B. Thornton (2001)*Advising and Supporting Teachers* **Cambridge: Cambridge University Press**

A handbook of practical ways in which teacher educators, mentors and managers can support teachers at different stages of their careers.

Richards, J.C. and Farrell, T. (2005) *Professional Development for Language Teachers.* **Cambridge: Cambridge University Press**

Richards and Farrell consider the nature of teacher education and 11 options for language teacher professional development.

Wright, T. & Bolitho, R. (2007) *Trainer Development* www.lulu.com

Principles and practices in teacher education with tasks and activities to use in training, backed up with illustrative case studies.

Articles

Kennedy, E. (2005) *Models of Continuing Professional Development: a framework for analysis* **Journal of In-Service Education, Volume 31, Issue 2, pp. 235-250.** Available free from
https://www.tandfonline.com/doi/pdf/10.1080/13674580500200277

Kennedy outlines 9 models of CPD, and asks 5 related questions about CPD which she offers as a framework for analysis.

Lamb, M. (1995) *The consequences of INSET* **ELT Journal, Volume 49, Issue 1, pp 72-80.** Available free from
https://www.researchgate.net/publication/240584133_The_consequences_of_INSET
Lamb discovers teachers in Indonesia have misinterpreted some of the principles and practices of an apparently successful course when they apply it in their workplace. He advocates a participant-centred, awareness-raising approach to INSETT in which teacher-participants have an opportunity to speak about and engage with their own existing beliefs before taking new ideas on board.

Long Thang Vo and Hoa Thi Mai Ngyuyen (2010) Critical Friends Group for EFL teacher professional development ELT J 64/2 pp 205-213

Available free from
https://www.academia.edu/5976208/Vo_L_Nguyen_H_T_M_2010_Critical_Friends_Group_for_EFL_teacher_professional_development_ELT_Journal_an_international_journal_for_teachers_of_English_to_speakers_of_other_languages_64_2_205_213

The authors consider the views of 4 early career teachers of English in Vietnam who formed a critical friends group. The teachers had positive views, and felt that membership of the group improved their teaching.

Pickering, G. and Gunashekar, P. eds. (2016) *Ensuring Quality in English Language Teacher Education* **New Delhi: British Council India**. Available free from:

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_Tec15%20Papers_FINAL%20FOR%20WEB_NEW.pdf
A selection of conference papers on 3 themes. These are:

- *Policy and quality initiatives*
- *Monitoring and evaluating quality*
- *Enhancing the quality of curriculum, materials and methods in English language teacher education*

Ramani, E. (1987)   ***Theorising from the Classroom*** **ELT Journal, Volume 41, Issue 1, pp 3-11.**
A ground-breaking article which turns traditional thinking about the relationship between theory and practice on its head. The author shows how practice, if properly supported and analysed, can lead to the formulation and maintenance of a teacher's personal theories and beliefs about teaching and learning.

Richardson, S. and Díaz Maggioli, G. (2018). Effective professional development: Principles and best practice. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press Available free from
https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Whitepaper_TD_72dpi-FINAL-ONLINE-VERSION.pdf
Richardson and Díaz Maggioli outline 7 principles for effective professional development, and consider briefly what this means in practice.

Waters, A. and Vilches, M. (2000) *Integrating teacher learning: the school-based follow-up* ELT Journal, Volume 54, Issue 2, pp 126-134.

The authors look at the benefits of following up an INSETT course in the Philippines with school-based teacher development sessions.

Wedell, M. (2005). *Cascading training down into the classroom: The need for parallel planning.* International Journal of Education Development 25: 637–651
Available free from
https://www.researchgate.net/publication/33040260_Cascading_training_down_into_the_classroom_The_need_for_parallel_planning

Wedell analyses data from a cascade course in China for teachers of young children. Data suggests that cascade training is not sufficient in itself for help teachers to use strategies learnt in training in the classroom. He argues that planning at both cascade level and classroom level needs to be done in order to optimise chances of a cascade achieving impact.

Appendix 10

Head Teacher Survey analysis

Hurmatli Hamkasblar,

Xalq ta'limi vazirligi va Britaniya Kengashi nomidan, biz maktablarda ingliz tili o'qituvchilarini tayyorlash va rivojlantirish ehtiyojlari to'g'risida hisobot tuzmoqdamiz. Ingliz tili o'qituvchilarining ehtiyojlarini kengroq tushunishimiz uchun o'qituvchilar bilan birga ish olib borishimiz zarur. Ushbu so'rovnoma savollariga javob berib, Siz O'zbekiston bo'ylab ingliz tilini o'rganilish va o'qitilish standartlarini oshirishga qaratilgan ushbu hisobotga muhim hissa qo'shasiz. Barcha javoblar ko'rib chiqiladi va sizning ismlaringiz hisobotda yoki boshqa hujjatlarda ko'rinmaydi. Hamkorlik uchun tashakkur.

27-yanvarga qadar javod berishingizni iltimos qilib qolamiz

O'zbek **yoki** ingliz tilida javob bering.

Maktabingiz haqida

1. Siz faoliyat ko`rsatayotgan maktab turini <u>barchasini</u> tanlang

   Boshlang`ich
   O`rta Umumta`lim
   Yuqori sinflar umumta`lim
   Ixtisoslashtirilgan
   Prezident maktabi

2. Maktabdagi o`qituvchilar soni?

3. Ingliz tili o`qituvchilar soni?

4. Maktabingiz shahar hududida joylashganmi yoki qishloq?

5. Maktab direktori sifatida necha yildan buyon faoliyat yuritib kelasiz?

   Maktabingizdagi ingliz tili o`qituvchilarining uzviy kasbiy rivojlanishi haqida

6. Maktabingizdagi ingliz tili o`qituvchilari kasbiy rivojlanish bilan mashg`ulmi?

7. Agar javob HA bo`lsa, iltimos mashg`ulot turini nomlang.

8. Maktabingizdagi ingliz tili o`qituvchilarining metod kuni mavjudmi?

9. Agar HA bo`lsa, iltimos,
    a. Qachonligini va davriyligini yozing
    b.   Metod kunida shug`ullanadigan mashg`ulotlarini nomlang.

10. Sizning fikringizcha, maktabingiz ingliz tili o`qituvchilari uchun kasbiy rivojlanish uchun foydali bo`ladigan boshqa imkoniyatlar mavjudmi? Javobingizni izohlang.

Ingliz tili o`qituvchilarining kasbiy rivojlanishida sizning tutgan o`rningiz

11. Ingliz tili o`qituvchilarining kasbiy rivojlanishini qo`llab-quvvatlash uchun maktabda mablag` ajratiladimi?

12. Maktabingizdagi ingliz tili o`qituvchilarining darslarini kuzatib tahlil qilishga majburmisiz? Agar javobingiz HA bo`lsa, nima qilishingizni va darsni qanday baholashingizni izohlab bering.

13. Maktabingiz ingliz tili o`qituvchilaring kasbiy rivojlanishi haqida yana boshqa fikrlaringiz

Q2 How many students are in the school? (Answered: 216 Skipped: 3)

Numbers varied from 17 (lowest) to 2770 (highest). There were many instances of numbers well in excess of 500. (Need to check if this is at all likely – my guess is that these higher numbers may show the total school population rather than numbers of teachers).

Q3 How many students are in the school ?(Answered: 215 Skipped: 4)

Numbers varied from 1 (lowest) to 439 (highest). This extremely high number may be the result of a slip of the finger on the keyboard or some kind of misunderstanding and is disregarded for statistical purposes. The next highest number of English Teachers is 40, with one answer given as 33.333 (presumably a way of accounting for one or more part-time teachers. The average number of English teachers per school across respondents is 6.12

Q4 Is your school located in an urban or rural area? (Answered: 216 Skipped: 3)

- Village (rural area; including 'kishlok' and 'district centre'): 167
- City or town (urban area): 38 we ignored several confusing responses here.

Q5 How many years have you been working as a school Head? (Answered: 211 Skipped: 8)

Answers ranged from 1 month to 31 years. Three respondents stated that they were *not* school Heads.

Q6 Are English language teachers in your school engaged in professional development? (Answered: 211 Skipped: 8)

Yes: 171   No: 25 Other (not clear or equivocal): 13

Q7 If the answer is YES, please name the type of training. (Answered: 186 Skipped: 33)

NB: It is possible that our question confused Heads here – we are not sure if the Uzbek version distinguishes between training and development.

Answers grouped loosely here:

- Attending training courses (including online courses): 29
- ESN training: 6
- Certificate-oriented courses (C1, IELTS, TKT, APTIS, APRO Test etc) : 61
- English course, language improvement, English clubs (no mention of certificate): 10

- Work on oneself, independent work: 12
- Miscellaneous with no real grouping possible (including a few indecipherable answers: 47

Q8 Is there a methodology day for English language teachers in your school? (Answered: 209 Skipped: 10)

Yes: 89

No:105

Other (not clear or equivocal):15

Q9 (i) **If yes, when does it take place**?   **(Answered: 107 Skipped: 112)**

- Friday: 73
- Tuesday: 2
- Saturday: 2
- Once a week: 5
- Once a month:1
- No: 15
- Yes: 3
- Other answers: 6

(ii) **If yes, what activities take place on the Methodology Day? (Answered: 101 Skipped: 118)**

- work on yourself, independent work: 14
- IELTS, TKT, Exam Prep, Testing: 9
- No: 11
- methods, methodology: 7
- unspecified training or development activity: 7
- ESN: 5
- open class, master class, exchange ideas: 5
- clubs, extra classes, teaches in another school: 4
- 4 skills: 2
- other single mentions, including: 'he rests' (!!): 32

Q10 Do you think there are other opportunities for professional development for English language teachers at your school? Explain your answer.

(Answered: 199 Skipped: 20) Yes (including all affirmative responses): 77

Selection of supplementary comments (loosely grouped):

Digital opportunities

- through effective use of ICT
- if there are laptops and computers, teachers of other subjects also learn.
- the school has modern computer rooms!
- internet, equipment, separate room available
- they study online on their own

- there is a computer, multimedia tools, an electronic board
- new methods of teaching through the Internet, listening comprehension, preparing lessons through video lessons

Seminar or workshop opportunities

- organizing a seminar training with the participation of foreign volunteers
- because he participates in international seminars
- can be sent abroad
- I think that English language teachers should be trained abroad

- **Language practice opportunities**
  - improving existing English language skills
  - we speak a foreign language. Setting the days of the week in the topic. Organization of events

Teachers need to work on themselves

- they received the 1 million soum funds delivered to the accounts and are using them to improve their knowledge. 1 of my teachers has an international certificate of level S1 and 1 has an international certificate of level 2. My teachers are working tirelessly on themselves in order to share their experience.
- there are all conditions for independent practice
- work more on yourself and conduct course activities with students
- pedagogues can develop themselves pedagogically with the help of methodological aids and additional courses sent on educational channels in social networks
- the groups were involved, and extra time was allocated for them to work on themselves

'Should' and 'must' recommendations from an administrative perspective

- the school is on 1st shift, it is possible to study on 2nd shift as well
- it would be good if groups were organized on the basis of a fixed schedule and additional trainings were organized
- there are a lot of possibilities. If schools are compared by monitoring the English language, and the result is high, organizing skill classes by English language teachers, sending young aspiring teachers to improve their skills abroad and spreading their experience
- the teacher is limited only to theoretical knowledge. I think it is necessary to allocate a practice day. On this day, it is necessary for them to talk with foreign colleagues through video communication, to support their theoretical knowledge in practice. Only then will they be able to easily communicate with children, talk in English in English class, and explain the secrets of science in that language.
- must work in partnership with more experienced mentors

- most of them should read the masterpieces of world literature written in English

No: (Including all negatively worded answers): 36

There were hardly any supplementary comments:

- except for the internet. I doubt that they used the 1,000,000 for a separate book for a complete book. I didn't see him read a book
- because there are 2 classes in the school. There is no empty classroom
- there are no conditions

Answers avoiding a direct 'yes' or 'no': 94

Selected responses (loosely grouped):

Digital link

- learning the methods of teaching using modern multimedia tools
- provide the English room with the latest technical equipment
- with the help of WFi from ICT and whiteboards in classrooms, they are getting additional information related to their field from various sites
- English language room, ICT available
- learn new methods through online video lessons
- they can improve their reading skills online

