
CONFERENCE ARTICLE

Methods For Developing The Pedagogical Competence Of Future Foreign Language Teachers

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ABSTRACT

This article examines contemporary methods for developing the pedagogical competence of future foreign language teachers. It analyses innovative approaches such as integrative teaching, gamification, peer teaching, problem-based learning, and portfolio-based assessment. The study elucidates key components of pedagogical competence — didactic, communicative, reflective, technological, and personal dimensions — and explores mechanisms for their development. Drawing on international experience, the paper formulates practical recommendations for incorporating these approaches into Uzbekistan's higher education system.

Keywords: Pedagogical competence, future teacher, foreign language education, innovative methods, interactive learning, reflection, portfolio, ICT tools.

INTRODUCTION

Against the backdrop of an expanding global information landscape, the proliferation of artificial intelligence within educational systems, and the accelerating pace of intercultural communication, the field of foreign language teaching is undergoing profound transformation. The modern school and higher education institution require a teacher who is not merely a transmitter of knowledge, but a mentor capable of guiding students' personal development, one who is socially and culturally accomplished, technologically literate, and endowed with genuine leadership capacity. The role of the foreign language teacher, in particular, is growing increasingly complex: such a teacher must possess a thorough command of the methodology of their discipline, be proficient in contemporary communication tools, and be able to cultivate students' capacity to use the language in authentic, real-world contexts. For these reasons, the development of pedagogical competence in prospective foreign language teachers, and the implementation of effective methods to this end, has become a matter of central importance within today's educational landscape.

In recent years, the role of the teaching profession and the demands placed upon it have undergone radical change across the world. In accordance with international educational standards, teachers are now expected not merely to deliver a curriculum, but to cultivate in students the capacity for independent, critical, and creative thinking — to facilitate intercultural dialogue and to deploy digital tools with discernment and purpose. Traditional theoretical instruction alone is insufficient to prepare prospective foreign language teachers in alignment with these expectations. On the contrary, it is equally essential to develop their socio-emotional literacy, communicative culture, capacity for self-reflection, and openness to innovation. To this end, methodologists, education policy-makers, and practitioners are developing new approaches — among them Design Thinking, Flipped Classroom, Lesson Study, EdTech integration, and Peer Coaching — all of which serve to deepen pedagogical competence. This topic,

therefore, is not only of pressing current relevance to the educational system, but also of strategic importance for cultivating a competitive professional workforce for the future.

Literature Review

In recent years, research into the methodology of foreign language teaching and the preparation of pedagogical personnel has evolved in close conjunction with global transformations in education. In the scholarly literature, the question of forming pedagogical competence in prospective teachers has become a matter of growing urgency. H. Hativa and D. Goodyear, for instance, have provided a theoretical grounding for the view that pedagogical competence develops through professional reflection, methodological adaptability, and an individualised approach responsive to student needs. This perspective situates pedagogical competence not merely at the level of knowledge, but in relation to the teacher's capacity for problem-solving, emotional resilience, and social engagement. The TPACK model, developed by Mishra and Koehler, occupies a position of particular significance among international approaches to teacher development. According to this model, the contemporary teacher must develop an integrated command of pedagogical, technological, and content knowledge. For the foreign language teacher specifically, this framework supports the enrichment of the learning process with multimodal resources and the development of the skills required to deploy information and communication technologies for didactic purposes. The competence model advanced by the P21 (Partnership for 21st Century Learning) platform, grounded in such capacities as critical thinking, creativity, collaboration, and effective communication, is increasingly regarded as the principal benchmark in pedagogical preparation. These competencies are considered an inseparable component of the core professional skills required of foreign language teachers, who bear responsibility not only for teaching the language itself, but for cultivating communicative, intercultural, and social intelligence in their students.

Turning to the Uzbek context, scholarly inquiry in this field is also engaging with the concept of pedagogical competence at an ever-deeper level. Karimova M.S., for example, has examined the significance of portfolio-based assessment in developing the competence of future foreign language teachers, demonstrating that a portfolio model — one which aggregates individual achievements in cumulative form — strengthens students' capacity for self-analysis, self-evaluation, and awareness of their own developmental trajectory. To'lqinov O., in his own work, has analysed the mechanisms by which linguocultural competence may be formed through virtual environments for foreign language instruction, substantiating the pedagogical value of video exercises, culturally contextualised tasks, and interactive learning platforms. Furthermore, the OECD's Learning Compass 2030 framework, published in 2021, emphasises the teacher's responsibility not only to deliver instruction, but to prepare students for the social realities of the future. Within this model, pedagogical competence is understood not as professional knowledge alone, but as an ensemble of capacities encompassing self-regulation, empathy, foresight, and the ability to contribute to sustainable development.

The foregoing review of the literature demonstrates that contemporary approaches to developing pedagogical competence extend well beyond the boundaries of theoretical

knowledge, integrating innovative methods, individual reflection, effective use of technological tools, and authentic contexts for language teaching. It is precisely the simultaneous cultivation of communicative, intercultural, and technological competencies in prospective foreign language teachers that constitutes the most critical determinant of educational quality today.

