REFLECTIVE TEACHING OF FOREIGN LANGUAGES: ISSUES, POSSIBLE SOLUTIONS

Zarniso AKTAMOVA
SamDUUF Tillarni o'qitish metodikasi assistenti
Javharbek G'OFUROV
SamDUUF Xorijiy til va adabiyoti yo'nalishi
I bosqich talabasi

Abstract. *In this article the author analyses the up-to-date methods of teaching foreign languages as well as faces the challenges concerning professional development of foreign language trainers. Common issues arisen during second language education is discussed, consequently the author gives his possible solutions to current problems along with some recommendations for second language teachers to develop professionally, and lastly questions are arisen for further research.*

It has been widely believed that teachers teach as they were taught. Most teachers have had many years of being taught as students and have absorbed teacher- centered concepts of education. Therefore, it is not surprising that they tend to fall back on the traditional model of education. How then can this situation be changed? There is no simple panacea. However, there has been a number of changes in foreign language teacher education that are likely to lead toward the improvement of teaching in the long term.

The traditional approach to language teacher education has been questioned in terms of the long- term teacher development. The new paradigm has emerged with a great deal of emphasis on long- term teacher development. The present study aims to articulate a theoretical framework for the field of foreign language teacher education. We also look at new perspectives on language teacher observation and supervision within the paradigm shift of approaches to teacher education.

Richards (1997) makes a distinction between delivery mode and development one in foreign language teacher education. While knowledge and skills in the traditional mode are delivered directly from trainers to teachers, teachers in the developmental mode are required to take an important role in their professional development. It is teachers

themselves that are responsible for their own learning. More recently, those involved in language teacher education are more concerned with hows than whats. Its underlying assumption for the development mode is to encourage teachers to learn from their own teaching experience (Richards & Lockhart, 1994; Wallace, 1991). In a more complicated way, Freeman (1982) categorizes teaching into four aspects: knowledge, skill, attitude and awareness. Whatever stage of the career a teacher belongs to, there are a great number of things are inside her or his teaching: language knowledge, a variety of techniques, different sorts of values, attitudes towards society, schools, pupils and other colleagues. Knowledge and skills required for teaching are delivered at the initial stage of teacher training, where trainees need to acquire basic knowledge and skills. At this stage, much focus is given to teaching as scientific knowledge and theory. As teacher training moves forwards, the delivery aspect becomes less and development becomes more important. More attention is paid to attitude and awareness in the development mode. In the long term, development aspect is crucial in triggering awareness of what the teacher is doing and why. Without raising awareness, other sub - categories of teaching might be easily taken as a routine. Therefore, it is assumed that raising awareness could trigger teachers' spirit of inquiry into their own teaching experience. Teacher growth and development is an on- going developmental process, beginning early teacher training programs and continuing throughout a teacher 's career. In spite of the importance of development, the argument here is not necessarily that the delivery mode should be excluded out of language teacher education. The point of the discussion is that delivery and development should go hand in hand to be fully effective, for teaching is not a technical practice rather a complex decision- making process based on four key aspects of teaching: knowledge, skill, attitude and awareness.

The term "reflective teaching" has become part of foreign language teacher education. Reflection is often proposed as an important ingredient in most teacher training courses, sometimes even as a defining characteristic of good teaching (Elbaz, 1988). Zeichner (1981-82) points out, reflection is an essential characteristic of teaching particularly if one is concerned about school improvement and reform. Teachers' self-