Training link, sometimes involving foreigners

- sending training abroad
- teacher training based on foreign experiences
- he should improve his qualifications abroad
- trainings with foreign experts
- it would be great if there were more professional development opportunities like this, especially in collaboration with foreign countries, which included a direct English language school
- it is necessary to establish training in England and the USA, the motivation and influence will be strong

Teachers need to take responsibility for their own CPD decisions
- work on yourself and actively participate in paid online courses
- work on yourself
- he should be more involved with the student and work on himself at the same time
- professional development is very important. 1 out of 5 teachers has a C1 certificate, 1 has a B2 certificate
- English language teachers should not limit themselves to self-development, but learn more about the methods of developing students by taking classes with each other

Miscellaneous other recommendations

- as much as possible, it is necessary to teach children's psychology and methods
- the tradition of master disciple is well established
- APro test system, traditional and distance training platform developed by Khorezm VXTB, work on obtaining international certification

Q11 Does the school allocate funds to support the professional development of English teachers? (Answered: 202 Skipped: 17)

Yes: 32

Yes plus short comment: 4

No: 137

No plus short comment: 5

Selected other answers (loosely grouped):

Answers linked to availability of funding

Shortage of funding

- *Insufficient funds*
- *Funds not allocated*
- *There is no school funding. Even if it is, he uses it sparingly*
- *Unfortunately, we don't have the funds. Only certified teachers can receive a raise. However, since I myself can communicate in English and Russian as well as in my mother tongue, whenever we meet them, even when I give an assignment, I speak to English teachers in English, and to Russian teachers in Russian. I encourage them to speak in the languages of science*

Funding is available

- *1,000,000 soums was granted in the last academic year. to purchase the book*
- *Each teacher was given 1,000,000 soums to get the necessary literature*
- *They get a salary*
- *Paid courses, bonus from the director's fund*
- *C1 level teachers are being paid a bonus.*

Head teacher assuming responsibility
- I will allocate with the help of sponsors
- I will try to create conditions

Q12 Do you have to observe and analyse the lessons of English language teachers in your school? If your answer is YES, explain what you do and how you evaluate the lesson. (Answered: 195 Skipped: 24)

No: 58

I don't have to (mostly without comment): 8

Yes (no comment): 16

Yes plus comment: 61 *Selected comments here, very loosely grouped:*

Head sees him/herself as an expert evaluator

- I analyse teaching methods and give my opinion (approximately 15 answers along these lines)
- I analyse the lessons and set an example for other subject teachers. Because it widely uses interactive methods
- we are obliged to improve the quality of education. I will evaluate the lesson positively or negatively depending on its completion.

Observation taking account of wider factors than just teacher performance

- To monitor the quality of education of students. In the class, I evaluate the students by the fact that they will find a place in the future through their knowledge of the language. Because the knowledge of the language is important when working abroad, even if an English teacher is not able to do so
- I am constantly watching. We defined the basis of the school's development as a foreign language and created a strategic development program. In this direction, we will analyse the lessons and additional training
- learning the ability to teach the student based on the new requirements

Attention to various aspects of a teacher's skills plus identifying help needed

- the teacher's data transfer skills and the students' language skills
- the teacher's teaching method, communication with students, the importance of reinforcement exercises
- because I have to observe the work of the teacher and give methodical help. In this, I pay attention to the preparation for the lesson and the methods used, working with the students, I enter the lesson with an expert
- I will interpret and evaluate in cooperation with an English teacher
- students' level of knowledge is assessed, experience sharing with other English language teachers is offered

Student-centred and learning-centred perceptions of a lesson;

- because I am not indifferent to how students learn

- as a result of observing the lesson, what did the student get from today's lessons? If the teacher's skill and the student's interest increased, the teacher can be given an excellent rating
- because I want to know how well the children are being taught their subject
- during the lesson, I observe the methods used by the teacher to form students' foreign language skills, and I evaluate the effectiveness of the lesson depending on the students' level of speaking
- I observe the course of the lesson, and of course I am interested in the students' knowledge, I observe the teacher's use of new pedagogical technologies

Head teacher as a learner of English

- for the purpose of learning English
- I observe and analyse the lessons, because I myself am learning English using the DUO LINGO application. Lessons are considered to be conic or non-conic. Now, English language teachers are studying to earn extra money for their monthly salary, the main goal is not to provide quality education to the child
- to speak English. Love for children and profession. Pedagogical skills. Mood. I am also interested in problems if necessary

Other comments (mostly assuming a 'yes' but not stating it): 44

Selected comments (loosely grouped):

Monitoring, evaluating, analysing in general terms, without mentioning criteria

Approximately 12 answers

- *to monitor the passing of classes according to international standards*
- *obligation. When analysing the lessons, we evaluate it on a 100-point system*
- *of course I watch the lesson. In this process, the teacher's pedagogical and methodical skills, appropriate and efficient use of information technologies, psychological skills, use of assignments encouraging logical thinking, etc. I evaluate the total on a 100-point system*
- *I have to evaluate the teacher's goal in the analysis, the student's involvement in the topic, the ability to use interactive methods, the child's ability to think independently and express his opinion freely, and the teacher's attention to the child's personality*
- *I focus on conducting lessons in English and improving students' English conversational skills*
- *emphasis is placed on the use of new methods and multimedia tools*

Head takes own expectations into observations and evaluates accordingly

- I check that the lesson is conducted according to the given plan and that the students are interested in the lesson, and I evaluate the lesson truthfully
- I check that the lesson goes according to the given plan and that the students are interested in the lesson
- I check teaching methods, teaching methods and students' level of knowledge
- I check what methods they use in class and the effectiveness of exercises aimed at developing oral speech

Head's view of teaching as performance
- as a leader, we can observe the employee's work performance
- we installed a surveillance camera in the room. Because he attracts students to his science

Miscellaneous responses

- it is not mandatory, but I will follow, the teacher works on himself, introduces new methods, etc
- I did not analyse, I gave a recommendation
- there are no analyses of the lesson

Q13 What other thoughts do you have about the professional development of English language teachers at your school? (Answered: 173 Skipped: 46)

Selected responses (loosely grouped)

Teachers need for to work (more) on themselves

25 responses

Value of international study, international co-operation etc:

Approximately 18 responses

- *organization of foreign training*
- *sharing experience by sending abroad*
- *exchange experience by traveling to foreign countries*
- *it would be better if they went to foreign countries to improve their skills and exchange experience It would be appropriate if the qualifications were improved abroad*
- *in order to develop speaking abroad, you need to improve your skills abroad*
- *in my work plan, I have included a clause about providing English language teachers with embassies and other countries to improve their skills and exchange experience. It's been happening since the beginning of the year, I'm motivating my other teachers, and it will continue.*
- *if I had the opportunity, I would send 4 teachers to Finland and implement their experiences in our school.*
- *English language teachers of ordinary schools should be sent abroad to improve their experience*
- *English language teachers should be more involved in the exchange of qualifications to foreign countries*
- *it is necessary to organize remote compulsory professional development courses and to cooperate with foreign experts for practice, and if possible, to organize training of English language teachers abroad*
- *organising seminars and webinars based on cooperation with foreign institutions*
- international cooperation should be established in the regions as well

Need for school resources and better computers, whiteboards, video facilities and IT support
14 responses

there should be computers, linguaphones, special books, foreign literature, dictionaries, tablets, and projectors

> *(It is necessary to strengthen the material and technical base of the school on ICT, interactive whiteboards are needed, smart rooms should be organised*

International certificates of language proficiency are important

11 responses.

My English teachers are teachers who work on themselves. 4 have C1 and 2 have B2 certificates.
(Each teacher continues to study for a CEFR, TKT certificate

Selection of other responses (mostly unrelated, a small number incomprehensible without further context):

- *we declared one day in school as "English language day". On that day, our students will also talk in English during the break. We are looking for ways to communicate with foreign peers on the same day through Internet chats.*
- *I think that the English language will develop even more if foreign colleagues of teachers work in our school*
- *by establishing training centres in rural areas, it is possible to get English language teachers to work more on themselves, to increase competition with English-speaking regions*
- *time and room are an issue for two-shift schools. therefore, I consider this to be seriously impossible. when space and time are allocated by the state, little results can be achieved. basically, it is necessary to create conditions and demand.*
- *it will be good if there are enough rooms*
- *participation in republic-wide professional competitions*
- *they are participating in various online Olympiads and competitions*
- *sharing experience following the class of the best experienced teachers in the district*
- *learn from powerful mentors*
- *there are facilities for professional development of English language teachers*
- *I believe that teachers should have the books and materials they want for their professional development*
- *regular training courses should be organised*
- *teaching foreign languages is generally unsatisfactory.*

Summary of some issues from rural/village schools

The vast majority of respondents were from rural settings (see responses to Q4 above). There was little overall consensus in responses but these issues did stand out:

- need for more training opportunities, face-to-face as well as online

- need for more direct contact with native speakers, international agencies etc

- need for more properly qualified English teachers (i.e. with B2 or C1 level)

- need for more resources (especially IT)

Some more general issues to emerge from the Head Teacher survey

- Many head teachers from our sample see CPD in terms either of training or language qualifications

- There is relatively little evidence that Heads see CPD as a shared enterprise. It seems to be seen as an individual responsibility ('they should work on themselves') or as being concerned with certificates and salary bonuses;. There is relatively little sign of CPD activity at school level

- Many respondents are clearly aware of the need for teachers to improve their English

- There is very little mention of ESN in the responses, which is at odds with our teacher data. We are not sure of the reasons for this.

- Heads seem to recognise the advantages of study abroad for language teachers

- Classroom observation by head teachers is seen largely as an opportunity to *judge* teacher performance, sometimes with stated criteria but more often without

Teacher Survey analysis

 Maktab **Ingliz** tili o`qituvchilari uchun so`rovnoma

Hurmatli Hamkasblar,

Xalq ta'limi Vazirligi va Britaniya Kengashi nomidan, biz **davlat maktablarida** ingliz tili o'qituvchilarini tayyorlash va rivojlantirish ehtiyojlari to'g'risida hisobot tuzmoqdamiz. Ingliz tili o'qituvchilarining ehtiyojlarini kengroq tushunishimiz uchun o'qituvchilar bilan birga ish olib borishimiz zarur. Ushbu so'rovnoma savollariga javob berib, Siz O'zbekiston bo'ylab ingliz tilini o'rganilishi va o'qitilishi standartlarini oshirishiga qaratilgan ushbu hisobotga muhim hissa qo'shasiz. Barcha javoblar ko'rib chiqiladi va sizning ismlaringiz hisobotda yoki boshqa hujjatlarda ko'rinmaydi. Hamkorlik uchun tashakkur.

Javoblarni **27 yanvarga** qadar yuborishingizni iltimos qilib qolamiz.

Iltimos, ingliz yoki o'zbek tilida javob bering**.**

Simon Smith and Rod Bolitho
Norwich Institute for Language Education, UK

1. Necha yildan buyon ingliz tilidan dars berasiz? Mosini tanlang.

5 yildan kam	5 - 10 yil	11 – 20 yil	20 yildan ko`p

2. Oqitadigan sinflaringiz? Moslarini tanlang.

1	2	3	4	5	6	7	8	9	10	11

3. Maktab manzili (shahar, viloyat, tuman, qishloq nomi)

……………………………………………………………………………
…………………

4. Qanday qilib ingliz tili o`qituvchisi bo`ldingiz? To`g`ri keladigan javobni tanlang.

a) Universitet/ pedagogika institutida oqib
b) Boshqasi (qayta tayyorlov va ho kazo)(Izoh).

…………………………………………………

Kasbiy rivojlanish zaruriyati

5. Ohirgi 5 yilda Ingliz tili trening kurslarida necha kun qatnashdingiz? To`g`ri keladigan javobni tanlang.

5 kun yoki kamroq	6 – 10 kun	11 – 20 kun	20 kundan ko`p

6. Ohirgi yilda qaysi tashkilot trening kurslarini taqdim qildi? To`g`ri keladigan javobni tanlang.

a) Avloniy nomli milliy-tadqiqot institute
b) Malaka oshirish va qayta tayorlash instituti
c) The British Council.
d) the American Council or USAID
e) maktab
f) universitet
g) boshqa (izohlang) ……………………………………. ….

7. Mazkur kurslarda qatnashish siz uchun qay darajada oson yoki qiyin? How easy is it for you to attend these training courses? Javobingizni tanlab izohlab bering….

