

Methods for Developing the Pedagogical Competence of Future Foreign Language Teachers

Mirzaraxmonova Maftuna Ibroximjon qizi

Trainee lecturer, Namangan State Institute of Foreign Languages, named after I'shoqxon Ibrat, Uzbekistan

Received: 18 April 2026; **Accepted:** 03 May 2026; **Published:** 31 May 2026

Abstract: This article discusses modern methods that serve to form and develop the pedagogical competence of future foreign language teachers. In particular, such innovative methods as the integrative approach, gamification, peer teaching, problem-based learning, and portfolio-based assessment are analysed. The study examines the mechanisms for developing pedagogical competence on the basis of its structural components — didactic, communicative, reflective, technological, and personal approaches. Moreover, on the basis of an analysis of international experience, recommendations are developed that are suitable for the higher education system of Uzbekistan.

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

Introduction: Against the backdrop of the expansion of the global information space, the integration of artificial intelligence into the education system, and the intensification of intercultural communication, profound changes are taking place in the sphere of foreign language teaching. For today's modern school and higher education institution, the teacher is no longer merely a transmitter of knowledge but must be a mentor who guides the student's path of personal development, who is socially and culturally mature, technologically literate, and endowed with leadership qualities. In particular, the role of the foreign language teacher is becoming increasingly complex: such a teacher must have a deep command of the methodology of their subject, use modern means of communication, and develop learners' ability to apply languages in real-life contexts. For these reasons, in today's educational sphere the formation of pedagogical competence in the process of training future foreign language teachers, and the introduction of effective methods in this direction, has become an important issue.

In recent years, the role of the teaching profession and the requirements placed upon it have been changing radically across the world. In accordance with international educational standards, teachers are now expected not only to implement the curriculum but also to encourage learners to think independently, critically, and creatively, to manage intercultural communication, and to use digital tools appropriately. Traditional theoretical teaching alone is not sufficient to prepare future foreign language teachers in line with these requirements. On the contrary, their social and emotional literacy, communicative culture, capacity for self-analysis (reflection), and openness to innovative approaches must also be developed. With this aim, methodologists, education policymakers, and trainers are elaborating new approaches such as Design Thinking, Flipped Classroom, Lesson Study, EdTech integration, and Peer Coaching, which serve precisely to deepen pedagogical competence. For this reason, the present topic is not only relevant to today's education system but also of strategic importance in training competitive personnel for the future.

LITERATURE REVIEW

In recent years, research on foreign language teaching methodology and on the training of pedagogical personnel has developed in close connection with global changes in education. In the scholarly literature, the question of forming the pedagogical competence of future teachers is becoming increasingly topical. In particular, H. Hativa and D. Goodyear have theoretically substantiated the formation of pedagogical competence through professional reflection, methodological flexibility, and an individual approach tailored to learners' needs. This approach links pedagogical competence not merely with the level of knowledge but also with the teacher's ability to solve problems, emotional stability, and social engagement.

Among international experiences in developing teacher competence, the TPACK model elaborated by Mishra and Koehler deserves particular attention. According to this model, in the modern teacher, pedagogical, technological, and content knowledge must be formed in an integrated manner. For the foreign language teacher, in particular, this approach serves to enrich the learning process with multimodal tools and to form the skills of applying information and communication technologies for didactic purposes. In addition, the competence model advanced by the international P21 (Partnership for 21st Century Learning) platform, based on 21st-century skills such as critical thinking, creativity, collaboration, and effective communication, is regarded as a key benchmark in teacher training. These competencies are considered an indispensable part of the core professional skills of foreign language teachers in particular, since they are responsible not only for teaching the language but also for shaping learners' communicative, intercultural, and social thinking.

