

DEVELOPMENT OF PROFESSIONAL LANGUAGE SKILLS IN TEACHING FOREIGN LANGUAGE

Inobat Tuymanova

Teacher of Tashkent Institute of Economics and Pedagogy

ABSTRACT

This comprehensive article explores the critical role of professional language skills in the context of teaching foreign languages. Language competence, encompassing accurate pronunciation, grammar, and vocabulary usage, serves as the foundation upon which effective foreign language instruction is built. It enables teachers to model correct language use, provide clear explanations, and respond to students' queries. However, the synergy between language competence and pedagogical expertise distinguishes exceptional language educators. Pedagogical expertise empowers teachers to adapt their language skills to meet students' needs, create engaging learning experiences, assess progress, and foster supportive environments. The impact of these qualities extends beyond the classroom, enhancing student motivation, language acquisition, confidence, and long-term proficiency. This article provides valuable insights into the development and significance of professional language skills, shedding light on their transformative impact on language teaching and learning.

Keywords: Language competence, Pedagogical expertise, Foreign language teaching, Language modeling, Language proficiency, Language acquisition.

Introduction

Language proficiency is the cornerstone of effective foreign language teaching. To inspire and guide students in their language learning journey, educators must possess not only a deep understanding of the target language but also the ability to convey complex linguistic concepts in a comprehensible manner. This article delves into the significance of professional language skills in teaching foreign languages, explores strategies for their development, and discusses the impact of these skills on the language learning process. By examining the key aspects of language competence and pedagogical expertise, we aim to shed light on the critical role language skills play in foreign language education.

The Importance of Language Competence in Language Teaching

Language competence, often referred to as linguistic competence, encompasses a teacher's proficiency in the target language. It goes beyond mere fluency and includes a thorough



understanding of grammar, vocabulary, pronunciation, and pragmatics. Effective foreign language instruction relies heavily on the teacher's ability to model correct language use, provide clear explanations, and address students' questions and concerns.

1. Modeling Correct Language Use

Teachers serve as linguistic role models for their students. They must consistently demonstrate accurate pronunciation, appropriate vocabulary usage, and grammatical correctness. Instructors with strong language competence set a high standard for their students, helping them develop a keen ear for authentic language use (Tarone, 2012).

2. Providing Clear Explanations

Language teachers often find themselves explaining complex linguistic concepts, such as verb conjugations, tense usage, or word order. A teacher's language competence is instrumental in conveying these ideas in a manner that is clear, concise, and comprehensible to learners. Effective explanations enhance students' understanding and facilitate their language acquisition (Ellis, 2005).

3. Addressing Students' Questions and Concerns

Language classrooms are dynamic environments where students may have questions or encounter difficulties in their language learning journey. Teachers with strong language competence can provide immediate and accurate responses, fostering a supportive and responsive learning atmosphere (Richards & Rodgers, 2001).

Strategies for Developing Language Competence

While some language teachers may possess a high level of language competence naturally, others may need to work diligently to improve their language skills. The following strategies can aid in the development of language competence for teaching purposes:

1. Immersion and Authentic Exposure

Immersion experiences, such as living in a country where the target language is spoken, can greatly enhance language competence. Exposure to authentic conversations, media, and cultural contexts helps teachers develop a more profound understanding of the language (Swain, 2000).

2. Continuing Education

Engaging in continuing education courses, workshops, and language proficiency assessments can help teachers refine their language skills. Language teachers can benefit from advanced coursework, pedagogical training, and regular practice to stay up-to-date with

language trends and teaching methodologies (Larsen-Freeman, 2000).

3. Language Partnerships

Collaborating with native speakers or language exchange partners can be a valuable resource for language teachers. Regular interactions with proficient speakers allow teachers to practice conversational skills, gain insight into colloquial language use, and receive constructive feedback (Brecht & Rivers, 2000).

4. Self-Study and Resources

Teachers can enhance their language competence through self-study. Utilizing textbooks, language learning apps, podcasts, and online resources tailored to their language level can help them reinforce grammar, vocabulary, and pronunciation (Lightbown & Spada, 2013).