Juda oson	O`rtacha	Yetarlicha qiyin	Juda qiyin

Sababi…………………………………………………………………
……………………………………………………………………………
…………………………………….

8. Mazkur trening kurslaridan qaysi biri faoliyatingiz uchun muhim bo`lgan? Izohlab bering

…………………………………………………………………………………….

…………………………………………………………………………………

9. O'qituvchilik mahoratingizni va/yoki o'qituvchilik bilimlaringizni
    yangilab turish uchun yana nima qilasiz?
    …………………………………………………………………………………
    …………………………………………………………………………………

10. O`z ingliz tili va oqitish bilimingizni oshirish uchun nima qilasiz?
    To`gri keladigan javob(lar)ni tanlang :

    a) Kursga qatnashaman
    b) Ingliz tilida ko'p o`qiyman
    c) Uyda shug`ullanaman
    d) Ingliz tilidagi podkasts/radio programma tinglayman
    e) Ingliz tilida kinofilmlar tomosha qilaman
    f) Boshqasi……..…………………………………………………………
       …………………………………………………………………………
       …………………………………………………………

11. (i) Maktabingizda metod kuni mavjudmi? *Ha/yo`q*

    (ii) Agar 'HA' bo`lsa, nima qilinadi?
    …………………………………………………………………………………
    …………………………………………………………………………………
    ………………………………………………
     '

12. Siz uchun eng muhim kasbiy rivojlanish zaruriyati? Iltimos, **bitta**sini
    tanlang.

    a) Ingliz tili bilimimni oshirish
    b) O`qitish ko`nikmalarini yaxshilash
    c) Yangi ingliz tili darsliklaridan foydalanishni o`rganish
    d) Boshqa zaruriyat (Izoh)
       …………………………………………………………………………………
       …………………………………………………………………………………
       ………………………………………………….

13. **O'zbekistondagi** ingliz tili o`qituvchilari uchun kasbiy rivojlanish imkoniyatini yaxshilash uchun Sizning fikrlaringiz:

………………………………………………………………………………

………………………………………………………………………………

Years of teaching experience, grades taught, qualifications

Just over 1400 of the respondents have been teaching English for 10 years or fewer- roughly 57.5 of the sample. Just over 1000 (nearly 43%) have been teaching English for 11 years or more. 11.19 % of this more experienced group have been teaching English for more than 20 years (Appendix Q1).

Q2 reveals an even spread of teachers responsible for the range of classes from Grades 1-11. The lowest percentage here is just over 40% of respondents teaching Grade 2, the highest just over 51% for Grade 6.

The overwhelming majority of teachers qualified to teach at a university or pedagogical institute (Appendix Q4). We deal with the responses per region in section X.

Experience of and feedback on INSETT

Just under half of our sample (46.35%) have attended 20 days or more of in-service training in the last 5 years (Appendix Q5). Of the 54% or so of the sample who had attended fewer than 20 days, 21.05% (520 teachers) have attended 5 days of fewer. We think that this figure may possibly include some teachers who have been teaching for less than 5 years.

Avloniy, the British Council and the American Council or USAID account for the majority of training providers teachers have had contact with (Q6), though between roughly 7-13% of teachers have also attended training offered by their school, a university or another provider. It seems that Avloniy entry has mistakenly appeared on the questionnaire in 2 halves, and so the data here may not be especially valid or reliable.

Around 90% of teachers found training easy or fairly easy to attend (Q7). Around 31% of teachers work in school which do have a Methodology Day, with 69% reporting no Methodology Day (Q11).

With regard to which training courses teachers perceived as most useful and why(Q8), teachers mention courses run under the umbrella of USAID, ACCELS, RTI and RELO 358 times. This breaks down as ESN courses 158 times, TESOL courses 88 times, American courses [sic] 77 times, and USAID courses 55 times. Teachers mention British Council courses 204 times, and Avloniy courses 125 times. Courses run by a University receive 42 mentions, and TKT courses 28.

While a variety of reasons are given for the usefulness of courses, the most striking pattern is that 439 teachers said ties that they found it useful to learn more about *methods* or *methodology,* with learning about *techniques* mentioned 21 times.

What teachers do to develop teaching skills or knowledge

In response to a question (Q9) on what teachers do beyond attending courses in order to keep teaching skills and/or knowledge up to date, the following are the most frequent responses

i) Attending a course   502
j) I work on myself   354
k) Watching online lessons   285
l) Reading   268
m) Using the internet   170
n) Watching or using video generally   165
o) Taking a test or exam   138
p) Using other social media channels   74

This was an open question, so a number of teachers recorded more than one option. Clearly, there is overlap between some of these categories, but we have recorded them as far as possible as answers given without overlap e.g. references to video(f) which omit references to social media (h).

Attending courses appears as the most popular way to work on professional learning. 169 of the references in a) mention online courses. A number of entries appear in machine translation wording as *I work on myself* in, and variants such as *I constantly work on myself* or *I work hard on myself*. We are not sure about the meaning of the phrase here – an Uzbek speaker would need to dig deeper here. However, one possible interpretation here is that the answer refers to teachers finding, creating and using opportunities to learn whenever they can. References in g) include mention of IELTS, CEFR and TKT. Category f) is quite diverse: there are references here, for example, to watching video bloggers, video lessons, video tutorials, and playing video games.

What teachers do to improve their own English

Q10 asks teachers what they do to improve their own English. Teachers were able to choose multiple options here. 43% of teachers attend a course, 40% read in English, 61% study at home, 49% listen to podcasts or radio, while 43% watch films in English. There were a few intriguing responses in the 'Other' category, but nothing we could see of significance.

Teachers' views on their own development needs

In answer to Q12, which asks about teacher's main training or development need, about 44% expressed a wish to improve their own English, 36% prioritised teaching skills, and 18% a desire to learn how to use the new textbooks for English. As with question 10, there were some thoughtful replies in the 'Other' category, but insufficient data here to note any clear pattern.

Teachers' suggestions on improving professional development ideas for teachers.

The final question (Q13) asks teachers for suggestions on improving professional development ideas for teachers. There is some rich data here which merit further study, we think. Amongst the most frequent patterns in responses to emerge are:

e) The value teachers place on updating language knowledge and skills by contact with people from English speaking countries (659 mentions)
f) The importance attached to attending training courses (530 mentions)
g) A desire for financial assistance with CPD (54 mentions)
h) An interest in clubs and exchanges of knowledge and/or skills (32 mentions)

In category a) teachers mention their interest in studying abroad (227 mentions). In addition, 72 responses mention specific countries (UK, Britain or England 37, America/USA 28, Finland 7). Many teachers would also value contact with English speakers in foreign countries (288 mentions), either via visits or study tours. In addition, contact with native speakers, either in Uzbekistan or abroad, receives 72 mentions.

Category b) suggests that as with questions 9 and 10, teachers are interested in attending courses as a way of continuing to learn. However, in category c) some teachers said that the cost of attending a C1 course was too high, and in some cases unaffordable. A few responses said that course fees should be refunded to candidates who gain a C1 pass. Others say simply that they would like a salary increase. Category d) is a small but interesting one. It suggests that some teachers are willing and able to look beyond courses as a source of professional learning. The category includes suggestions to organise clubs for speaking and discussion (11 mentions), and an interest in exchanging ideas and experiences with other teachers (21 mentions)

Summary of findings

Though a number of health warnings clearly apply to the nature and extent of both our findings and our interpretation of them, we think a number of patterns do emerge clearly.

- The teacher sample see attending courses as a viable way to improve both language and pedagogical skills. (responses to Qs 9.10)

- American,British Council and Avloniy courses have received positive feedback. (Q8)

- The teacher sample see both language and pedagogical development as significant ingredients in their professional learning. (Q 9, 12)

- They are interested in learning more about teaching methods and ideas. (Q8)

- Teachers value contact with speakers of English from outside Uzbekistan as a way of helping their own language learning. (Q13)

- teachers are willing to invest time and effort into their professional learning. (Q9, 10, 13)

- a small minority of teachers are interested in professional learning via clubs and exchanges. (Q13)

A presentation and analysis of findings by region.

For Q3, we received responses from each of the different regions of Uzbekistan as follows. Numbers here are approximate, as respondents used different spellings for some provinces, as well as a mix of Uzbek, Russian and English in their answers. We are unable to assign 473 responses to regions, as many of the remaining answers mention only districts, towns, villages or schools. We did not have time to work on matching these places to provinces,

We have sequenced provinces in this table from west to east.

Region	No. of responses
Karakalpakstan	24
Xorazm	276
Bukhara	273
Navoiy	131
Jizzakh	63
Qashqadaryo	72
Samarqand	59

Sirdaryo	65
Surxondaryo	64
Tashkent City and Region	430
Fergana	195
Namangan	297
Andijan	86
Total	2035 of 2508

We analysed 100 questionnaires across 5 areas of Uzbekistan, by dividing Uzbekistan's 14 regions into 5 areas as follows from west to east

Area 1: Karakalpakstan and Xorazm regions
Area 2: Bukhara and Navoiy regions
Area 3: Jizzakh, Qashqadaryo, Samarqand, Surxondaryo and Sirdaryo regions
Area 4: Tashkent City and Region
Area 5: Fergana, Namangan and Andijan regions

We took 20 questionnaire returns randomly for each area, with equal representation from each region. Our thinking here was to investigate whether there are any regional patterns, similarities or differences in findings, as this was an issue we ourselves were professionally curious about. It turned out that we were not able to find any significant patterns within or between regions or with the main overall findings from the quantitative questionnaire analysis. In part, this may be due to the small sample size chosen. More detailed analysis across all returns from each province would be needed in order to investigate any similarities and differences more robustly. However, we think this more detailed focus on a cross-section of questionnaires is useful as a way of focussing on and giving voice to teachers' views. We report and discuss our findings via selected sample comments below.

Quantitative findings by region

Regions	Q2:Grades taught	Q1: years of teaching experience				Q4: How qualified		Q5: Days of ELT training in last 5 years				Q7: How easy was this to attend?				Q11: Methodology Day?	
		5 or fewer	6-10	11-20	Over 20	University/ Pedagogical Institute	Other	5 or fewer	6-10	11-20	Over 20	Very. easy	Quite easy	Quite hard	Very hard	Yes	No
Karakalpakstan and Xorazm	Even spread across sample	4	10	3	3	20	0	1	3	4	12	5	13	2	0	6	14
Bukhara and Navoiy	Even spread across sample	5	5	6	4	18	2 (retrained at yeskazo)	2	7	0	11	4	14	2	0	6	14
Jizzakh, Qashqadaryo, **Samarqand, Surxondaryo,** Sirdaryo	Even spread across sample	9	6	3	2	18	2 (retrained at yeskazo)	5	10	1	4	2	16	2	0	6	14
Tashkent City and Region	Even spread across sample	5	1	11	3	17	3 (retrained at yeskazo)	3	4	4	9	3	13	4	0	4	16
Fergana, Namangan , Andijan	Even spread across sample	4	5	10	1	20	0	2	7	0	11	2	16	1	1	3	17
TOTAL		**27**	**27**	**33**	**13**	**93**	**7**	**13**	**31**	**9**	**47**	**16**	**72**	**11**	**1**	**25**	**75**

Discussion

Overall findings in this micro analysis are congruent with those in the macro analysis. For example, there is an even spread of grades taught with each area sample and across the micro sample as a whole, and Methodology Day exists in a noticeable minority of schools. With regard to the range of grades taught, we noted that some teacher teach just one grade, while others teach all or almost all classes. Some entries suggest that teachers who teach most or all grades work in a village school. However, some entries also include city schools, and so data is inconclusive on this.

There is evidence that some teachers misunderstood the question about how easy it was to attend training. intended this to encompass the accessibility of training with regard to convenience. A number of teachers responses referred instead ease with reference to their own language level or professional knowledge with regard to the focus of the training. This suggests that our question was unclear., either in the original, in translation, or both.

We have omitted analysis of questions 10, What teachers do to improve their own English, and 12, Teachers' views on their own development needs for reasons of time. However, a superficial glance through findings suggests that for Question 10, all 5 options are mentioned. It is not possible to see from this whether one option is more popular than others. Similarly, the options listed in question 12 receive a spread of response. An impressionistic look though returns suggest that the most popular response is improving their English, followed by improving teaching skills, followed by learning how to use the new textbooks, with a very small number of other responses. However, we'd need to look more forensically at findings in order to be able to claim this with confidence.

