

Analysis of Domestic and Foreign Studies on The Development of Methodological and Language Competences of Future English Language Teachers

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Abstract: This article analyzes domestic and foreign studies devoted to the development of methodological and language competences of future English language teachers. The study considers the scientific views of Uzbek and foreign scholars on teacher education, communicative competence, methodological competence, pedagogical content knowledge, reflective teaching, and professional language training. Particular attention is paid to the interrelation between language competence and methodological competence in the professional preparation of future English language teachers. The article argues that effective teacher education should not separate linguistic knowledge from methodological readiness, because future teachers need to know the English language and be able to teach it in a purposeful, communicative, and pedagogically effective way. The analysis shows that domestic research mainly focuses on national educational requirements, methodological traditions, communicative language teaching, and professional competence formation, while foreign studies emphasize teacher cognition, reflective practice, pedagogical content knowledge, communicative competence, and post-method pedagogy. The article concludes that the integration of domestic and international scientific approaches creates a strong theoretical basis for improving the methodological and language training of future English language teachers through a conceptual approach.

Keywords: Future English language teachers, methodological competence, language competence, teacher education, professional training, communicative competence, pedagogical content knowledge, reflective teaching, conceptual approach.

Introduction: The development of methodological and language competences of future English language teachers is one of the central issues in modern teacher education. The quality of English language teaching depends not only on how well a teacher knows the language, but also on how effectively he or she can organize the teaching process, select appropriate methods, design tasks, assess learners' progress, and create meaningful communicative situations. Therefore, the preparation of future English language teachers requires an integrated system in which language competence and methodological competence are developed together.

In the context of higher pedagogical education, future English language teachers are expected to master English as a means of communication, academic interaction, professional explanation, classroom management, and pedagogical guidance. At the same time, they need to acquire methodological knowledge related to lesson planning, teaching grammar, vocabulary, pronunciation, reading, writing, listening, speaking, assessment, feedback, and learner support. This proves that language competence and methodological competence are not isolated components of professional training. They function as interrelated elements of teacher professionalism.

Domestic and foreign researchers have studied this issue from different theoretical perspectives. Uzbek scholars have paid attention to the methodology of foreign language teaching, the formation of communicative competence, the professional preparation of language teachers, and the use of modern pedagogical technologies in English language education [1], [2]. Foreign scholars have developed significant theories related to communicative competence, pedagogical content knowledge, teacher cognition, reflective practice, and language teacher education [5], [7], [10], [13]. The analysis of these studies is important because it helps identify the theoretical foundations for improving the professional training of future English language teachers. The aim of this article is to analyze domestic and foreign studies on the development of methodological and language competences of future English language teachers and to identify their significance for improving teacher education through a conceptual approach.

In Uzbek pedagogical research, the problem of foreign language teacher preparation has been studied mainly within the framework of foreign language teaching methodology, communicative language education, professional competence formation, and pedagogical technologies. Domestic scholars emphasize that a foreign language teacher should possess not only linguistic knowledge but also didactic, psychological, methodological, and communicative readiness for professional activity. J. Jalolov's works occupy an important place in the development of foreign language teaching methodology in Uzbekistan. The scholar considers foreign language teaching as a purposeful pedagogical process that requires the integration of linguistic material, teaching principles, methods, exercises, and classroom organization [1]. His approach is significant because it explains that language teaching cannot be reduced to the transmission of grammar rules or vocabulary units. It must be organized as a system of speech activity development. J. Jalolov, G. Makhkamova and Sh. Ashurov also underline that English language teaching methodology should form the professional competence of students in English departments [2]. Their research shows that future English language teachers need to master theoretical knowledge about language teaching and develop practical skills for organizing the teaching process. This idea is directly

connected with the development of methodological competence, because the teacher must be able to transform language material into teachable content.

