

Pedagogical Foundations for Developing the Linguomethodological Competence of Philology Students

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Abstract: This article provides a scientific and methodological analysis of the pedagogical foundations for developing the linguomethodological competence of philology students. The study examines scholarly works on the methodology of teaching the Karakalpak language and literature, as well as research focused on the development of linguistic and professional competencies, and identifies their significance for developing linguomethodological competence. Based on the analysis of the relevant literature, the main pedagogical directions for systematically developing the linguomethodological competence of prospective teachers of the Karakalpak language and literature are identified. The findings of the study provide an important theoretical and practical basis for improving the professional training of philology students and preparing them in accordance with the requirements of modern education.

Keywords: Linguomethodological competence, philology student, professional competence, language teaching methodology, methodological skills, professional training, pedagogical technology, interactive learning, creative thinking, reflective activity, prospective teacher.

Introduction: Today, one of the main objectives of the education system is to modernize its content in accordance with contemporary requirements and to develop the professional competencies of future specialists trained in higher education institutions. In particular, in the process of preparing teachers of language and literature, it is especially important not only to acquire theoretical knowledge but also to develop the ability to apply this knowledge effectively in pedagogical practice, properly organize students' language-learning process, select educational content in accordance with instructional objectives, and use modern pedagogical technologies.

One of the key issues in the professional training of philology students is the relationship between linguistic knowledge and methodological skills. A prospective language and literature teacher should have a deep understanding of the phonetic, lexical, grammatical, and stylistic features of the language system and, at the

same time, be able to convey this knowledge to students in an understandable, consistent, and pedagogically effective manner. Therefore, the concept of linguomethodological competence, which integrates linguistic knowledge with methodological knowledge and practical skills, occupies a special place in the professional training of prospective philology teachers.

Linguomethodological competence encompasses a philology student's ability to apply theoretical knowledge of language in the teaching process, select and develop instructional materials in accordance with pedagogical objectives, determine effective teaching methods and techniques, take into account students' age characteristics and levels of knowledge, assess learning outcomes, and analyze their own methodological practice. Thus, linguomethodological competence can be regarded as a comprehensive professional capacity that ensures the integration of theoretical knowledge and practical teaching activity.

In the modern educational process, increasing attention is being paid to developing students not merely as recipients of ready-made knowledge, but as active subjects who are capable of independent inquiry, solving pedagogical problems, and continuously improving their professional activities. These changes also place new demands on the content of philology teacher education. Students are now expected not only to acquire linguistic knowledge but also to understand how to teach this knowledge, how to apply it in different methodological situations, and how to effectively manage students' learning activities.

The process of developing the linguomethodological competence of philology students encompasses several interrelated pedagogical components. These may include motivational, content-related, activity-based, and reflective components. While the motivational component ensures students' interest in their future profession, language teaching, and methodological inquiry, the content-related component involves the integration of linguistic and methodological knowledge. The activity-based component is associated with the practical application of acquired knowledge in the educational process, lesson planning, development of methodological tasks, and selection of appropriate teaching methods. The reflective component, in turn, involves students' ability to evaluate their own activities, identify shortcomings, and strive to overcome them.

Pedagogical conditions also play a significant role in developing this competence. First, it is necessary to employ interactive methods that ensure students' active participation in the educational process. Second, it is effective to connect theoretical knowledge with practical tasks and provide students with assignments aimed at solving real pedagogical situations. Third, the purposeful use of modern digital technologies, multimodal materials, and electronic educational resources expands students' methodological capabilities. Fourth, it is essential to ensure a strong relationship between pedagogical practice and theoretical training in higher education.

In particular, ensuring the principle of transferring theoretical knowledge into practice is one of the key pedagogical issues in developing linguomethodological competence. After acquiring knowledge in linguistics, students should learn how to apply it in language

teaching methodology. For example, in addition to having theoretical knowledge of a phonetic phenomenon, a student should be able to explain it to school pupils in an accessible manner, select appropriate visual materials, develop interactive tasks, and determine effective ways of assessing students' knowledge.

At the same time, the development of philology students' linguomethodological competence should be organized as a continuous and gradual process. This process begins with consolidating students' theoretical knowledge and continues through such stages as completing methodological tasks, developing lesson plans, conducting microteaching sessions, analyzing pedagogical situations, reflecting on their own activities, and applying the acquired knowledge and skills during pedagogical practice. Such consistency not only strengthens students' professional training but also develops their ability to make independent methodological decisions.