We turn now to consider findings from 3 open-ended questions, which ask about teachers' experience of and feedback on INSETT, what they do to develop their teaching skills and their suggestions on improving professional development options for teachers of English in Uzbekistan. Due to the small sample size and time constraints, we omit quantitative analysis of this data.

Teachers' experience of and feedback on INSETT (Qs 6 and 8)

As with the overall findings, training given by American providers, British Council and Avloniy were most commonly attended. About a third of teachers gave no reason for an INSETT preference. In contrast to the Head teacher responses, American training received much positive feedback in the comments which teachers did make. British Council and Avloniy training was also viewed positively. Other universities and Maktab training were also mentioned appreciatively. The overriding reason for positive feedback was linked to methods or methodology. Again, this very much reflects the content and tenor of overall findings. A number of sample comments illustrate the value teachers see in learning about methods and methodology.

- *ESN was directed to the development of a real methodology for improving the skills of foreign language teachers*
- *ESN is valid methodology*
- *Lesson transition had a good effect on my methodology*

- *ESN, a program organized by the American Council, was able to develop me a lot. I was able to find an answer to the problems in the organization of lessons*
- *We learned the methods. I applied the necessary games to our lessons during the course of the lesson*
- *Samarkand state foreign languages in the institute in training taught me methods which I use in my classes*
- *Avloni National Research Institute : It was beneficial to work on methodological aspects of teaching young learners with various fun activities and creating language atmosphere in upper classes. In LPA trainings I learned interesting games methods*
- *I learned methodology*
- *New methods are important for me*
- *Methodology learning*
- *Methodology excellent*
- *American Council because of Methodology in the Teaching Process*
- *We learn new interactive methods in your advanced training courses. It's convenient and in English.*
- *The course conducted by Avloni was very useful for me because I learned effective methods*

A few isolated responses also referred to the value of increased knowledge gained from training. Interestingly, one response valued the sharing of experiences

- *Avloniy British Council experienced at The British Council named after Avloni. Our teachers shared experiences*

What teachers do to develop their teaching skills (Q9)

Patterns in response to this question were also consistent with those identified in the overall findings

The 4 most common means teachers reported as using to develop their teaching skills, in order of frequency, were

- Using the internet (excludes attending online courses or watching videos)
- Attending courses
- Reading
- Watching videos

There is overlap here between the categories - using the internet, for example, may involve reading or watching a video or both. It may also involve attending an online course. As far as

possible, we have recorded entries these categories as discrete ones. In addition, a number of teachers stated explicitly different examples from some or all of these categories as ways of learning. There were a small number of answers which fall into other categories.

Using the internet

Some teachers like to develop in ways which may involve them working alone.

- *I look for grammar books and visual aids and interactive methods, games on the Internet*
- *I perform tasks on 4 skills from the Internet.*
- *I study online courses. Both in language and psychology in pedagogy.*
- *I use internet educational sites*
- *I update my knowledge online*

Others like to learn through internet activity more likely to involve social interaction.

- *I participate in webinars*
- *I also participate in additional online groups*
- *I learn various methods and information through groups on Google and Telegram*

Attending courses

Both online and face-to-face course were a popular way for teachers to focus on their teaching skills.

- *I attend various trainings and seminars*
- *I attend online courses*
- *I attend CEFR courses*
- *I study in additional courses*
- *I attended online courses by BC and American embassy in Tashkent.*
- *I regularly attend English courses*

Reading

- *I read a book*
- *I read additional resources*
- *Read some articles*

Video

- *Watching YouTube Tutorials to have interactive lessons*
- *I watch English with Cambridge on You Tube. I got the C1 level for the 2nd time in November*
- *I always try to improve my teaching skills. I watch some videos related to how to teach professionally on YouTube*
- *I watch Telegram or YouTube*

A mix of ways

- *To improve my skills, I often attend trainings, watch master classes and read foreign articles. As far as knowledge is concerned, I work at home in my free time to work on myself*
- *I am reading additional literature. I am preparing for international certificates. I am watching video lessons*
- *I try to find new things using the Internet and follow the lessons of teachers*
- *In order to develop my career, I take part in zoom classes or conferences of my country. Because they help how to teach language with new methods*
- *I work on myself, take exams, attend online courses and webinars*
- *I attend different local or international conferences, and I search for important materials from TESOL INTERNATIONAL ASSOCIATION.*
- *I always work on myself. Self-study or taking information from telegram groups*

Other categories

6 responses referred to taking exams or attempting to gain international certificates. For example:

- *Continuing to attend courses in order to obtain more International certifications*
- *I am trying to get various foreign certificates*
- *I am currently working and preparing for the multi-level exam*

3 responses included reference to learning by sharing

- *I share ideas with other teachers*
- *More feedback. Dealing with a new textbook. Sharing experience.*

- *We analyse our lessons by exchanging ideas with my colleagues. I ask students for their thoughts on my lesson and read teaching guides*

One response suggested, perhaps, learning by experimenting and reflecting

- *I use more new methods*

In sum, the sample group use the internet as the most common way of continuing their professional learning. A number of responses referred to more than one way of continuing to learn professionally. Attending courses, whether online of F2F, is also popular. In some cases, the gaining of an international certificate is important for teachers. Teachers also consider professional reading and watching videos as useful A very small number of responses referred to learning by sharing.

Teachers' suggestions on improving professional development options for teachers of English in Uzbekistan (Q13)

This question produced the most diverse set of responses from teachers. As in the overall findings, sending teachers to an English-speaking country was the most frequent suggestion. This arguably overlooks the *practical* wording in the question, but is nonetheless a useful indication of what teachers would recommend. Contact with other speakers of English was also a popular suggestion. A number of responses prioritised helping teachers to use the new textbooks. Some respondents also see offering courses and improving the range of resources available to teach English as important. Some responses referred to the need to provide opportunities for teachers to share ideas and experiences.

It was intriguing to note that a number of teachers, mostly those from rural areas, argued for increased support for rural and remote schools.

Selected comments appear below in order of category frequency. Caveats apply once more. Some categories contain replies which could sit elsewhere and others were unclear. We have omitted these from our selection.

Send teachers abroad
- *I consider a one-week refresher course to be completely ineffective. I believe that it is necessary to send teachers to foreign countries for training and exchange of experience with foreign teachers.*
- *Teachers should be sent to countries that speak this language for training*

- *It will develop if the state ensures that English language countries go to countries for training and travel*
- *It would be great if they organized a trip abroad*
- *The best thing is to send teachers to English speaking countries*
- *Sending teachers as travellers to English-speaking countries for 1 month a year*
- *It is necessary to send an internship abroad to countries where English is the official language for at least 3 months.*
- *I wanted to go to the countries where the language is being studied, learn the language more perfectly and exchange methods with real Englishmen, and compare Uzbek children with them and then teach the language.*
- *As for me there should be a real condition for teachers to go to Great Britain and live there for at least 3-2 weeks. Teachers should see Big Ben, London Bridge, Buckingham palace in real life not only in their imaginations, in pictures or in books. From my point of view teachers should see a real atmosphere in British schools, feel the calling of TEACHING and know the learning process in British schools. It will give us (for teachers) a big motivation, inspiration for us*
- *Sending internship abroad*

More contact and communication with foreign teachers or speakers of English
- *Organising trainings with more foreign experts,*
- *Find foreign volunteers and invite them to work at the school.*
- *I would recommend to organize more trainings with local and foreign specialists*
- *I think teachers should communicate more with native English speakers.*
- *Meetings with teachers and native speakers organized as much as possible*
- *The attachment of a teacher whose mother tongue is English in each school.*

Further support on textbook use
- *Learning to use new English textbooks (6 mentions)*
- *It is necessary to teach how to work with textbooks in training courses, to help to improve methodological knowledge*
- *New study guides and textbooks should be dealt with on the basis of experience*

More courses
- *Authentic IELTS Courses for Teachers*
- *It would be appropriate if different methodological classes were organized*
- *Give more possibility to get International necessary certificates*
- *Organization of trainings*
- *Increasing training*
- *To organize training courses*
- *Attending weekly master classes by strong English teachers*

Support with resources
- *All conditions for teachers: electronic board, language rooms, computers, etc*
- *Additional textbooks and manuals if given*

- *Modern audio material, language, and technical tools should be brought to the libraries*
- *Provision of necessary equipment: computer, printer, projector, speaker*
- *English language room, ICT provision*

Pay attention to supporting rural and remote areas
- *Bring more qualified teachers to remote schools to teach methods*
- *More CPD courses for teachers with foreign teachers. Not only teachers who are active and who live in city centres but teachers who live in villages should also meet with foreign teachers to develop themselves to improve their productive skills and to enlarge their outlook. Provision of various methodological literature for English language teachers in rural schools with language classes.*
- *When organising trainings, involve teachers in remote areas, not only in schools in the centres*
- *More international seminars if organized. In villages, too..*
- *In my opinion English teacher should participate international webinars, conferences or zoom classes more and organizing one day for them to share their challenges in order to develop their professional qualifications. Furthermore in rural places please pay attention to training courses by professional trainers online or offline*

Cooperation/sharing
- *Sharing training methods*
- *… the main point of course the collaboration with other teachers, exchange ideas, share experiences with native speakers will also give its effectiveness*
- *Working in cooperation with teachers from more foreign countries*
- *Sharing experiences with teachers from other developed countries*
- *Extra courses should be organised, teachers should share their knowledge with each other.*

Other
- Mainly, it is necessary to establish communication with parents of students, because children spend more time at home than at school. Because, as Abdulla Awlani said, I think education should be the most important feeling for us. It is very important not only for foreign languages, but also for all subjects.
- A student must graduate from the institute as a graduate, not a specialist
- Competitions between schools
- Development of public literacy
- Simplification of textbooks
- More discussion clubs
- Creating conditions for additional engagement in schools

Appendix 12

First online meeting with Avloniy

<div align="center">

Interview with Avloniy 23/12/22 16.00-17.15 Uzbek time

</div>

After introducing everyone, Jamilya informed everyone that the aim of the current NILE consultancy is to identify the current CPD journey of teachers of English in Uzbekistan, and to consider also what a desirable journey might consist of. Jamilya mentioned that the President of Uzbekistan announced 2023 as the Year of Quality in Education earlier this week. This suggests that the current consultancy has come at an opportune time, she thinks.

General question

1. What is the nature of the relationship between Avonliy and the Ministry of Public Education (MOPE) ? Do you maintain close contacts?

A colleague explained that Avloniy institute comes under MOPE umbrella. There are therefore close connections between Avloniy and MOPE

CPD

2. Could you tell us about the scheme of CPD which is replacing the once in every 5 years professional development courses.

A colleague confirmed that there is a new system of public education now, including the way in which CPD is handled. He explained that there is attention now on increasing teacher qualification every year. An Avloniy person is preparing a plan with MOPE on how they'll improve quality in education. Previously, one institution was responsible for CPD nationally. There is a much more decentralised CPD landscape now, with more CPD options and more CPD providers.

Now CPD provision consists of 4 options:

  v.   *F2F traditional trainings*

  vi.   *CPD provision on Avloniy's LMS platform. This was built from scratch 2 years ago, and*

         works on a similar principle to, for example, Coursera, MOOCS-

  vii. *Private sector CPD providers*

  viii. *University providers*

The reason for this change is that MOPE wanted to end the previous monopoly system on CPD provision, as there was little evidence that this had led to improved teacher knowledge or skills. The new system also recognises certificates from other countries e.g British Council courses. A teacher who gets a PhD or writes a coursebook receives 54 credits. This means they'll be exempt from CPD for 3 years.

Avloniy have a list of 17 routes to CPD with accompanying credit allocations. British Council have kindly offered to translate this and send to NILE.

3. How is quality of CPD provision determined?

Avloniy has one uniform curriculum for everyone. If a CPD provider wants to offer courses, they need MOPE permission, via approval from Avloniy.

4. Are courses inspected?

Avloniy is responsible for QA.

5. How does the LMS platform work?

Another took over at this point.
He told us that the digital platform is heart of CPD reform. It diagnoses user needs (e.g. of a teacher or Head) by identifying gaps in competences. 6 of the 7 competences are uniform across all curriculum subjects. The subject-specific competence relates to 'pedagogical knowledge'.

