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## KASA IS A PROFESSIONAL DEVELOPMENT PROGRAM FOR FOREIGN LANGUAGE TEACHERS IN UZBEKISTAN.

**Summary:** Teaching competences take many forms and differ in content based on the environment and subject matter. As a result, English language teachers must simplify their teaching competencies to some degree. This article defines such competences in broad terms, including teaching, students and learning, language and culture, teachers and educational institutions, society, and professional life.

**Key words** - competences, culture, identity, KASA, professional development, reflexive skills.

**Резюме:** Компетенции преподавания принимают множество форм и различаются по содержанию в зависимости от среды и предмета. В результате преподаватели английского языка должны в некоторой степени упростить свои компетенции преподавания. В этой статье эти компетенции определяются в широком смысле, включая преподавателей и преподавание, студентов и обучение, язык и культуру, образовательные учреждения, общество и профессиональную жизнь.

**Ключевые слова** - компетенции, культура, идентичность, KASA, профессиональное развитие, рефлексивные навыки.

**Annotatsiya:** O'qitish kompetentsiyalari ko'p shakllarga ega bo'lib, muhit va mavzuga qarab mazmunan farqlanadi. Natijada, ingliz tili o'qituvchilari o'zlarining o'qitish kompetensiyalarini ma'lum darajada soddalashtirishlari kerak. Ushbu maqola ushbu kompetensiyalarni keng ma'noda belgilaydi, jumladan ta'lim, talabalar va o'rganish, til va madaniyat, o'qituvchilar va ta'lim muassasalari, jamiyat va kasbiy hayot.

**Tayanch so'zlar:** kompetensiyalar, madaniyat, o'ziga xoslik, KASA, kasbiy rivojlanish, refleksiv ko'nikmalar.

Globally, the area of language education has grown quickly during the last two decades, driven by larger markets and more diverse kinds of English language provision. This increase has produced a demand for English language teachers as well as language

teaching organization (LTO) management. As is common in other sectors, managers are often hired from within the LTO, from among its employees. How simple is it for teachers to shift from the classroom to the director's office? What competencies do they

already have, and which ones do they need to develop? How can teachers help them develop? I've decided to apply the KASA (Knowledge, Skills, Attitude, and Awareness) framework<sup>1</sup> to analyze and answer these questions..

This approach serves as one of the cornerstones for the School for International Training's teacher education and professional preparation programmes. It gives a useful framework for examining competencies, and I found it particularly appropriate in this case. The information for each topic is based on my personal experience, numerous conference presentations on the subject, and discussions with participants in the International Diploma in Language Teaching Management (IDLTM).

The language program manager requires a large amount of information to accomplish his or her work effectively. This knowledge includes market information (who the clients and customers are, what the untapped part of the market is, and who the competition are); resource information (what the school has at its disposal - financial resources, technological resources, building resources, and human resources); institutional history and organizational structure. It also involves understanding about the commodity that is being offered - in our instance, language training (together with tests, curriculum, course books, etc.).

Lastly, it necessitates an understanding of management theory and practices, just as teaching necessitates

an understanding of teaching methodology and approaches. The teacher who was just promoted to management already has access to a large portion of this data. She is familiar with her students and possesses knowledge of the market, human resources, and material resources. She has a feeling of the academic structure and history of the school, depending on how long she has worked there. What she may be unaware of is the detailed financial information, the market (in terms of external factors and potential rather than actual students), and, of course, the non-academic aspects of school administration, as well as the very real challenge of viewing the organization from a completely different perspective. In many cases, teachers may lack a clear understanding of what management entails, which is frequently the outcome of unfavorable experiences with poor management.

In fact, they have been the beneficiaries of management, with a different set of demands and expectations than the suppliers of management. There are other ways to obtain some of this information: books, for example, can provide some management theory, as well as local facts that may be valuable. The departing manager is obviously an essential source of expertise, which may often be easily accessed - especially if there is any overlap during the handover time. Shadowing the manager for a week or two before he or she goes is a highly beneficial practice. Working with the administrative

personnel is clearly a key element of the process. Training courses or seminars can help with various areas of management theory, as well as an understanding of how companies work.

In accordance with the Cabinet of Ministers' decision about extra steps to boost foreign language learning:

- to encourage the popularization of foreign languages in our nation to a new level and arrange systematic work to develop the field, the increasing young, many things are being done in order to educate the generation in a complete manner and to create all the conditions for this;

- Within two months, thoroughly modify the teaching-methodical sets of foreign language instruction in the continuous education system from the point of view of building students' basic language abilities (listening, reading, writing, and speaking).

- with the involvement of qualified specialists, starting from March 1, 2022, organize training courses aimed at developing the listening comprehension, reading, writing and speaking competencies of foreign language teachers and obtaining a certificate [Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 34 dated 19.01.2022].

The KASA is a professional development framework that incorporates four areas proposed by Donald D. Freeman in his seminal 1989 article 'Teacher training, development, and decision making: a model of teaching and related strategies for language

teacher education'. They are: Knowledge, Awareness, Skill, and Attitude. Donald Freeman did not use the abbreviation KASA in his article, but the concept became well known in the ELT community.

The essay also discusses the distinction between training and development, as well as ways for promoting improvement in teacher performance. Definition of Knowledge, Awareness, Skill, and Attitude. According to Freeman. [1; 31]. Knowledge encompasses not just what we know about the subject topic (the English language), but also knowledge of learners' backgrounds, language levels, and contextual variables such as local and institutional culture. Awareness refers to our ability to perceive the impact and effectiveness of our actions, responses to learners, and students' prior knowledge. In contrast, skills pertain to acts that the teacher can carry out, such as regulating classroom interaction. Finally, in Freeman's [1; 23] conception, Attitude is the way teachers think about their own profession, their learners and the learning process. Therefore, it comprises aspects such as behavior, perceptions and feelings. The ability to recognize the effects and efficacy of our actions, our answers to students, and their prior knowledge is referred to as awareness. On the other hand, skills relate to actions that the educator can perform, including controlling classroom behavior.