Domestic research also highlights the role of communicative orientation in English language teaching. In this context, language competence is understood not only as knowledge of phonetics, vocabulary, and grammar, but also as the ability to use language appropriately in different communicative situations. This is important for future teachers because they need to demonstrate correct and meaningful use of English in the classroom. Their speech becomes a model for learners. Therefore, the teacher's language competence has both communicative and pedagogical value.

Another important aspect in domestic studies is the connection between methodological preparation and national educational needs. The preparation of future English language teachers in Uzbekistan is closely related to the modernization of higher education, the development of multilingual competence, and the need to train competitive specialists. In this process, English language teachers are expected to use modern methods, digital resources, interactive tasks, and competence-based assessment. These requirements increase the importance of methodological competence.

Domestic scholars also pay attention to the use of pedagogical technologies in teacher education. Pedagogical technologies help structure the teaching process, define expected results, organize learning activities, and evaluate outcomes. For future English language teachers, this means that methodological competence should include the ability to choose effective techniques, create communicative tasks, use digital tools, and adapt teaching materials according to learners' levels and needs [3].

Thus, domestic studies provide an important scientific basis for understanding the methodological and language preparation of future English language teachers. They emphasize the following ideas: English language teacher education should be professionally oriented; language competence should be connected with pedagogical communication; methodological competence should include theoretical and practical readiness; communicative teaching should be central in

English language education; modern pedagogical technologies should support the development of teacher professionalism.

These ideas are important for the conceptual improvement of methodological and language training in higher pedagogical education.

Foreign studies provide a broad theoretical foundation for analyzing the language competence of future English language teachers. One of the most influential concepts in this field is communicative competence. D. Hymes introduced the idea that language knowledge should not be limited to grammatical correctness. According to him, a speaker should know not only what is grammatically possible but also what is socially and contextually appropriate [4]. This idea changed the understanding of language teaching and created the basis for communicative language teaching.

M. Canale and M. Swain developed the concept of communicative competence and identified its main components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [5]. This model is especially important for future English language teachers because it shows that language competence is a complex phenomenon. A teacher should know grammar and vocabulary, but he or she should also understand how to use language according to context, how to organize discourse, and how to overcome communicative difficulties.

M. Celce-Murcia, Z. Dörnyei and S. Thurrell further developed the communicative competence model by emphasizing discourse competence as a central component [6]. Their approach is relevant to teacher education because future English language teachers need to organize coherent classroom discourse, give instructions, ask questions, explain rules, manage interaction, and provide feedback. Therefore, their language competence must include classroom communicative competence. H. Brown states that language learning involves cognitive, affective, linguistic, and social factors [7]. This idea is useful for teacher education because future teachers should understand both the structure of language and the process of language acquisition. They should be able to explain language phenomena and organize activities that help learners use English meaningfully. J. Richards also emphasizes that language teaching requires a

combination of language proficiency, teaching skills, content knowledge, and classroom decision-making [8]. According to this view, a future English language teacher must develop both language competence and methodological competence in an integrated way. If a teacher has strong language knowledge but weak methodological skills, the teaching process may become ineffective. If a teacher knows methodology but has insufficient language competence, he or she cannot provide accurate language input.

Foreign studies on communicative competence show that the language preparation of future English language teachers should include:

- linguistic accuracy;
- fluency and appropriateness;
- discourse organization;
- sociocultural awareness;
- pragmatic competence;
- classroom communication;
- academic and professional English.

These components are important because English language teachers use English not only as a subject but also as a professional tool. They explain, instruct, guide, motivate, assess, and interact through English. Therefore, their language competence should be pedagogically oriented.

The concept of methodological competence is closely connected with the professional knowledge base of teachers. L. Shulman introduced the concept of pedagogical content knowledge, which refers to the teacher's ability to transform subject knowledge into teachable and understandable content [9]. This concept is highly relevant to English language teacher education. Future teachers should not only know English grammar, vocabulary, pronunciation, and discourse patterns. They should also know how to teach them effectively. For example, knowing the Present Perfect tense is a part of language competence. However, explaining its meaning, designing communicative tasks, comparing it with the Past Simple tense, predicting learners' errors, and assessing learners' use of this tense belong to methodological competence. This example shows that methodological competence is the practical transformation of language knowledge into teaching activity.

