

The Diagnostic-Reflective Approach to Forming Linguodidactic Competence of Future English Language Teachers in An Artificial Intelligence Environment

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Abstract: This article examines the diagnostic-reflective approach to forming linguodidactic competence of future English language teachers in an artificial intelligence environment. The study emphasizes that the professional preparation of future English language teachers should not be limited to linguistic knowledge or the mechanical use of digital tools. It should also include the ability to diagnose learners' needs, design linguodidactically appropriate tasks, critically evaluate AI-generated materials, and reflect on pedagogical decisions. The article discusses artificial intelligence as a didactic environment that supports lesson planning, task adaptation, formative assessment, methodological analysis, and reflective professional development. Special attention is paid to the role of diagnostic activities and reflective practice in strengthening future teachers' methodological independence, critical thinking, and professional responsibility.

Keywords: Artificial intelligence, linguodidactic competence, future English language teachers, diagnostic-reflective approach, teacher education, methodological thinking, digital pedagogy, reflective practice.

Introduction: The rapid development of artificial intelligence technologies has significantly changed the requirements for English language teacher education. In the modern digital learning environment, a future English language teacher is expected not only to know the language but also to be able to select teaching materials, design communicative tasks, adapt content to learners' needs, and evaluate learning outcomes through appropriate methodological decisions. Therefore, the formation of linguodidactic competence has become one of the key directions in preparing future teachers for professional activity in an AI-supported educational context.

The relevance of the diagnostic-reflective approach is determined by the need to prepare future English language teachers who can use AI tools consciously, critically, and pedagogically. Artificial intelligence can provide lesson ideas, texts, exercises, rubrics, feedback samples, and differentiated tasks. However, the

effectiveness of these resources depends on the teacher's ability to diagnose the learning situation, evaluate the methodological quality of AI-generated content, and reflect on its suitability for a specific educational purpose. Thus, AI should be viewed not as a replacement for the teacher, but as a didactic resource that strengthens the teacher's analytical, methodological, and reflective skills.

The formation of linguodidactic competence in an artificial intelligence environment requires a strong methodological foundation. Shulman [1] emphasizes that effective teaching depends not only on subject knowledge but also on the teacher's ability to transform this knowledge into a form that is understandable and meaningful for learners. This idea is especially important for future English language teachers, because they must connect linguistic content with teaching methods, classroom interaction, assessment, and learner needs. In an AI environment,

this competence becomes even more complex: the teacher must not only understand the language material but also evaluate whether AI-generated content is linguistically accurate, methodologically appropriate, culturally suitable, and relevant to the lesson objectives. Therefore, diagnostic activity becomes the first stage of professional decision-making.

The diagnostic-reflective approach is also closely connected with the integration of technology, pedagogy, and content. Mishra and Koehler [2] propose the TPACK framework, according to which effective technology integration occurs when technological knowledge, pedagogical knowledge, and subject content knowledge interact with one another. In this context, artificial intelligence should not be used as a simple technical tool for generating ready-made exercises. It should be integrated into the methodological thinking of future teachers. For example, students may use AI to design a lesson plan, create differentiated tasks for A2, B1, and B2 learners, generate discussion questions, or prepare assessment rubrics. However, every AI-generated product must be analyzed, corrected, adapted, and justified by the future teacher. This process develops not only digital literacy but also linguodidactic awareness and methodological independence.

Reflective practice is another essential component of this approach. Schön [3] describes the teacher as a reflective practitioner who constantly analyzes professional actions and improves them through reflection. In the preparation of future English language teachers, reflection helps students understand why a particular task is effective, how it supports language learning, and what changes are needed to improve it. Richards and Rodgers [4] also stress that language teaching methods should be analyzed through the relationship between objectives, teacher roles, learner roles, classroom procedures, and materials. From this point of view, AI creates a valuable space for methodological experimentation. Future teachers can compare several AI-generated versions of the same task, evaluate their strengths and weaknesses, and choose the most appropriate option for a particular teaching situation. As Tomlinson [5] notes, teaching materials should be meaningful, relevant, engaging, and suitable for learners' needs. Therefore, reflection

on AI-generated materials becomes a necessary condition for developing linguodidactic competence.

CONCLUSION

In conclusion, the diagnostic-reflective approach provides an effective methodological basis for forming linguodidactic competence of future English language teachers in an artificial intelligence environment. This approach helps students diagnose learners' needs, analyze teaching situations, evaluate AI-generated resources, and make informed pedagogical decisions. As a result, future teachers develop the ability to combine linguistic knowledge, methodological thinking, digital competence, and reflective practice in a single professional system.

At the same time, artificial intelligence should be used responsibly and critically in teacher education. AI technologies can support lesson planning, task design, assessment, feedback, and professional reflection, but they cannot replace the teacher's pedagogical responsibility and human judgment. Therefore, the integration of AI into English language teacher education should be based on methodological purposefulness, ethical awareness, academic integrity, and continuous reflection. Such an approach contributes to the formation of future teachers who are professionally competent, digitally literate, and ready to work effectively in modern educational conditions.

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