Diagnosis is by multiple choice. Based on this diagnosis, the platform generates a radar map of a teacher's competence. This map leads to offers of courses based on a deficit model of teacher learning. It also calculates the credit weighting of a specific course. Course content consists of 10-15 minute videos. Periodic comprehension checks prevent course participants from skipping content. Participants need to go the rough content in a linear fashion, i.e. step-by-step. They can do their course at any time. Some courses are asynchronous, others have synchronous components (e.g. 4 or more F2F meetings with coursetakers per year, or a live Zoom-meeting).

Avloniy invite best teachers from schools and universities to develop the online videos. Anyone can contribute.

He stressed that the LMS platform is still very much work in progress (e.g design of multiple choice questions), as it is only 2 years old. For reasons of time, we weren't able to clarify whether multiple choice diagnosis of teacher needs is via self-assessment, objective assessment, or a mix of both.

6. What's the relationship between Avloniy and Universities? E.g. do you approach a university lecturer you want on your CPD course directly, or do you go through MOPE ?

We want to develop video content for 2024 in 2023: there is a project manager for this. They make approaches to university teachers or others directly, including to previous trainers.

Standards

7. Could you tell us a little about the new standards Avloniy are developing for teachers and for Heads?

We got together with UNICEF experts from a European country to develop standards (i.e. competences) for teachers and for Heads.

8. How do you get information to teachers and Heads about the standards? For example, what they mean, why they're important.

One opinion, not an official MOPE one, is that the old system was centralised, but now Uzbekistan is moving towards a decentralised system. While moving to a new model, Avloniy doesn't want to bombard teachers with too much information, he feels, especially theoretical or academic information. In sum, Avloniy are going step by step, and at the moment are keen not to overwhelm teachers and Heads. He confirmed that the transition from a top-down to more of a bottom-up approach is a slow process.

9. Do you know if there are any plans to develop and use standards for INSETT providers and for INSETT trainers?

This is now under consideration. Teacher training was under the aegis of Ministry of Higher Education rather than the Ministry of Public Education. Now, with the new model, this may change.

Work with Teachers of English generally

10. Have you built everything you need to build on the LMS for teachers of English?

Content is still being developed. We might need help with the competences, for example., and with diagnostic questions. We have one course specifically for Teachers of English from George Mason University, called 'Teaching English through English'. This course
is open access under the ESN English Speaking Nation project
https://sites.google.com/view/mason-tete/home?pli=1 (B1 teachers study for TESOL certificates and A2 teachers take this course). It is similar to British Council's Online Teacher Community *English for Teaching* course which is also for A2 teachers.

11. A teacher's 's CPD journey arguably starts with PRESETT, so what are Avloniy's links with PRESETT?

We have 3 ministries, and so historically there hasn't been much interaction between MOPE and Ministry of Higher Education, which prepares future teachers. It looks now that more control might be given to MOPE. PRESETT courses are now developed based on competence. A goal is to link PRESETT with INSETT.

Other

12. Could we have permission to interview some of Avloniy's trainers?

Please could British Council send Avloniy more information about the current consultancy so that we can make a decision.

13. Is there anything else you'd like to say about CPD for teachers of English?

Not at the moment.

Appendix 13

Second online meeting with Avloniy

<div align="center">

Follow up questions for Avloniy meeting 28/2/23

</div>

Courses

1. **Is the 36 hour course for teachers online, or can training and retraining institutes teach it F2F?**
   The course is essentially an INSETT syllabus to support the new CPD model (i/e ongoing rather than periodic CPD). Any of the 4 main CPD players can run courses based on this syllabus. The course can be longer than 36 hours if need be. The courses must address the 8 competencies in the syllabus, though materials from different providers may vary.

2. **What language are the non-English language teaching parts (e.g. focus on legal documents) of the 36-hour course taught in?**
   Uzbek. Our informant said that the CPD model is new for everyone. They're having problems with content. They wish all courses could be run in English, but due to the novelty of the CPD scenario, there is lack of specific CPD content for teachers of English. This is also in part due to lack of human resources. Most courses are now taught in Uzbek. Only one or two state-run courses are in English.

3. **How far do your courses build on what PRESETT graduates have studied?**
   Not sure. Personal view: as far as he knows, they don't. PRESETT programmes aren't designed on the new CPD - they base their programmes based on MOHSSE requirement. So in some ways a bridge needs to be built between INSETT and PRESETT. This needs to happen.

4. **What expertise do you have within Avloniy for online course design for teachers of English?**
   They have online specialists for designing materials for teachers of English, but not many- just 1 or 2. The content they have isn't much. They have received content thru GMU (Teaching English Through English) and have uploaded this. Teachers are taking that course as part of their PD.

5. **Who designed the course syllabus and how?**
   This was all done in-house. They developed competencies themselves. They need more help with course content and with designing materials. British Council and US are filling up the void, especially ESN.

6. **What are the principles behind the design of the course?**
   One module consists of 5 lessons, Each lesson consists of 5 parts.

   i)   a video (7-15 mins),
   ii)   additional materials
   iii)   check-up qs,
   iv)   PowerPoint of other materials used in the video
   v)   Other material based on what the course creator thinks is important.

   Shift from periodic CPD update phase to ongoing CPD phase is tough-for teachers, he says. He doesn't want to overburden teachers.

   He said that Avloniy need more specialists in course design.

7. **Do any features of your LMS put constraints on your online materials design?**

No. Avloniy get quite a lot of data about how long teachers spend on doing the course at national, regional, district and school level.

They have a wide range of functions on platform, but not depth, i.e. they use a wide range of functions, but use them superficially.

8. **Does Avloniy have other courses for English teachers; language improvement courses, for example? Please tell us more…**
No. Avloniy are interested in this, as one of the competencies is self-development. This is loose concept, but language development can be part of this. There may be issues of whether a language course aligns with standards, but Avloniy could give credits for them.

9. **Do you have plans for the future for English teacher courses?**
Not aware of these. They want to develop more versions of our platform -75% of users use mobile phones. They want to make sure the LMS is accessible offline. Teachers can then download materials offline, and then when they go online can synchronise with the LMS.

They're thinking about how they can connect learners' Maths results with CPD. They're collaborating with KIE Advanced, a Japanese company. Avloniy want learners to take exams and connect the results with teachers of Maths. A Maths teacher would then take a Maths course based on the Maths performance of their learners in order to upskill on any perceived weakness in an aspect of Maths.

The project on Maths will be trialled, and could be scaled up for other subjects if successful. He is aware of possible problems with this approach to teacher education, but is hoping it could be useful for teachers to learn about their learners' results.

10. **How does the diagnostic m/c q system work for teachers of English? Could you tell us more?**
We didn't ask this question

11. **Could you tell us more about the 8 teacher competences- how do you match with standards? Who designed them? Will they stay, be further developed etc?**
Our informant said that standards and competencies should match: standards on vertical line, competencies on horizontal line.

Presidential schools are doing work on competencies, they're starting to elaborate them. Avloniy are starting to look at whether they can work together with Presidential Schools. The leadership of Avloniy should review the Presidential standards before any decision on alignment with Presidential schools is made. Our informant has not seen the Presidential standards himself.

12. **How do you monitor and evaluate your teacher education courses? (both online courses and F2F in the institutes around the country)**
Responsibilities exist for Avloniy, but human resources at Avloniy are scant. They can monitor quantity (e.g attendance) but not quality.

13. **Do you have criteria for quality assurance?**
Our informant thinks that it would be useful for Avloniy to develop criteria for QA, linked to principles of CPD

He added that most donor-led projects are HR intensive. They require a lot of detailed work, which they appreciate, but when projects end, momentum is not there anymore. This is partly due to lack of financial support.

If Avloniy develop something less dependent on manpower, but more dependent on computers, that would be good. He recognises that human involvement is necessary for assessing quality.

14. **How do you license private INSETT course providers? (e.g. What does the application process involve and what criteria do you use to assess suitability?)**
- Private provider compiles a letter to MPSE and programme requesting approval
- MPSE check legal status and other aspects of the provider. If they approve the institutions' request, they then send request to Avloniy,
- Avloniy check details, send feedback, which may involve asking the provider to embed certain competencies, for example, into their programme
- The institute makes changes if need be, and sends documentation back to Avloniy for approval

15. **How do you recruit new trainers for your courses? What qualifications and experience do they need to have?**
Should have C1 level- this is the only requirement our informant knows. Masters' degree would be useful, too. He recognises that training teachers is a specialised skill, and is open to the idea of, for example of trainers attending a trainer education course.

Other

16. **What is the status of the 17 CPD activities a colleague referred to in the ERSG meeting last week?**
These are accessible to teachers now. They can be updated quarterly if necessary. Not sure if a Maths teacher gets credit for C1 in English.

The rationale for the credit system is to acknowledge teachers' efforts. He feels that Avloniy can't ask more from teachers at this stage. When you switch from an old system to a new one, you don't want to overwhelm teachers if they are not competent. If teachers were aware of these things at University, Avloniy's job would be easier.

17. **You mentioned at the ERSG meeting that you're short of resources- do you know what the future looks like on this?**

Structure of new CPD model - the skeleton, is ready. Avloniy now need to put flesh on the bones. E.g. they have a competency model but now need to develop sub elements, and also to develop monitoring and evaluation.

The state budget is tight- about $20 per teacher who attends an Avloniy course. Teachers need to decide on which course they will attend in November. They can choose from any of the 4 main providers. Avloniy's funding is therefore clear by late December or so. Fixed costs (e.g salaries, maintenance) are provided but other funding from the teacher numbers needs to be bid for in the form of projects. Avloniy are currently planning for 2024.

18. **Is there anything else you want to tell us or ask us about your work with English teachers?**

Our informant is keen for system alignment, e.g PRESETT and INSETT, standards and competencies. He says that English teachers are often in the vanguard, and so it would be good is consultants' report can help with alignment.

Appendix 14

First in-country meeting with Champions Panel

Champions Panel Meeting Irrigation University 10.00-12.00 17/2/23

Simon showed the interim findings from the consultancy so far. A brief summary of panel feedback below

- There is no common CPD policy which makes it clear what teachers are aiming at (Nodira), If there is no common aim, some teachers feel they can do what they like in the classroom
- There are problems with both CPD policy and strategy. With regard to policy, there is no recognition of the efforts of some institutions e.g. one panel member's university offer a UK-validated MA, but this is not on the creditworthy CPD list. Its impact on CPD is high and involves a process. As for strategy, she sees no interest in process in current Ministry thinking. For her, some form of Action Research pitched in teacher-friendly guise would be an example of an informed and strategic approach to CPD,
- Teachers are at different stages of career- CPD needs to be more targeted at different profiles of teacher
- A problem with the current system is that it is course and certificate focussed, not learning-focussed. "It's just certificate and bye-bye". The value is in gaining the certificate, not in professional, learning.
- There is an implementation gap in teacher education in Uzbekistan. A teacher may know, for example, about CLIL, but isn't able to teach in a CLIL-friendly way.

Simon then asked the panel to do the following task

Undertake a critical examination of the list of 17 MPSE creditworthy CPD activities available to teachers of English in Uzbekistan. (see final page of minutes

a) How relevant are they to the needs of state school teachers of English?
b) How coherent are the options as a whole?
c) Any other comments or thoughts?

Report back with recommendations on what you might keep and what you might change.

A summary of oral contributions and short written summaries from each group follows.

Relevance and coherence

On balance, the panel felt that the options were far less relevant and coherent than they might because they

a) lean much more towards individual than collaborative professional learning

e.g. options 1-8

b) a**re more competitive than collaborative in orientation**

Many of the options are competitive-there is insufficient recognition of the value of cooperation in CPD

c) a**re elitist, as some options provide credits to a very small number of teachers**

e.g. options 2,5,6,7,8

d) favour teachers in cities over those in remote areas

e.g. options 2,8, 15

e) do not acknowledge sufficiently school, local and regional CPD initiatives

No options seem to do this

f) are at times more academic than pedagogical in nature

e.g. options 3,4,14-16
g) contain options which do not necessarily improve classroom teaching

e.g. options 2-8, 15-17
A written comment from one group captures this view.
Key question which we discussed in our group was if as a teacher who just his/her job the relevant or possible form of CPD in the list does well is point 9 and because this is a compulsory course. Other points or items are for very limited numbers of teachers or they are just not for them to teach a better lesson

h) **omit key CPD options such as mentorship**

i) **are not all continuous**

e.g. options1-8

j) are weighted questionably at times

Many felt that the credit weighting of some of the options was questionable e.g. 4 credits for taking part in an International Scientific Event, as this typically requires huge amounts of time and effort. A similar view from some on 9 credits awarded to the gaining of a C1 qualification.