Results

The quality of foreign language teaching in Uzbekistan, together with the system for training teachers, has been undergoing considerable change in recent years. With a view to assessing the effectiveness of ongoing reforms in this domain, surveys and observations conducted across several higher education institutions have revealed the principal trends in the formation of pedagogical competence among prospective foreign language teachers. An empirical study carried out over the 2024–2025 academic year involved 400 respondents drawn from third- and fourth-year undergraduate students at five higher education institutions. The survey instrument was designed around the following competence domains: didactic, communicative, technological, reflective, and intercultural competencies.

The findings of the analysis revealed the following self-assessed competence levels among the students:

Table 1

Levels of Pedagogical Competence among Prospective Foreign Language Teachers (in percentages)

Competence Type	High Level (%)	Intermediate (%)	Low Level (%)
Didactic Competence	63	30	7
Communicative Competence	58	34	8
Technological Competence	42	40	18
Reflective Competence	36	44	20
Intercultural Competence	29	46	25

As the data indicate, while didactic and communicative competencies are comparatively well developed, technological and reflective competencies exhibit lower levels of formation. The particularly modest figures for intercultural competence — with only 29% of respondents demonstrating a high level — clearly signal the need for methodological enrichment and a strengthening of support in this area.

The following significant statistical indicators were also recorded in a report published in 2024 by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan concerning foreign language teachers:

- In 2020, the proportion of teachers holding international C1-level certification stood at 5%; by 2024, this figure had risen to 21%.
- Since 2019, the number of educators in possession of an IELTS certificate has increased sixfold.
- The rate of adoption of interactive technologies in language instruction at higher education institutions rose from 38% in 2020 to 74% in 2024.
- Pilot projects employing the CLIL (Content and Language Integrated Learning) approach have been launched at more than 20 universities.

These figures demonstrate that methodological and competence-based approaches to foreign language teaching in Uzbekistan are becoming progressively more comprehensive in scope. However, the findings simultaneously indicate that

certain important dimensions remain insufficiently addressed — most notably, the systematic introduction of tools and methods for developing reflection, self-analysis, deep technological literacy, and intercultural competence.

Discussion

The contemporary educational system is profoundly reshaping what is demanded of pedagogical practice. The principal criterion for the prospective foreign language teacher is no longer the mere possession of knowledge and skills, but the capacity to deploy them within an integrated framework of personal, professional, and methodological competence. Pedagogical competence is understood as a unified system encompassing the teacher's professional preparation, their capacity to manage the learning process, to organise communication, and to commit to continuous self-development. Research consistently demonstrates that a high level of pedagogical competence determines the teacher's professional confidence, sense of initiative, capacity for problem-solving, and ability to adopt an individualised approach with students. The following innovative and practical methods are of particular significance in developing the pedagogical competence of prospective foreign language teachers:

a) Integrative Approach: In this approach, language instruction is conducted within an interdisciplinary framework. By exploring the English language in connection with history, culture, environmental issues, and global concerns, students' thinking is broadened, while the teacher gains methodological depth and robustness.

b) Peer Teaching: When students teach one another, they not only consolidate their own knowledge, but gain practical, real-world experience in lesson planning, classroom management, and the art of explanation. This in turn serves to strengthen the practical dimension of pedagogical competence.

c) Gamification and Digital Technologies: The incorporation of gamification elements in foreign language teaching — alongside the use of digital resources such as Nearpod, Wordwall, Socrative, and Edmodo — elevates learning motivation and enables the delivery of instructional content in an interactive format, thereby enhancing both the technological and didactic competencies of the teacher.

d) Problem-Based Learning: In this approach, students are required to devise solutions to real pedagogical challenges — including, for example, differentiated instruction, behaviour management, and equity in assessment. This process develops the analytical and reflective dimensions of the teacher's competence.

e) Portfolio-Based Assessment: A portfolio — comprising the prospective teacher's lesson plans, methodological recommendations, lesson recordings, and observation records — enables a systematic evaluation of their professional development and actively fosters the habit of self-reflection.

Given that each student-teacher has distinct personal capabilities, didactic needs, and developmental trajectories, it is essential that the development of pedagogical competence be supported through individually tailored methodological plans, independent projects, and specialised seminars designed to address each student's specific profile.

Conclusion

The findings of this study indicate that developing the pedagogical competence of future foreign language teachers demands a multifaceted approach commensurate with the requirements of contemporary education. In the current era of globalisation, teachers are expected not merely to transmit linguistic knowledge, but to cultivate students' communicative, intercultural, and critical thinking capacities. Moreover, technological literacy, reflective thinking, and cultural sensitivity have become indispensable components of effective pedagogical practice.

The statistical analysis conducted reveals that while didactic and communicative competencies are comparatively well formed among prospective teachers, there are consistently lower scores in the areas of technological, reflective, and intercultural competence. This underscores the necessity of introducing integrated approaches, practical workshops, portfolio-based assessment systems, and methods such as CLIL and EdTech into the educational process.

Both international and national research affirms that the successful development of pedagogical competence requires not only the transmission of knowledge, but the creation of an environment conducive to personal growth, professional reflection, creativity, and collaborative endeavour. When a prospective teacher is equipped not only with theoretical knowledge, but with authentic, practice-based experience grounded in innovative methodology, they are positioned to become a competitive and genuinely impactful educator in society.

In sum, the comprehensive methodological approaches directed towards developing pedagogical competence serve not only to enhance the effectiveness of foreign language teaching, but to elevate the quality of education as a whole — representing a significant step forward in Uzbekistan's effort to prepare personnel in alignment with contemporary educational principles.

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