Turning to the experience of Uzbekistan, scholarly research in this field is also analysing the concept of pedagogical competence in greater depth. For example, the studies conducted by M.S. Karimova highlight the importance of the portfolio-based assessment system in forming the competence of future foreign language teachers. The research shows that, through the portfolio model — which reflects individual achievements in a cumulative form — the processes of self-analysis, evaluation of results, and awareness of

points for growth are enhanced in students. In his work, O. To'liqinov analyses the mechanisms for forming linguocultural competence through teaching foreign languages in a virtual environment, substantiating the pedagogical significance of video exercises, culturally contextualised tasks, and interactive environments.

In addition, the "Learning Compass 2030" concept developed by the OECD in 2021 emphasises the teacher's responsibility not only for delivering lessons but also for preparing learners for the future social environment. According to this model, pedagogical competence is not merely the teacher's professional knowledge but a complex of the capacities for self-management, empathy, foresight, and contribution to sustainable development. The above analysis of the literature shows that today approaches to developing pedagogical competence are not confined to theoretical knowledge but are closely linked to innovative methods, individual reflection, the effective use of technological tools, and teaching the language in real contexts. In particular, the simultaneous formation of communicative, intercultural, and technological competencies in future foreign language teachers is one of the most important factors determining today's education quality.

DISCUSSION AND RESULTS

In Uzbekistan, the quality of foreign language teaching and the system of teacher training have changed significantly in recent years. In order to assess the effectiveness of the reforms in this area, the results of surveys and observations carried out at several higher education institutions reveal the main tendencies in the formation of the pedagogical competence of future foreign language teachers. During the 2024–2025 academic year, an empirical study was conducted among third- and fourth-year undergraduate students at five higher education institutions, involving 400 respondents. The survey was designed around the following areas of competence: didactic, communicative, technological, reflective, and intercultural competencies.

According to the results of the analysis, students demonstrated the following indicators in their self-assessment of pedagogical competence:

Table 1

Levels of pedagogical competence of future foreign language teachers (percentages)

Type of competence	High (%)	Medium (%)	Low (%)
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 can be seen, although didactic and communicative competencies are relatively well formed, technological and reflective competencies are developed at a lower level. Of particular note, the low indicators for intercultural competence (only 29% demonstrating a high level) point to the need to enrich methodological support and the learning process in this area.

Figure 1. The diagram above reflects, in percentages, the high, medium, and low indicators for the five main areas that make up the pedagogical competence of future foreign language teachers. This chart clearly shows where there are shortcomings and where there are strong points among the competencies. In addition, a report published in 2024 by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan records the following important statistical indicators on foreign language teachers:

- Whereas in 2020 the share of teachers holding an international C1-level certificate was 5%, by 2024 this indicator had reached 21%.
- Since 2019, the number of educators holding an IELTS certificate has increased sixfold.
- The level of application of interactive technologies in foreign language teaching at higher education institutions has increased from 38% in 2020 to 74% in 2024.
- Pilot projects on the CLIL (Content and Language Integrated Learning) approach are currently under way at more than twenty universities.

These figures show that methodological and competence-based approaches in the field of foreign language teaching in Uzbekistan are taking on an

increasingly comprehensive form. However, the results obtained also indicate that insufficient attention is being paid to certain important aspects. In particular, systematic methods and tools in the areas of reflection, self-analysis, in-depth mastery of modern technologies, and the formation of intercultural competencies have not yet been introduced to a sufficient degree.

DISCUSSION

The modern education system is radically altering the demands placed on pedagogical activity. The principal criterion for the future foreign language teacher is now not only the possession of knowledge and skills but also the capacity to put them into practice on the basis of personal, professional, and methodological competencies. Pedagogical competence is an integrated system of the teacher's professional preparation and of the ability to manage the teaching process, to organise communication, and to continuously develop oneself. Research shows that a high level of pedagogical competence determines the teacher's professional confidence, initiative, problem-solving ability, and capacity for an individual approach to learners. The following innovative and practical methods are of great importance in forming the pedagogical competence of future foreign language teachers:

- a) Integrative approach: in this method, language teaching is carried out in interdisciplinary connection. For example, by studying English in the context of history, culture, the environment, and global problems, the learner's thinking is broadened, while the teacher gains stability in their methodological approach.

