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“FILOLOGIYA, METODIKA, TARJIMASHUNOSLIK: ZAMONAVIY FANNING
DOLZARB MASALALARI” MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI

THE PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC-PRACTICAL
CONFERENCE ON “PHILOLOGY, METHODOLOGY AND TRANSLATION STUDIES:
CURRENT ISSUES OF MODERN SCIENCE”



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АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ”
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THE NECESSITY OF ESTABLISHING A WORLD-CLASS STANDARD TO ENHANCE THE RESEARCH AND PEDAGOGICAL SKILLS OF EDUCATORS

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Abstract:

This article discusses the significance of standards in enhancing teachers' research and pedagogical abilities. The paper emphasizes the significance of several reforms implemented in the education sector in our country. It also emphasizes the significance of legislative documents enacted to enhance teachers' competencies. The article presents instances of world-class standards to provide comprehensive knowledge for the advancement of our own standards in this context.

Key words: standard, research competence, pedagogical skills, prospective instructors, framework, professional standards for teachers.

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In recent years, numerous changes have been introduced in the field of education in our country. As a result, a set of rules and regulations has been developed and progressively implemented, specifically focused on the instruction and acquisition of foreign languages. A significant advancement in this regard is the Presidential Decision of the Republic of Uzbekistan dated December 10, 2012, titled "On measures to further improve the system of learning foreign languages," which established guidelines for learning, teaching, and assessment, thereby serving as the foundation for the implementation of the CEFR across all educational institutions in the country [1].

In the following years, the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan promulgated the "State Educational Standard of Higher Education" on October 19, 2021. Decision No. 35-2021 regarding the ratification of the State Standard of the Republic of Uzbekistan has been approved. This document delineates the essential criteria for the quality of personnel training, educational content, necessary knowledge levels for student training, overarching qualification standards for higher education graduates, educational workload, and the processes and mechanisms for evaluating the quality of institutional activities and personnel training. State educational standards are essential documents that regulate the educational process, the functioning of educational institutions, personnel, and the assessment of the quality of textbooks and study guides (including qualification requirements for undergraduate courses and master's programs, curricula, training programs, etc.), acting as the basis for development [2].

Consequently, according to the aforementioned legislative instruments, significant efforts are being undertaken in our nation to implement state education requirements and enhance the quality of staff. Nevertheless, it must be noted that these texts primarily pertain to obligatory criteria for the education of graduates. We believe it is essential to establish a distinct state educational standard for educators, outlining the requisite degree of professional competence and the expectations for doing research and ongoing self-improvement. To this end, we examined the criteria established according to the requisite professional skills and research competencies of educators and prospective instructors within

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the educational frameworks of different industrialized nations. Prior to examining these standards, we sought to highlight the dictionary definition of the term “standard”.

The etymology of the term standard traces back to Old French. In Old French, “standarde” or “estandard” signifies “meeting place, battle flag,” which evolved into Middle English as “standard,” “stander,” and “standere,” meaning “flag, banner.” [3] The oldest recorded use of the term standard originates from the Middle English era (1150-1500). The Oxford English Dictionary records the oldest evidence of this term from 1160 in the Anglo-Saxon Chronicle [4].

In contemporary English, the term “standard” has many definitions: 1) a quality or degree of performance; 2) a mandated or accepted quality or level of success; 3) a criterion or model used for comparative assessment [5].

Concerning the research capacity of prospective professionals, the focus of our dissertation, there are various global standards that emphasize the roles of educators and research. Simultaneously, these standards are characterized by their primary focus on the personal and professional abilities inherent to educators.

One of these criteria is the Core Teaching criteria and Learning Process Model for Teachers established by the Council for Teacher Evaluation and Support of the Interstate Council of Public School Employees. Established in 2013, the InTASC standards are categorized into four primary groups: Student and Education; proficient understanding of science; instructional abilities and professional accountability [6]. This document encompasses 10 standards:

- Student development;
- Learning differences;
- Learning environments;
- Comprehensive knowledge of scientific content;
- Application of content;
- Assessment;
- Instructional planning;
- Educational methodologies;
- Professional education and ethical conduct;
- Leadership and collaboration.

Each of these standards places a special emphasis on the conduct of research by educators.

An additional significant benchmark was established in Australia, known as the Australian Professional Standards for Teachers, which was endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA - now the Education Council) in 2009. began in The Australian Institute of Education and School Leadership (AITSL) assumed responsibility for approving and completing the standards in July 2010. The Education Council adopted the Australian Professional Standards for Teachers in December 2010. This standard has seven requirements, which are as follows:

- Standard 1. Understanding students and their learning processes;
 - Standard 2. Proficiency in science content and pedagogical methods;
 - Standard 3. Strategic planning and execution of effective teaching;
 - Standard 4. Establishing and sustaining a supportive and secure educational environment;
 - Standard 5. Evaluating, delivering feedback, and reporting on student progress;
 - Standard 6. Participating in ongoing professional development;
 - Standard 7. Interacting professionally with colleagues, parents, and the community
- [7].

This requirement stipulates that every educator must engage in research.

Estonia established professional standards for educators in 2013, in collaboration with the Ministry of Education and Research and the Vocational Education Council. These criteria are revised and enhanced every few years. These criteria are designed to ensure the successful integration of high-quality instruction, professional development, research, and innovation into education. The Estonian system categorizes instructors into many tiers of professional ability, each possessing distinct attributes. It categorizes teachers into four classifications: Teacher (Level 6), Teacher (Level 7.1), Senior Teacher (Level 7.2), and Master Teacher (Level 8). The standard established for each level specifies the abilities and traits required of the instructor based on the respective level [8].

This standard has three components: 1) Job description; 2) Qualification criteria; 3) General information and application procedures. The qualification requirements specify the necessary competencies for teachers, which include:

- Student support;
- Planning of educational activities;
- Teaching;
- Reflection and professional self-development;
- Cooperation and guidance;
- Participation in development, creative, and research activities;
- Management.

The Skilled Teacher (Level 8) designation is conferred upon an educator who, alongside teaching, engages in developmental and creative initiatives inside their school and outside, while also collaborating closely with a higher education institution. Upon analyzing the criterion for this level, we noted that it stipulates a proficient educator must possess research competence.

Consequently, it may be inferred that there is a need to establish criteria for the capabilities of educators inside the school system. Considering that state educational standards primarily focus on the qualifications for graduate preparation, the development of a distinct standard for educators, grounded on global benchmarks, is a pressing concern. Research competence, which we designate as a focal point of our efforts, is a crucial ability in the teaching profession. Pedagogues must proficiently use research concepts in their practices and possess research competency, methodologies, as well as abilities in data collecting and analysis. Establishing a standard for educators in our nation that aligns with global benchmarks is a pressing concern today.

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