D. Freeman and K. Johnson argue that language teacher education should be based on the teacher's knowledge, learning context, prior experience, and professional development [10]. Their view is important because it shows that future English language teachers should not be trained only through theoretical lectures. They need classroom observation, microteaching, reflective analysis, lesson planning, peer feedback, and teaching practice. J. Richards and T. Farrell emphasize the importance of professional development and reflective teaching in language teacher education [11]. Reflection helps future teachers analyze their own teaching decisions, identify strengths and weaknesses, and improve their methodological practice. In this sense, methodological competence includes not only the ability to teach but also the ability to evaluate one's own teaching. A. Burns and J. Richards note that second language teacher education includes knowledge about language, learners, curriculum, pedagogy, assessment, and professional identity [12]. This approach shows that future English language teachers should be prepared as reflective, flexible, and research-oriented professionals. Their methodological competence should include the ability to work with different learners, adapt materials, use assessment tools, and make pedagogical decisions. B.Kumaravadivelu's post-method pedagogy is also important for analyzing methodological competence. He argues that teachers should not depend mechanically on one fixed method. Instead, they should develop the ability to analyze context, understand learners' needs, and choose appropriate pedagogical strategies [13]. This idea is especially relevant in modern English language education, where teachers work with diverse learners, digital resources, multilingual environments, and changing educational demands.

Thus, foreign studies on methodological competence emphasize the following points:

- teachers need pedagogical content knowledge;
- methodology should be connected with real classroom practice;
- teacher education should include reflection;
- future teachers should learn to make independent pedagogical decisions;
- teaching methods should be adapted to context;
- professional identity is an important part of teacher preparation.

These ideas are valuable for developing a conceptual approach to the methodological and language training of future English language teachers.

The analysis of domestic and foreign studies shows that methodological competence and language competence are closely connected. Language competence provides the linguistic basis for teaching, while methodological competence provides the pedagogical means for organizing language learning. These two competences should be developed together because the professional activity of an English language teacher requires both accurate language use and effective teaching performance. A future English language teacher should be able to perform several professional functions. First, he or she should provide correct language input. Second, the teacher should explain linguistic material in a clear and accessible way. Third, the teacher should organize communicative activities. Fourth, the teacher should correct learners' errors and provide constructive feedback. Fifth, the teacher should assess learners' progress according to clear criteria. All these functions require the integration of language and methodological competences.

The interrelation between these competences can be explained through the following examples. Phonetic competence helps the teacher pronounce words correctly, but methodological competence helps teach pronunciation through imitation, minimal pairs, phonetic drills, and communicative practice. Lexical competence helps the teacher know word meanings and collocations, while methodological competence helps develop learners' vocabulary through context, semantic mapping, lexical sets, and communicative tasks. Grammatical competence helps the teacher understand language structure, while methodological competence helps present grammar inductively, deductively, or communicatively.

In this regard, methodological competence can be considered as the teacher's ability to pedagogically process language material. Language competence can be considered as the teacher's ability to use English accurately, fluently, and appropriately. Their integration forms the professional readiness of future English language teachers. Domestic studies support this idea by emphasizing the importance of professionally oriented English language teaching [1], [2]. Foreign studies support it through the theories of

communicative competence, pedagogical content knowledge, and reflective teaching [5], [9], [11]. Therefore, the development of methodological and language competences should be organized as a unified system in teacher education.

A conceptual approach allows researchers and educators to organize the development of methodological and language competences on the basis of a clear scientific idea, principles, components, stages, methods, and expected results. In the context of future English language teacher education, this approach is important because it helps overcome the separation between language subjects and methodology subjects. In many teacher education programs, language training and methodology training may be taught as separate areas. Students learn grammar, phonetics, vocabulary, speaking, writing, and reading in one group of subjects. They learn teaching methods, lesson planning, assessment, and classroom management in another group of subjects. However, professional teaching practice requires the integration of these areas. A future teacher should learn language through teaching situations and learn methodology through language material.