Many panel members said that the weighting of 54 for Olympiad success was inflated that Olympiad success can be due to factors other than the teacher (e.g. private tuition, residence abroad).

k) arguably prize international contribution over Uzbek contribution

There were differing views on whether some of the conference activities diminished the role of Uzbek initiatives, as Uzbek conference participation receives fewer credits than international participation. Some colleagues held this view, but there was also a view that participating at an international conference is more demanding and time-consuming, and so deserves greater recognition.

What the panel would keep

The panel worked in 4 groups

3 mentions: 10, 11

2 mentions: 9, 13, 14 16 and 17 (these last 3 all modified)

1 mention: 1, 3, 4 (all modified)

What they would change

The panel felt that a number of the options are too centralised, and insufficiently targeted at everyday classroom teaching. They said that there needs to be inclusion and more recognition for:

a) Small professional learning initiatives at school level

Numerous oral contributions on this.

b) Regional initiatives (e.g. speaking at, participating in, organising a conference in your town or region).

Numerous oral contributions on this. One written comment: Some of them should be decentralised, regional courses should be organised.

c) Mentorship

Numerous oral contributions on this and some written comments, e.g.

Add: mentoring, any research work (not only PhD), authorship, publications (any learning/teaching resources)

Point new: There should be added a new item that would encourage teachers to grow as a facilitator, trainer, and mentor. We do not see this idea in the list.

Add mentoring to support 'lesson study' approach

d) Dissemination of any learning gained from attending events, writing materials etc

A number of oral comments on this.

e) **Needs or interests of the teacher.**

Numerous oral contributions on this. Panel would like to see more chances for CPD based on needs analysis. At the moment, they say, course are offered to teachers, who sometimes have to attend, regardless of need. (e.g. teacher proficient in ICT required to attend an introductory course on digital literacy).

f) **Quality.**
The options focus more on quantity (e.g. certificates). This jeopardises quality, as teachers go for shortcuts.

One colleague also commented that school leadership also need their own specialised focus on CPD, so that they can understand and support teacher CPD needs when feasible.

Panel suggestions on modifications to existing options

- *Point 14 can be written as '(any) publications produced by a teacher (or as a co-author) e.g. articles, handbooks, toolkits etc (that is shared in practice with colleagues)'*
- *Points 10+11 can be all right, but they should be paraphrased as 'a CPD activity including training programmes offered by the recognised international organisations such as British Council, American Council, etc'. At the moment, the courses mentioned in the list are very narrowed options.*
- *Change: Olympiads(omit), Certificates, completing courses (what courses? The purpose of courses?)*
- *Join 9-12, and 15-17*
- *Get rid of 2,6,7,8,16*

Suggested changes to credits

- *Point 15, 17: credit amount should be increased (comment: especially for schoolteachers who have very limited opportunities and options for participating in such kind of events)*
- *We can change the credits some of them (increase)*
- *We should make it collaborative, real consistent*
- *Change: Credit changing from [points] 10 to 17 forms of alternative CPD*
- *16 form of alternative CPD to increase awareness of the importance among teachers*
- *17- ranking: regional -4, republic-8, international -16*
- *TKT/CELTA/TESOL qualification course completion credits 54*

	Forms of alternative CPD	Credits
18.	Authorship for text-book creation (on the specialty)	54
19.	Preparing students who receive 1-2-3 places in international Olympiads on the subjects	54
20.	Defending PhD dissertation	54
21.	Supervising teacher-PhD researcher on the scheme Mentor-mentee	36
22.	Awarded by "Public Education Excellence" prize and "Public Education Devotee" prize	36
23.	Receiving state award or honorary title	36
24.	Winning the republican level of Ustoz (Best Teachers award) contest	36
25.	Preparing students-winners of the republican Olympiad of the subject	36
26.	Completing training and receiving certificate of RTI's UEEP (Uzbekistan Excellence for Education Programme) project	18
27.	Completing American Council courses	9
28.	Completing British Council courses	9 (recently (this December) Avloniy decided to award 18 credits for British Council courses)
29.	Completing successfully national courses or courses on UDEMY, Udacity, edEX, and others.	9
30.	Getting C1 on national CEFR, international IELTS, TOEFL, DAF, TCF etc tests	9
31.	Publications in internationally indexed journals included in Scopus and Web of Science database of articles	9
32.	Presenting in international scientific events (seminars, conferences, symposiums etc.)	4
33.	Membership in scientific-methodological councils of their subject at Republican Education Centre (REC)	4

34.	Presenting in republican scientific events (seminars, conferences, symposiums etc.)	2

Appendix 15

First in-country meeting with teachers

Meeting at a school in Tashkent 15 February 2023 9.10- 10.40

Background on the school

It operates 2 shifts. The first is from 8.05-13.00, the second from 13.10- 18.00. In first shift there are 4 hours of English, in 2nd shift 3 English lessons. Students have 3 lessons a week of English, 4 hours for specialised classes (Maths and English 7 and 4 hours in place of 4 and 3 hours). The school has autonomy in choosing and making provision for specialised classes. The school has a high reputation: more than 70% of its graduates enter university.

Q1 How long have you been teaching English?

A mix of experience here, though no one has been teaching English for more than 20 years.

Which grades do you teach?

1 teacher teaches grades 1-2, the rest some of the grades between 5-11

How did you qualify as a teacher of English?

All are university graduates.

Which courses have you attended?

All have attended a lot of courses. They say that they find specialised courses (i.e.. Specifically for English teachers) useful, general courses less so. Avloniy has online offers which are not useful, they say. Medical content in some courses (e.g. about anatomy) is compulsory for English some courses. teachers said that British Council and USAID courses are more useful than Avloniy, because they learnt new methods on those courses. Avloniy courses are less useful because most of them are in Uzbek, trainers not trained, information is transmitted via lecture, and subject matter is not so useful e.g. new laws. Also content is too basic for this group, they say. Last year some teachers did British Council and ESN for 18 credits, but this year can't repeat these and have to do Avloniy.

They would therefore like more opportunities for courses, i.e. more variety to choose from.

What else do you do to keep your teaching skills and/or teaching knowledge up to date?

sharing learning with other teachers from cascading courses (as trainers on other courses for teachers which runover 10 Fridays from 9-1pm), paying 800 dollars   CELT S, search internet, learning from teacher book for Prepare.

What do you do to improve your own English?

A few say that husbands are not always keen for them to spend time learning, but they manage to navigate this. Motivation comes, they say, from the 50% salary bonus for a C1 certificate, and to keep up with students, some of whom already have IELTS 5.5 by Grade 11. The Rector also demands high standards, and the fact that the school has a good reputation is also a driving force.

Internet, online courses, which they pay for.

Does your school hold a regular Methodology Day?

This stopped in Jan 23. Teachers said they found the day useful, but acknowledged that the day is open to abuse.

What is your own most important training or professional development need?

Both language and methodology

Please mention any practical ideas you have to improve professional development opportunities for teachers of English in Uzbekistan.

Teachers said that the government demand high level from teachers but can't offer sufficient variety of opportunities, teachers feel. Teachers would like there to be free language development opportunities on offer. They say that fees for certificate courses is in theory reimbursed on production of certificate. But in practice this it is time-consuming and hard to get a refund.

One teacher would like chances to exchange ideas and experiences with foreign teachers

Change programmes to make them more TESOL-like

Appendix 16

Second in-country meeting with teachers

Focus group of teachers – meeting at Tashkent Training and Retraining Institute 10am -1pm Monday 6th March

Six teachers:

For foreign languages, class of 25-30+ divided into 2

What do you enjoy about your teaching?

One teacher: proud to teach language, I love foreign language, it's my dream, I want to travel

Another: enjoy/interested in foreign languages, IELTS next month

Another: [translated] she just brought her documents and she passed for teaching…[but do you enjoy it?] so so

Another: after overseas travel, feel someone should stay here and be 'patriot',

   English will be language of business and we should teach in English

5th teacher: parents were teachers, I played role of T with my dolls, I'm a teacher with my nature, now retirement age and I say 'work/stay at home means more work!

5th teacher: [translated] a good option for traditional Uzbek families, convenient as school is close 'to be at home on time'

Challenges?

Lack motivation

-value of learning English, lack of connection now (opportunity to communicate outside class) and to future life

-mobiles, games

-'boys are lazy'

Problems with playing recording – use phone +speaking

45' lessons and moving between classes carrying equipment

Hopes and dreams?

One teacher: hopeful of Grade 1-11 Cambridge books, Prepare in English and Guesswork 'I thank authors'

-including technology [multimedia]

-up to date topics

-Reading and Listening in the book is wonderful (One teacher agrees, but another doesn't like them, too easy)

-continuity between books/levels, so it's easy to work with them

One teacher: high score in IELTS and teach in Learning Centres where ss are motivated

Another: IELTS as gateway to TESOL courses > methodology to apply to teaching

Another: retirement, because teaching isn't respected via salary (most agree)

Your CPD journey?

One teacher: Uzbek language teacher, ELT came on move to Tashkent, and mentoring of 'Clara', a teacher at our school years ago, I came to love English and every 3 yrs I come to Tashkent city Training and Retraining Institute, would like to teach overseas

Another: TT every 5 yrs lectures-test then Avloniy: no tests, chance with exchange of methods, in my school we try to help novice teachers and there is an atmosphere that helps this.

How do you feel about CPD? Feel included/heard?

If you want to go to institutes other than Tashkent Training and Retraining Institute, you have to pay.

Meth Day…?

This was a rest day for most, for two, school gave them duties

Whose responsibility is yr CPD?

Unanimous: our school

Written answers to 3 questions:

Should CPD be tailored to the stage you are at in your career?

One teacher: no

Two others: yes

Another: Dividing CPD courses according to their experience is not a good idea. Sometimes, even experienced teachers can learn a lot from novice teachers.

Is it better to develop individually or work with other teachers on development?

4 teachers: with others, to exchange experience

Another: with others, because 'people should be lazy'

Should you CPD be based on a needs analysis, or based on a standard national programme?

2 teachers: standard

Another: standard 'it is normal for me'

Another; standard 'because they know more what we need

Another: based on NA 'because I have to get something'

Appendix 17

Online meeting with UWL and Nizami

Uzbekistan CPD: Online interviews with representatives of Nizomi (State Pedagogical University) and University of World Languages (UWL), on 20 January 2023. Main focus on links within PRESETT to CPD.

In response to a question about the role and status of Nizomi SPU, a colleague told us that the University has 14 faculties, 54 departments and more than 1000 teaching staff with a Doctor of Science qualification, as well as 100 plus with full PhDs in pedagogy. It was founded in 1935. It is the parent university to 17 other pedagogical HE institutions nationwide.

Answering a question about the links between the PRESETT Curriculum and CPD, a UWL colleague explained that, while there is no dedicated module on CPD in the programme, many of the modules from Year 2 onwards focus on the realities of teaching in school. There is a graded approach to Teaching Practice: Year 2 - Guided Observation; Year 3 > Teaching Apprenticeship; Year 4 > Full responsibility for lessons. Assignment work in most modules includes an element of reflecting on practice, and modules or part modules on lesson planning, discussion of professional articles, classroom investigation (two modules in Yrs 3 & 4) and the main methodology modules all prepare students for their career as teachers.

To what extent does Nizomi follow the reformed four-year PRESETT curriculum?

Another colleague added that they follow the PRESETT Curriculum quite closely though with combined skills language courses in Year 1.

How many undergraduate students of English does Nizomi have in each year?

They had 200 graduates majoring in English in 2022 and expect 400 in 2023. These numbers are relatively small compared with UWL, which reports 1500+ graduates annually.

What proportion of successful graduates from the PRESETT programme go into state school teaching as a career?

However, the proportion entering state school teaching is far higher among Nizomi graduates (80%+) than among UWL graduates (30 – 40%). But a significant number of UWL graduates find employment in colleges and lyceums as well as in the private sector, and around 20% go on to full time MA studies in Applied Linguistics.

To what extent (if at all) is Nizomi involved in INSETT or other CPD activity for serving state school teachers of English?

Nizomi, through its network of pedagogical institutions also offers INSETT for state school teachers once a month, usually focussing on pedagogy for young learners. They also offer courses leading to TKT (all three modules), which qualifies teachers for a 50% salary bonus.