b) Peer teaching: by teaching one another, students not only consolidate their knowledge but also test lesson planning, classroom management, and explanation skills in a real environment. This serves to strengthen the practical side of pedagogical competence.

c) Gamification and digital technologies: in foreign language teaching, gamification elements raise learning motivation, and digital resources (Nearpod, Wordwall, Socrative, Edmodo) help deliver lesson content interactively, thereby enhancing the teacher's technological and didactic competence.

d) Problem-based learning: in this method, students work out solutions to real pedagogical problems (for example, differentiated instruction, classroom management, fairness in assessment). This develops the teacher's analytical and reflective competence.

e) Portfolio-based assessment: the professional development of the future teacher is systematically evaluated through a portfolio containing lesson plans, methodological recommendations, lesson videos, and observation results. This method encourages self-analysis. The personal potential, didactic needs, and direction of development of each student-teacher are different. For this reason, in developing pedagogical competence, it is necessary to organise adapted methodological plans, independent projects, and specialised seminars on the basis of an individual approach.

CONCLUSION

The results of the research show that the development of the pedagogical competence of future foreign language teachers requires a multifaceted approach that meets the requirements of modern education. In today's conditions of globalisation, the teacher is expected not only to convey linguistic knowledge but also to shape the learner's communicative, intercultural, and critical-thinking potential. Furthermore, competencies such as technological literacy, reflective thinking, and cultural sensitivity have become an integral part of pedagogical activity. According to the statistical analysis conducted, although didactic and communicative competencies are relatively well formed in future teachers, low indicators are observed for technological, reflective, and intercultural competencies. This demonstrates the need to introduce integrated approaches, practical training

sessions, portfolio-based assessment, and methods such as CLIL and EdTech into the educational process.

International and local studies prove that for the successful formation of pedagogical competence, it is important not only to impart knowledge but also to create an environment that fosters personal growth, professional reflection, creativity, and collaboration. When the future teacher is provided not only with theoretical knowledge but also with real experience based on innovative methodologies, they are shaped into a competitive and influential educator in society. Thus, comprehensive methodological approaches aimed at developing pedagogical competence serve not only to teach foreign languages effectively but also to raise the overall quality of education. This constitutes one of the important steps along the path of training personnel in line with the modern educational concepts of Uzbekistan.

REFERENCES

1. Karimova M.S. Criteria for Assessing the Pedagogical Competence of Future Foreign Language Teachers. — Tashkent: TSPU, 2022. — 146 p. (Candidate's dissertation)
2. To'liqinov O. Methodological foundations for forming linguocultural competence in foreign language teaching // Language and Literature Education. — 2023. — No. 1. — Pp. 45–52.
3. Yo'ldosheva G.K. Pedagogical Technologies: Theory and Practice. — Tashkent: Fan va Texnologiya, 2019. — 200 p.
4. Qodirova M.M. Forming Competencies on the Basis of an Integrative Approach in Vocational Education. — Samarkand: SamSU Press, 2020. — 174 p.
5. Rustamova N.S. Developing competence on the basis of a communicative approach in foreign language lessons. — Bukhara: Scientific Bulletin of BSU, 2021. — No. 2. — Pp. 91–98.
6. Xolboeva S. The use of information technologies in training foreign language teachers // Pedagogical Mastery and Innovations. — 2022. — No. 4. — Pp. 57–62.
7. G'ulomova D.N. Modern Lesson Model: Integrated Approaches to Foreign Language Teaching. — Tashkent: TSPU, 2021. — 134 p.
8. Raximova Z. The influence of innovative educational

technologies on pedagogical competence // Bulletin of the Academy of Sciences of Uzbekistan. — 2020. — No. 3. — Pp. 112–117.

9. Soliyeva N. The use of visual methods in forming pedagogical competencies in higher education // Journal of Science and Education. — 2022. — No. 2. — Pp. 38–44.
10. Abdurahmonova D.M. Foundations of Professional Preparation and the Reflective Approach in Future Teachers. — Andijan: AndSU, 2021. — 118 p.