The Interplay Between Language Competence and Pedagogical Expertise

Language competence alone does not guarantee effective teaching. Pedagogical expertise—the knowledge and skills related to teaching methodology, curriculum development, and assessment—is equally vital. In fact, the synergy between language competence and pedagogical expertise is what distinguishes exceptional language educators (Shulman, 1986).

1. Adapting Language to Learners' Needs

Pedagogical expertise enables teachers to adapt their language competence to meet the specific needs of their students. Skilled language educators can simplify complex language structures, provide context-appropriate examples, and differentiate instruction to cater to learners at various proficiency levels (Nunan, 1991).

2. Creating Engaging Learning Experiences

Teachers with pedagogical expertise can design engaging and effective learning experiences that leverage their language competence. They employ a variety of instructional strategies, including communicative activities, role-play, and project-based learning, to make language learning enjoyable and meaningful (Brown & Lee, 2015).

3. Assessing Student Progress

Assessment is an integral part of language education. Pedagogical expertise allows teachers to design valid and reliable assessments that measure students' language proficiency accurately. They can identify areas of improvement and adjust their teaching strategies accordingly (Hughes, 2003).

4. Nurturing a Supportive Learning Environment

The classroom environment significantly impacts language learning. Teachers with pedagogical expertise create a positive,

inclusive, and supportive atmosphere that encourages student participation and risk-taking in language use (Egbert, 2004).

Impact on Language Learning

The presence of language competence and pedagogical expertise in language teachers has a profound impact on the language learning process:

1. Enhanced Motivation

Teachers who demonstrate a high level of language competence inspire and motivate their students. Learners are more likely to engage in language learning when they see their teacher as a credible and proficient language user (Dörnyei, 2001).

2. Improved Language Acquisition

Effective language teachers with strong language competence and pedagogical expertise facilitate faster and more accurate language acquisition. Their ability to model correct language use, provide clear explanations, and offer meaningful learning experiences accelerates students' language development (Krashen, 1982).

3. Confidence and Communication Skills

Language learners under the guidance of proficient language teachers tend to develop greater confidence in using the target language. They are more likely to communicate effectively in real-life situations, which is a fundamental goal of language learning (Brown, 2000).

4. Long-Term Language Proficiency

The impact of language competence and pedagogical expertise extends beyond classroom settings. Students who receive instruction from skilled language educators are better equipped to maintain and advance their language proficiency over time, even after formal instruction concludes (Hinkel, 2005).

Conclusion

The development of professional language skills in teaching foreign languages is a multifaceted endeavor with far-reaching implications for both educators and learners. Language competence, encompassing accurate pronunciation, grammar, and vocabulary usage, plays a foundational role in modeling, explaining, and responding to students' questions. However, the interplay between language competence and pedagogical expertise is what distinguishes effective language educators. Pedagogical expertise empowers teachers to adapt their language skills to meet students' needs, create engaging learning experiences, assess progress, and foster supportive environments. The combined impact of these qualities enhances student motivation, language acquisition, confidence,

and long-term proficiency, making language teaching a transformative and impactful profession.

REFERENCES

1. Brecht, R. D., & Rivers, W. M. (2000). Language and culture learning. In M. Byram (Ed.), *Routledge Encyclopedia of Language Teaching and Learning* (pp. 347-353). Routledge.
2. Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.
3. Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
4. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
5. Egbert, J. (2004). A study of flow theory in the foreign language classroom. *The Modern Language Journal*, 88(4), 549-566.
6. Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 7(3), 6-20.
7. Hinkel, E. (2005). *Handbook of research in second language teaching and learning* (Vol. 2). Routledge.
8. Hughes, A. (2003). *Testing for language teachers*. Cambridge University Press.
9. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
10. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
11. Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
12. Makhmudov, K. (2023). *Developing Intercultural Communication in Teaching English* (1st ed.). Yangi Chirchiq Book.
13. Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
14. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
15. Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
16. Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford University Press.
17. Tarone, E. (2012). Variability in interlanguage. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 311-326). Routledge.