- CEFR -C1
- IELTS - 7+
- TKT- 1, 2 and 3 (4 modules needed for University teachers)
- TESOL- Level 6
- CELTA/DELTA
- TOEFL- C1
- APTIS for teachers C-1

Some Nizomi staff attend courses at UWL for their own CPD.

The new CUP Textbooks

Two different opinions on the new CPD textbooks were offered. A colleague said that INSETT courses should focus on the new books and that this would improve the quality of teaching. This is because the books represent a change of thinking about language learning from the books previously in use. One colleague (a mother as well as a teacher) told us that the books are too strongly focussed on preparation for international exams (e.g. FCE) rather than on the needs of young Uzbek students. This led to a mention by Rod of the need to include sessions on evaluating, adapting and supplementing of textbooks in the PRESETT programme (a colleague agreed to consider this) and as possible INSETT course topics.

Other discussion points

- A puzzle: in addition to their degree certificate after 4 years of study, graduates have to pass a language test at B2 level or above in order to start teaching. One contributor mentioned a real case in which a PRESETT graduate was refused a state school teaching post because she didn't have the required certificate of language proficiency.
- A colleague (Nizomi) reminded us that private universities are now proliferating in Uzbekistan (more than 60 at the last count) and that many of them offer English as a main subject of study.
- Yayra reported on the MA degree in Applied Linguistics at UWL. It is delivered by lecture to large groups of students (100+), is theoretical in orientation, and has no practical components. It's a two-year full-time programme. (Comment: A professionally oriented MA programme for practising teachers, possible part-time, would be a valuable addition to CPD options; perhaps mention in report)

Appendix 18

In-country meeting with Akfa private university

Interview with a colleague at Akfa private University, and 8 PRESETT teachers. 14.30-15.45

Can you tell me something about the history of Akfa? When was it established and what is its main role in teacher education?

Set up in 2019 by presidential decree. Started as a medical university, in partnership with a S. Korean medical university. They wanted it to be the first English medium medical university in Uzbekistan. Over time, they decided to diversify. They launched a business school in 2020, in 2021 a school of Education, with one programme, a 3-year bachelor programme for PRESETT ELT. This year Akfa has 6 schools and 18 programmes. Campus was built in 11 months. Akfa group own the university. Within the group, it is the mayor of Tashkent who is the owner. He is a v successful entrepreneur.

Current PRESETT cohort is in 2nd year. Ca 130 students in 2nd year, 160 students in first year. 2nd year students have already started their TP. They also started work in private schools, and some have been offered jobs already.

What is CPD?

We expect staff to work on their own, and also twice a year provide courses for their own teachers, including, possibly, courses at NILE this year.

What connections do you see between your PRESETT programme and CPD for future English teachers?

They have developed their own programme for secondary teachers. Around 70 teachers were offered this TET (Teaching of Teachers) programme free of charge. The programme is a F2F 22 hours methodology-focussed course. Certificate offered isn't recognised by the government. We informed our informant that Akfa could apply to Avloniy if they want the course to gain validation as an official CPD option.

How do you evaluate the quality of your work?

The fact that 2nd year students already have a job offers suggests they're doing well, our informant says. Feedback from teachers in schools where the students are placed also suggests that the students are doing a good job.

To what extent does Akfa follow the reformed 4-year PRESETT curriculum?

Akfa have their own. They started from their own objectives. They felt that there was extraneous materials in the national curriculum. They have gained this information form some of their own teachers, who have graduated from state universities. Their curriculum was licensed by SISQE.

How do you sow the seeds of CPD and career-long learning in your staff?

They have monthly staff meetings, and pair new teachers with more experienced ones for support, and encourage peer observation. It's unwritten policy that you observe 2 classes per month.

Interview with 8 teachers

What staff enjoy in their work

Seeing progress in students' learning. Learning about teaching. This university is different from other universities, as those have lots of unnecessary content, and Akfa has more practical content and is maybe more western in outlook, staff feel. For example teaching students strategies to learn. Also teach them via assessment for learning.

What staff find hard.

Multilevel classes (A1-B2). Priority is to get them to make progress in language. 2nd years are enthusiastic about becoming English teachers, even those with low levels of language. Motivation might depend a bit also on their specialism (e.g. business or law). There may also be a cultural pattern that some students are trying to become teachers because their parents want them to, rather than because they themselves want to.

Their own priorities- in CPD

(8 teachers)

Teachers already do a lot, e.g. some have done CELTA or Delta. One teacher wants to know more about using corpora, another about writing for blogging., another about using authentic materials Many are interested in Project -Based Learning (PBL). One teacher wants to do PhD on this.

Their own professional needs

Teaching grammar vocabulary is tricky-partly because she has to develop own materials. She wants to break away from the more traditional teaching of grammar to focus more on grammar for communication.

Adjusting to new generation who need videos, images and low concentration span.

More on digital learning

Appendix 19

In-country meeting with Nizami

Meeting with Nizami 10.00-11.30 16 February 2023

This was an unstructured interview. The only intended follow-up focus on the previous online interview was to find out more about how the Nizami PRESETT curriculum differs from the National PRESETT Curriculum

Challenges Nizami staff face

A colleague outlined 5:

a) Coursebook coordination and progression

Frequent coursebook changes meant that there was little or no progression between school years. The new Cambridge CBs have largely solved this problem- they're also popular with students and teachers.

b) How to use the coursebook

National curriculum implies that regions should select their syllabus according to local needs. Not sure if teachers are able to do this. Intercultural education- this is difficult to teach. One colleague is not sure how well the books have been adapted.

c) Students' entry and exit language levels

Lots of very motivated students – they are learning from them. But, exit results are a bit disappointing in some cases. Some of these graduates become serving English teachers- this has a negative impact on the students they teach.

B2 minimum is entry for University PRESETT course- students need to show a B2 certificate to get in, but some obtain certificates which they have bought. A colleague told an anecdote about meeting 18 students in a group 2 or 3 years back – only 2 could really speak properly and they're really B2, he felt. The other 16 they're silent. They got the certificate from local testing centre. Local centres are opened in universities and are open to corruption. Aptis is also open to corruption, a colleague said. Nilufar clarified that the problem with Aptis was more to do with insufficient versions of the test, which meant that candidates they're able to learn content by heart.

d) International exchanges

Nizami would like to organise more student and teacher exchanges. One colleague supports the idea of exchanges with English-speaking countries. This is PD for them, he says. Finance is an issue here in setting such exchanges up.

e) Nizami's support for students

They support them too much, in one colleague opinion. They should be stricter.

A colleague added a 6th

f) The quality of teaching in schools

Quality of teaching is a problem-especially in the villages. Schools blame universities, universities blame schools. This produces a never-ending vicious circle, he says.

Nizami's PRESETT trainers

No real problems according to a colleague: she feels that they have been they'll- trained and do a good job.

Nizami's International Relations

The Head of the International Relations Department is a former ESP professional. Has just started in this job. She says that it's a challenging one, as it's very bureaucratic to establish international relations now that Nizami is under the umbrella of the Ministry of Preschool and Public Education. This was easier when it was part of Ministry of HE. Nizami is interested in cooperation with Europe, USA, and South Asia. Some caution around cooperation with China.

Curriculum

They add some theoretical subjects taught by lecture to Years 3 and 4., e.g. comparative psychology of teaching English, typology of teaching English, stylistics, translation. Thinking is to widen job opportunities.

They teach more broadly about methodology in first and third year.- They have excluded some topics from the national curriculum, e.g. materials development, as they think this falls general methodology. Nizami have reduced the number of hours allocated to writing in the national PRESETT curriculum. Some names of modules around the skills, grammar and vocabulary, are changed but the content is the same. UWL has 240 credits solely dedicated to English teaching methodology. Nizami has 240 credits for a wider range of topics, as it feels that this broadens knowledge and increases students' job opportunities.

Approval for this change came from Ministry of HE. Presidential decree 290, in operation from 1 January 2023, says that Nizami is independent in financial, academic and organisational matters. This decree was issued for and relates specifically to Nizami.

Nizami's involvement in INSETT

Nizami teachers used NILE certificate to continue working in university. In general, university teachers have to attend INSETT once a year every 3 years. This is a 144-hour F2F intensive course over a month, usually. Pensioners must also attend, but can attend online.

For public school teachers Avloniy and UWL are responsible. Universities can offer pedagogy courses to HE teachers of all subjects.

I had a short visit to Professional Learning Centre after this meeting.

Appendix 20

In-country meeting with Tashkent City Training and Retraining Institute

Meeting with Tashkent Training and Retraining Institute 15 February 2023 12.00-13.40

Brief discussion with a senior colleague. They didn't know about British Council work with English teachers.

They said that there are 4 varieties of PD course available in Uzbekistan:

One is studying online (Avloniy), one is studying F2F (Tashkent), one is studying at a private language centre(Turon), 1 is a choice of coming to a course for run by HE institutions (for teachers at academic lyceums)

Private centres collect groups, then teach, then give certificates and then get money from state. Teaching private students IELTS is cheaper.

Discussion with 2 trainers

Pls tell us about your work with teachers of English

One trainer has been working 7 years at this institute. The other has been a trainer from 10 years, but is starting at this institute as of Monday.

The state used to offer 1-month courses every 5 years, but now offer one week courses under new system. 36 hours a day for 6 days. They have not only English lessons, but other subjects e.g. ICT, pedagogics, psychology. About 20 hours are devoted to English teaching. Teachers come from all grades– there is no targeting, for example, of primary or secondary teachers.

Please tell us about the content you teach to English teachers-

They plan at beginning of year, cover how to teach language skills, how to teach grammar, how to integrate ICT,. There is some flexibility in planning, as they also focus on the last training day on how to solve problems teachers have (from a quick and dirty needs analysis given on day 1).

The courses consist of both interactive teaching and a few lectures. Lectures can be based on theories e.g. methods, theories. One trainer gives her lectures in English, and tries to make them interactive.

What do teachers find useful in the courses you teach?

Doing practical tasks, as they can imagine themselves in students' shoes

What do teachers find difficult on the courses you teach?

Some ideas don't seem relevant to their students e.g. primary or secondary

What are the English levels of the teachers on your courses?

Mixed, but most are B2

What are your main strengths as a trainer?

One trainer said that recently in Finland- she got useful experience which she can use in her work, She always searches for new ideas and materials. ICT is a strength for her.

The other sees ICT as her strength, too, as well as an ability to give a lot of information about methods.

What areas of your training would you like to improve?

One trainer would like to exchange ideas with international trainers- she'd love to find out more about how they solve problems e.g. how they teach teenagers.

The other had a brief school teaching career. When she teaches teachers, they know today's students better than her. She feels she needs to know more. About today's school learners. She's also like to develop skills in dealing with teacher resistance in the training room.

What kind of professional development would you benefit from as a trainer?

- being observed by another trainer and discussing their session

Something else.

a) **Further language improvement:** Yes. Academic writing and speaking – they are also researchers and may need to present to foreigners
b) **Further guidance on training methodology:** Yes- e.g. working with mixed level teachers
c) **Access to reading resources about training teachers : Yes.** New methodological books specific to ELT: they only know old ones given to them by British Council
d) **Access to mini-videos about training teachers**: Yes- we can show such videos to our teachers: practical examples can be useful.
e) **Observing another trainer and discussing their session.** Yes. We'd enjoy observing a foreigner, In order to see if we're on the right way. But observing Uzbeks can be OK, too.
f) **Being observed by another trainer and discussing your session:** Yes, as for e
g) **A checklist of training competences to refer to when planning, doing and reflecting on your training sessions.** Yes, we had one in Kashi. It helps me to work on strengths and weaknesses. I also think it's useful-it can be a kind of framework we can use.
h) **Co-planning and conducting training sessions with another trainer.** Yes. I did this yesterday with another trainer. It can be useful.
i) Something else? They'd like a foreign person in the room to talk with them, hear experiences from foreign teachers.

Other discussion points

CPD in the institution

Criteria exist for CPD in this institute e.g. observing, publishing, organising events. Each teacher has a personal development plan. They review it with a commission, and decide plan for next year independently. Must teach 850 hours pa.

Work a in a private language centre

One colleague worked as a methodologist on 1-week courses. Have same courses as at Tashkent Retraining Institute.