reflection is emphasized as a prerequisite to their professional own development. The reflective perspective on teaching encourages teachers to become aware of their own learning and to respond to various issues dynamically. This means that teachers are encouraged to bring a problem within their own teaching to a conscious level of awareness. The enhancement of awareness is crucial to the ongoing monitoring, changes in teaching and the effects of the changes. How is awareness raised? One of possible answers is that it can be fostered through journal writing. According to Bailey (1990), journal writing may be defined as a first- person written account of experience. The nature of self- discovery of writing might be implemented into self- inquiry into daily teaching. Teachers write about teaching and at the same time they are actively involved in reflecting on daily teaching. During the process of writing journals and reading them, teachers might find out some salient problems and seek solutions. Problems are various as they come out all different stages and contexts of teaching. For example, they might be ·Why do I do this? ·How will I group the class? ·Why does not this method work in my class? ·What do I do with the less able students? Teachers may link the present issues with the past teaching experience, seeking solutions. This is analogous to Wallace's (1991) reflective teaching linked with experiential knowledge. It is likely that teachers face problems unexpected in a certain situation, or one solution may generate another problem. A circle of self-inquiry into teaching goes on and on as long as teachers reflect on their records of what happens in the class and in himself as a teacher. By doing systematic investigation into their journals, teachers become classroom researchers. As Holly (1989) argues, daily teaching easily can be unconscious and automatic without teachers' systematic self-critical inquiry. Teacher - initiated classroom Language Classroom Students of EFL Teachers of EFL research also might lead to effective changes in classroom teaching, however small. From the reflective view of teaching and teacher education, individual teachers are seen as agents of change (Dufficy, 1993:93).

A wide variety of strategies can be used for professional development. One effective way is for teachers to carry out action research. Kemmis and McT aggart (1988:5) define action research as a form of collective self-reflective inquiry undertaken

by participants in social situations. It is carried out mostly to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation which these practices are done. Problems or issues in a certain context give rise to questions. Through the process of action research problems can be solved by using various kinds of evidence in a reasoned way. Fundamental to the recent action research movement is the argument that teacher-initiated classroom research is an effective way to bridge the gap between theory and practice. As Chang and Beaumont (2000) note, the principle is that research by teachers should grow out of the problems and issues which confront them in their daily work and the outcomes of such research therefore feed directly back into the classroom. Ramani (1987) also shows the way teachers can move towards "theory discovery" through investigating issues they are interested in, thus making theory relevant to their everyday teaching. In this process, action research may contribute to the overall research base, but in essence it is more concerned with teacher development than it is with the generation of hard data (Wallace, 1998; Burns, 1999). In this token, action research supports the process of teachers' critical reflection on teaching.

Increasingly, the traditional model of teaching as a technical process has been challenged. Instead, efforts to conceptualize teaching in the reflective model provide the notion that teaching is more than a collection of skills or techniques. It is noted that the emerging language teacher education encourages teachers not merely in the mastery of rules of practice but in an exploration of knowledge, beliefs, and thought that informs such practice. In line with the paradigm shift, the current foreign language teacher education needs to reorient away from training toward one that seeks a more holistic approach to teacher development. It is suggested that those involved in language teacher education should explore various ways of encouraging teachers to be actively involved in reflective teaching. In the long term, this will serve as the ground of the establishment of foreign language education and teacher education.

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ИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

С.С. НУРИТДИНОВА
МАОУ «Лицей экономики и основ предпринимательства № 10»,
г. Псков, СЗО, РФ, учитель
Н.Ф. НАГУМАНОВА
МБОУ «Лицей В.В. Карпова» село Осинова ЗМР ТР, РФ,
учитель первой категории

Аннотация. *Целью статьи является изучение возможностей ИИ в преподавании языка, а также выявление особенностей организации обучения с использованием приложений искусственного интеллекта и чат-ботов для изучения английского языка. Кроме того, упоминаются некоторые препятствия при использовании ИИ в преподавании и обучении.*

Ключевые слова*: искусственный интеллект, английский язык, языковые навыки, персонализация.*

Об искусственном интеллекте (ИИ) мы слышим давно и везде. ИИ используется во всех сферах деятельности и приносит значительную пользу обществу. Улучшение медицинского обслуживания, транспортной инфраструктуры, окружающей среды, жизни людей с ограниченными возможностями и повышение эффективности производства являются лишь несколькими примерами того, как ИИ может приносить пользу обществу. Мы видим, что ИИ всё больше проникает в различные сферы жизни, и образование не является исключением. В современную эпоху интенсивного развития