

## **Guided classroom observation as an efficient means of professional competence development**

The specific feature of Ukrainian foreign languages programs is in their combining several programs (English and Literature, Linguistics, and TESOL). With their primary focus on developing students' foreign languages proficiency, teaching competence development becomes a leftover category of studying languages. Students' teaching skills remain underdeveloped, since it is impossible to allow equal amount of instruction hours for all the above fields within one program. Under the existing conditions, reflective techniques, namely, guided classroom observations and written logs could serve an intensive way for students to develop professionally. Foreign philology students observe lessons of their peers and teachers during their practicum, but since their observations do not have particular tasks, they are viewed as a negative experience associated with the evaluation of a teacher's performance.

J. Richards (1996) claims that considering observation 'as a way of gathering information about teaching, rather than a way of evaluating teaching' can help to overcome this stereotype [1: 12]. We consider that guided classroom observations in combination with reflective logs can also become a means of transforming theoretical knowledge about teaching methods and principles into practice. To demonstrate this, the author analyses the observation log that she wrote while studying in the American TESOL program. The task was to observe the variation in teacher's eliciting strategies and prompts. The author concluded that within learner-centered teaching (one of the principles of Communicative Language Teaching), teachers' re-phrasing should not lead to the decrease in student's talk time. Also, to reduce students' anxiety, teachers should vary the types of questions according to the students' level of language proficiency.