A conceptual approach to improving methodological and language training may include the following principles:

- integration of linguistic and methodological content;
- professional orientation of English language practice;
- communicative and task-based learning;
- reflection and self-assessment;
- context-based methodological decision-making;
- connection between theory and teaching practice;
- use of digital and interactive resources;
- competence-based assessment.

This approach creates conditions for developing future English language teachers as competent, reflective, and professionally responsible specialists. It also helps align teacher education with modern requirements of higher education and English language teaching.

The conceptual approach also allows the design of a clear model for competence development. Such a model may include target, theoretical-methodological, content, procedural, diagnostic, and result-oriented

components. The target component defines the aim of developing methodological and language competences. The theoretical-methodological component includes scientific approaches and principles. The content component includes language and methodology materials. The procedural component includes methods, tasks, technologies, and forms of organization. The diagnostic component includes criteria and indicators for assessment. The result-oriented component defines the expected level of professional readiness. Thus, the conceptual approach provides a systematic basis for improving the methodological and language preparation of future English language teachers.

DISCUSSION

The comparative analysis of domestic and foreign studies shows that both traditions have important scientific value. Domestic research is strongly connected with national educational priorities, pedagogical modernization, and the practical needs of English language teacher education in Uzbekistan. It emphasizes the role of methodology, communicative teaching, professional orientation, and educational technologies.

Foreign research offers broader theoretical models of teacher competence. It develops concepts such as communicative competence, pedagogical content knowledge, teacher cognition, reflective practice, post-method pedagogy, and professional identity. These theories help explain the deeper structure of teacher professionalism and provide useful tools for improving teacher education. However, the development of methodological and language competences should not be based only on foreign theories or only on domestic methodological traditions. A scientifically grounded approach requires their integration. Domestic studies help adapt teacher education to national context. Foreign studies help enrich it with internationally recognized theories and modern pedagogical concepts. The analysis also shows that future research should pay more attention to the practical mechanisms of integrating language and methodology training. It is necessary to develop tasks in which students learn English and simultaneously learn how to teach it. For example, future teachers may analyze a grammar topic, prepare a micro-lesson, conduct a peer-teaching

activity, receive feedback, and reflect on their teaching performance. Such tasks develop both language and methodological competences. In addition, digital resources can support this process. Online platforms, interactive applications, AI-based feedback tools, digital portfolios, video analysis, and virtual teaching simulations can help future teachers improve their professional skills. However, technology should not replace methodology. It should serve methodological aims and support language development. Therefore, the main task of modern teacher education is to create an integrated pedagogical system in which future English language teachers develop language competence, methodological competence, reflective thinking, and professional identity together.

CONCLUSION

The analysis of domestic and foreign studies shows that the development of methodological and language competences of future English language teachers is a complex and multidimensional process. Domestic scholars emphasize the methodological foundations of foreign language teaching, communicative orientation, professional training, and the use of pedagogical technologies. Foreign scholars provide important theoretical concepts such as communicative competence, pedagogical content knowledge, reflective teaching, teacher cognition, and post-method pedagogy. The study shows that methodological competence and language competence should be developed in close interrelation. Language competence enables future teachers to use English accurately and appropriately, while methodological competence enables them to teach the language effectively. Their integration forms the basis of professional readiness. A conceptual approach is necessary for improving this process because it allows the organization of teacher education as a systematic, integrated, and result-oriented process. This approach connects linguistic knowledge with methodological action, theoretical learning with teaching practice, and professional preparation with reflective development.

Thus, the development of methodological and language competences of future English language teachers should be based on the integration of domestic educational experience and foreign scientific theories. Such integration can improve the quality of English language teacher education and prepare future

teachers for effective professional activity in modern educational conditions.

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