I have included elements from the four dimensions that I believe are

relevant for teachers below. Obviously, this is not an exhaustive list. It may easily be much longer and vary greatly depending on the learning setting, local demands, and expectations for the

teacher's performance, thus it is up to you to determine whether the issues discussed below are applicable to your situation.

**Table-1**

<b>Knowledge:</b>	<b>Awareness:</b>	<b>Skills:</b>	<b>Attitude:</b>
<p>Language systems include grammar, lexis/vocabulary, discourse, and phonology (e.g., collocations, verb tense, and sentence emphasis).</p> <p>Language skills and sub-skills: what factors contribute to effective speaking, reading, listening, and writing?</p> <p>Theories for Second Language Acquisition (SLA). Methods and approaches. Understanding learners' needs, goals, and sociocultural contexts.</p> <p>Resources for learning, such as course books, digital tools, applications, and Padlets. Institutional policies and the learning environment.</p>	<p>One's own areas of strength and growth; personal convictions regarding language and instruction; and the underlying rationales for your lesson preparation and instruction</p> <p>Students' prior knowledge and abilities; their reactions to classroom activities; their relationships with one another; their performance; the culture of the company where you work; the ratio of Teacher Talking Time (TTT) to Student Talking Time (STT); Students' prior knowledge and abilities; Students' reactions to classroom activities; Students' interpersonal interactions; Students performance; The culture of the company where you work</p>	<p>Building rapport with and among students; grouping students and employing suitable interaction patterns; lesson preparation, staging, and resource selection for the lesson objectives (e.g., creating pre-listening and while-listening activities). Effectively organizing tasks and activities; giving clear instructions and verifying them; elucidating the meaning, pronunciation, and form of language items; assessing comprehension of meaning (for example, through the use of CCQs); giving feedback on tasks and activities; offering feedback on language and error correction; encouraging critical thinking and problem solving!</p>	<p>Initiative and proactivity;</p> <ul style="list-style-type: none"> <li>• Self-motivation and self-direction;</li> <li>• A desire to learn</li> <li>• Being flexible and adaptive;</li> <li>• Being receptive to new ideas and changes;</li> <li>• Listening well;</li> <li>• Being willing to share;</li> <li>• Showing sincere interest in students</li> </ul>

Teacher Talking Time, also known as TTT, is a term used to

describe how much a teacher talks during a lesson. Methodologies and

approaches that favour student participation and communication during a lesson (such as the Communicative Approach and Task-based Learning) usually regard TTT as something which should be reduced. This comes from a belief that Student Talking Time, or STT, should always be maximized. However, depending on its use, TTT can also be advantageous in the classroom.

**Reducing high TTT -** Certain approaches can be used to keep TTT under control. Some of these include: Do not be afraid of silence: When we ask a question, pupils need time to think about what they will respond. Many professors view this silence interval negatively and fill it up with comments and, on occasion, even answering their own question. These habits lead to an increase in TTT. Give pupils time to ponder - silence indicates that students need to comprehend the information they just received.

Keep the directions basic and clear. Most of the unneeded TTT in the classroom occurs when teachers give directions. Modeling activities rather than telling kids what to do is an effective technique to reduce unneeded TTT. Additionally, employing orders and checking instructions via ICQs may help you keep your TTT under control.

Elicitation can be used at many stages of a session to maximize student engagement and contributions. For example, if you are using an image to set the context of a lecture, instead of telling students what the image

depicts, consider the questions you could ask to ensure their participation. The same can be done during language presentation: instead of explaining the language to pupils, consider strategies that encourage student participation, including guided discovery.

**Favor pairwork, groupwork, and student nominations:** Handing over to students is often an excellent approach to reduce TTT. Consider moments in the session when you tend to lead the engagement and whether students could take control. For example, if a student asks a vocabulary question, urge classmates to assist. Another suggestion is to have students give each other comments, check activities together, and peer teach.

**Using TTT in a constructive way -** TTT can be an excellent linguistic resource for pupils. Here are some ideas for using TTT in a productive manner:

**Talk with your students:** Natural conversation is a part of everyday life, and students benefit greatly from interacting with their lecturers in a real-world setting. Making small conversation may allow learners to take chances and engage in meaningful interaction, so making learning more memorable. Teachers may need to grade their students' language based on their skill level, but this does not mean that the engagement should be forced.

**Live listening and storytelling:** Instead of using recorded audio, teachers can use a personal story or anecdote to facilitate a listening exercise. This necessitates considering how the

story will be told and the language that will be used. In this case, supplying learners with high-quality information, i.e. an accurate and natural model of language, is more important than minimizing TTT. Preparing students for tasks: Another useful application of TTT is to help students with task and activity completion skills. Now that knowledge and resources are readily available, the teacher's competence and ability to provide useful 'tips' might help increase the perceived relevance of the activities presented.

In conclusion, the KASA framework can be useful for teachers, leaders, coordinators and teacher educators because:

- It can provide a starting point for reflection on CPD needs;
- It may help teachers identify and systematize their own strengths and areas for development;
- It might be used to inform decisions as to what area to favor in CPD initiatives;
- It can be revisited from time to time in order to assess whether development aims have been achieved.

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