Why some teachers study at private rather than state institutes

State provider has contracts with area specialist. State negotiates X teachers per week. - Teachers above that quota can choose where to go. Some choose based on location, geography or other criteria.. Teacher doesn't pay up front for a private CPD course, private institute collects money later.

Brief discussion with ca 30 teachers attending first day of a course

Teachers like the new coursebooks, and most have all coursebook components

Appendix 21

Online meeting with RELO

Interview with RELO 27 January 2023 9.00- 10.00 am

Nilufar introduced everyone. Jamilya explained the aim of the current consultancy, which is to unpack a desirable CPD journey for state school teachers of English, and the CPD implications arising from this. Below are RELO colleagues' responses to questions from Rod and Simon:

1. **We understand that you provide training opportunities for serving teachers of English in state schools. Can you tell us more these opportunities are and what your objectives are in providing them?**

One colleague mentioned **English Speaking Nation**- it's the biggest RELO initiative, involving 15,000 teachers in a cascade project. There are 3 levels in the cascade- trainer trainers, trainers and regional mentors. The project has a 3-year grant from the American Council, ending in October 2023. Trainers from George Mason University (GMU) are also involved in this project.

ESN's aim is to raise teachers' English level and to improve their teaching. It also aims to help teachers to move to more to more interactive teaching, away from a more transmissive style popular in Soviet times. The cascade element of the project is in full swing now, and training happens every Friday.

Another colleague explained that participating teachers in ESN need a certain level of English proficiency. Teachers who do not have this level of proficiency are eligible to attend a **one-month F2F summer course** aimed at improving their English.

A third colleague mentioned that the American Council through RTI has supplied 18 million dollars of **Cambridge University Press coursebooks with accompanying training for teachers,** which are now in every school.

RELO also organises **regional ELT conferences**

RELO sends teachers to the US once for a month's training. There is strong competition for these places. Teachers' willingness to share what they've learnt is considered during the application process. In addition teachers who go to the US can share their experience via a worldwide alumni programme, and also apply for further small grants.

2 colleagues both said that there is a considerable amount of American support for ELT in Uzbekistan. Their programmes are growing quickly. RELO are getting ready for next fiscal

year. A challenge for them is to be able to take time out (a colleague used the analogy of a hamster on a wheel) in order to take stock, and to develop further coordination of their work. One issue, for example, is how to link the RELO textbook training with ESN.

2. What are your INSETT and /or CPD priorities and why?

One colleague felt that continuation of ESN should be a priority because it's wide-reaching and to scale. ESN seems to be having impact and is popular with the Ministry of Preschool and Public Education (MPSE), he said.

The first RELO regional conference in Tashkent was PRESET-orientated. RELO coleagues feel that it would be useful to focus on INSETT

3. Do you monitor and evaluate the impact of your work?

RELO generally needs to rely on implementing partners for monitoring and evaluation. GMU and the American Council do this for ESN and send reports with qualitative and quantitative findings to RELO. RELO also does informal field visits to keep an eye on progress. A monitoring and evaluation budget is included in new project proposals.

4. We also understand that you have provided textbooks, published by CUP, for use at all levels in English classes in state school. How did you select these textbooks and how have you matched them to the needs of Uzbek learners and to the state school curriculum?

One colleague explained that the textbook project started with USAID and RTI. Pearson and Cambridge put out bids to supply textbooks. Cambridge won the bid, with the approval of MPSE. The content of the books was not greatly changed for Uzbekistan use. 2 regions (Namangan and Sirdarya) were chosen to pilot the books In initial stages teachers received training on how to use the textbooks. MPSE retrofitted the curriculum to match more closely the content of the textbooks.

5. To what extent is the training that you provide directly linked to (a) the textbooks and (b) the school curriculum?

ESN isn't designed to fit with textbooks. Training for textbooks is both F2F and by distance. No mention made of any link in training to curriculum (NB: possibly because textbook and curriculum are close?)

RELO colleagues are not familiar with the 8 national teacher competences. Jamilya explained that the competences are not common knowledge at the moment, but that she may ask Avloniy to explain these further in the next ERSG meeting on 16 February.

6. How do you recruit your trainers and what qualifications do they need to have?

ESN Coaches- There were 7 initially. All are native speakers and most hold PhDs and are trainers. There are 4 now in Uzbekistan until August, under the auspices of the American

Council. They are placed at regional teacher training centres. They train trainers via TESOL courses. They conduct masterclasses, and visit and work in in schools.

Trainers: there are 95 core trainers who are TESOL certified. They work with TESOL International. They have done a TCCT course run by GMU.

ESN Mentors 300-400 peer mentors (who can become trainers) – they train teachers.

ESN went for a cascade model of project design because they felt this was the most likely format to enable spread into remote areas. They also hope that a cascade will help a community of practice to evolve.

Coaches and mentors got a 50% salary bonus from becoming trainers. After this, core trainers' work became voluntary.

Simon asked if it would be possible to send an ESN syllabus. A colleague will look into the feasibility of sending this or sample materials.

7. Do you see a distinction between INSETT and CPD? If so, how do you see that distinction?

A colleague mentioned that most of RELO's efforts involve serving teachers. Teachers are eager to learn, in his opinion. Rod mentioned that we (Simon and Rod) see INSETT as an event and CPD as a lifelong process. One colleague noted this view, but mentioned that state school teachers may not see this distinction.

Rod asked if RELO make a difference between 'coach' and 'trainer'. 2 colleagues explained that 'coach' is part of ESN-specific internal language.

8. How does RELO get its funding?

A colleague explained that this comes from many different sources. RELO therefore applies for funding to different bodies. A maximum project cycle is 5 years.

9. You've mentioned coordination a couple of time in this interview. What practical steps are you considering to develop coordination of your work in the future?

2 colleagues are both relatively new to Uzbekistan. They feel it's important to make coordination steps like this interview. Communication is a key step. They also need to take time to review and understand their own programmes, one colleague feels. Jamilya added that the ERSG meetings are another possible way for communication to keep flowing.

Appendix 22

In-country meeting at Avloniy of ERSG

Notes on ERSG Meeting, Avloniy National Research Institute 16.02 23

Jamilya Gulyamova opened the meeting on behalf of the British Council and explained the reasons for focussing on CPD for state schoolteachers of English, highlighting the cooperation with NILE and the reasons for Simon's short consultancy visit to Uzbekistan. She also stressed the need to see CPD as a process and a career-long journey for teachers, which they should own themselves.

She then handed over to colleagues from the host institution Avloniy.

- One colleague informed the meeting that there is a national CPD policy for all teachers, ratified on 23 January 2022.

➢ CPD for teachers is currently being prioritised and there is a certain amount of government budget support

➢ Avloniy recognised the uneven provision of INSETT/CPD in the public sector and they have now opened the field to private sector providers. In the last year, three such providers were approved subject to quality checks and all three were found to be satisfactory. As a result, this scheme will be expanded

➢ There was an interesting point about Philology graduates. Even if they have an excellent command of English, they are not qualified to teach.

➢ Another colleague made the point that the current investigation (and the current trend) seems to be concentrated on *teachers'* perspectives and needs, and that to see a more complete picture it would be useful to take into account other perspectives, e.g. parents, INSETT materials designers, as this would provide a more solid base for analysis and action. He said that from a materials designer perspective, it is extremely tough to design suitable online course materials for teachers of English,. This is because Avloniy are short of human resources, of ELT specialists, and of time. He mentioned that there are numerous teacher profiles to design materials for, and that existing materials also need to be constantly reviewed and updated.

- A colleague talked about the status and remuneration of teachers, especially English teachers, which means that those entering the profession do so as a last resort in terms of career choice, and that this has a negative impact on the quality of teaching in schools, as there is no real competition for teaching posts when they become vacant.
- He explained that the education system in Uzbekistan is in crisis. He told the meeting about a survey conducted with Japanese support on maths teaching in Grades 8,9, 10,, showing that up to 30% of teachers surveyed would not be able to pass the maths exam they are preparing their learners for. Apparently, ratings in numeracy are very low, with no observable difference between public and private sector schools. He inferred that the same problems exist in the teaching of other school subjects
- There was some support for the idea that the quality of CPD/INSETT needs to be assessed against levels of achievement by learners in schools, but this was challenged on the grounds of complexity in any attempt to establish criteria, because of variables at play, and because it leads to a deficit view of professional development needs.
- Simon presented the findings so far of the British Council consultancy on the CPD journey of English teachers. He asked groups to work on a question arising from the consultancy. Below are the questions and the views of the groups working on them

1. **What do you understand by quality in CPD with regard to state school teachers of English in Uzbekistan?**
   Colleagues saw quality in terms of the influence on CPD on students results. Simon mentioned a MPSE representative's view that it might also be useful to think of CPD in terms of immediate and long-lasting impact

   Nilufar also mentioned that it might be useful to think of CPD in stages, e.g. Foundation, Advanced etc, along the lines of the British Council CPD framework for Teachers of English.

2. **Is it a) feasible and b) desirable for a national CPD system for state school teachers of English in Uzbekistan to include a non-INSETT dimension as well as a course-based dimension? Please explain and exemplify your response.**

A colleague said that a mix of course and non-course based CPD options already exists in Uzbekistan. He referred the meeting to the 17 CPD options listed as part of the MPSE CPD policy.

Another colleague from former LPA said that there are currently Telegram special interest groups of teachers which share information and ideas. This seems to work well, she says.

The feasible and desirable aspect of this question was not directly discussed, but the implication was that a mix is feasible and desirable as it exists already to some extent, and anecdotally, at least, a non-course option is popular with some teachers.

3. **What would a feasible system to monitor and evaluate the impact of CPD for state school teachers of English in Uzbekistan consist of? Please outline some of the tools, processes and considerations.**

Colleagues in this group explained that there needs to be a culture change for an effective system of monitoring and evaluation to take root. This would involve moving away from the idea of feedback as a form of judging and criticising, and towards the valuing feedback as a tool for learning and as a source of evidence. Colleagues in this group felt that student performance, student feedback, teacher reflection journals, and feedback from observations could all form part of a monitoring and evaluation system.

Simon added that from the point of view of education authorities, they might also want to see some form of ROI on their investment, i.e. they might find it hard to deal with soft data, and might also wish to collect hard data in order to gauge how effective their financial investment has been.

4. **How to support novice teachers of English (first 2 years in school)? Please outline your suggestions.**

This group felt that support should be within schools. They outlined the value of a positive attitude from school authorities and colleagues to new teachers, and patience with mistakes new teachers may make. They supported the idea of an induction phase in schools. They stressed that professional learning takes time. They supported the idea of mentorship, e.g. monthly school meetings with new teachers. One person said that mentorship had been tried, but didn't work well. A colleague *said that it did seem to be working well on ESN, but is time-consuming to set up. The idea of distance mentoring for rural teachers was also mentioned. Anecdotal evidence that this is feasible.*

Appendix 23

In-country meeting with MPSE representative

Informal meeting with MPSE representative 15 February 14.30-15.30

Jamilya-said that this is a critical time, vital that gov get things right. Global Partnership for Educational Change (GPE) coordinated by UNICEF, will contribute $40 million to Uzbekistan for educational planning (curriculum, teachers, monitoring and evaluation, assessment, inclusion, financial management) 5 days of meetings were held last week in Tashkent. The Islamic Development bank will contribute an additional $160 million, but this will be for hard resources, e.g. school buildings and equipment.

New deputy minister to be appointed soon.

Avloniy platform a technical solution to a professional problem, our informant says.

Our colleague will soon head a new department of strategic educational planning and international relationships. Another colleague known to British Council will be in his team

Decision to emulate Finnish education system came from the President, not MPSE. Now the emphasis is on learning from 'world-leading' education systems.

Our informant is aware of a number of problems in current CPD system: e.g. he says it's really INSETT, not CPD. There is a national CPD policy, but it needs revising.

The new approach TO CPD will be results-based. Impact of CPD on learner achievement and attitudes. He's aware of the variables involved here. New focus is that any decision in education must be evidence-based

Our informant is also aware of the problem that the teacher certificate policy is out of step with PRESETT qualification. One solution is probably for PRESETT exams to be CEFR-aligned.

He sees quality in CPD in 2 dimensions, immediate impact and long-term

Monitoring and evaluation a big concern- can't monitor everything.

Fruit salad approach was intended partly to circumvent state providers- an immediate fix rather than a longer-term one.

Novice teachers are not getting support