Thus, investigating the pedagogical foundations for developing the linguomethodological competence of philology students is one of the important objectives of modern higher education. This issue is closely associated with integrating linguistic knowledge with methodological knowledge, strengthening students' practical activities, effectively applying modern pedagogical technologies, and developing the professional and reflective abilities of prospective teachers. Therefore, the theoretical and practical investigation of the content, pedagogical conditions, principles, and effective methods for developing linguomethodological competence represents one of the essential directions for improving modern philological education.

The development of philology students' linguomethodological competence is closely related to scholarly research in the fields of language teaching methodology, pedagogical competence, and professional training. An analysis of the scientific literature in these areas makes it possible to determine the content and structural components of linguomethodological competence, as well as the pedagogical foundations for its development.

The theoretical and practical foundations of teaching the Karakalpak language and literature have been

studied in the works of scholars such as E. Berdimuratov and Q. Pirniyazov. Their work "Methods of Teaching the Karakalpak Language in Secondary Schools" provides a comprehensive description of the content, methods, and methodological principles of teaching the Karakalpak language in school settings [3]. Research conducted by S. Akhmetov, A. Pakhratdinov, A. Pirnazarov, K. Palimbetov, I. Pirniyazov, and R. Berdimuratova on the methodology of teaching Karakalpak literature is also of particular significance [1]. These works focus on developing students' literary and educational competencies, analyzing literary works, fostering creative thinking, and effectively organizing the teaching process.

Comparative and integrative aspects of language learning have also been studied within the methodology of teaching the Karakalpak language.

G. Bekimbetova scientifically substantiated the improvement of mechanisms for teaching the Karakalpak language in schools where education is conducted in other languages [2]. G. Jumasheva studied the methodology of developing Karakalpak speaking skills in bilingual settings [5], while A. Nauryzbaeva investigated the methodology of teaching the Karakalpak language in primary classes of schools where instruction is conducted in Russian [7]. These studies demonstrate that language teaching should focus not only on providing linguistic knowledge but also on developing students' practical communicative and methodological skills.

At the higher education level, the development of philology students' linguistic and professional training has been specifically examined in the research of D. B. Seytkasimov. The scholar investigated methods for improving the linguistic competence of philology students in higher education institutions and emphasized the importance of connecting the theoretical knowledge of prospective language and literature teachers with practical professional activities [13]. The findings of this research demonstrate the need to develop not only linguistic competence but also the ability to apply linguistic knowledge effectively in the teaching process. Therefore, identifying the relationship between linguistic competence and linguomethodological competence is of considerable theoretical importance for the present study.

Research in the field of Uzbek language teaching

methodology also serves as an important theoretical foundation for determining the content of linguomethodological competence. In their work "Methods of Teaching the Uzbek Language," B. Tukhliyev, M. Shamsieva, and T. Ziyodova comprehensively address the content and methods of language teaching, the development of students' independent and creative thinking, enrichment of vocabulary, formation of speech culture, and development of listening comprehension skills [14]. These perspectives provide a basis for viewing linguomethodological competence not merely as a set of methodological knowledge, but as a comprehensive qualitative characteristic associated with the ability to apply linguistic knowledge in communicative and pedagogical activities.

The scientific and methodological perspectives of B. Mengliyev on native language teaching also place particular emphasis on developing students' speaking skills, acquiring linguistic knowledge through vocabulary and texts, fostering national consciousness, preparing learners for various speech situations, and developing creative thinking [6]. This approach demonstrates the necessity of connecting the theoretical content of language teaching with practical communicative activities. Therefore, in developing linguomethodological competence, it is not sufficient for students to acquire linguistic knowledge only at the theoretical level; it is also essential to develop their ability to apply such knowledge effectively in various pedagogical situations.

The issues of developing the professional competence of prospective teachers have been examined from different perspectives in the studies of scholars such as N. M. Boritko, N. N. Azizkhodjaeva, S. S. Bulatov, E. Ruziev, M. G. Davletshin, U. Q. Tolipov, N. K. Sergeev, N. M. Egamberdieva, F. R. Yuzlikaev, and X. Yulbarsova. These studies focus on the content of professional competence, effective technologies for preparing prospective teachers, the development of students' practical activities, and their preparation for professional practice.

F. Yuldasheva's study devoted to the didactic opportunities for developing the pedagogical professional competence of students in higher education institutions further demonstrates the importance of this area within the higher education system [16].

The works of scholars such as A. Abduqodirov, U. Begimqulov, and N. I. Tayloqov examine the implementation of modern pedagogical and information technologies in the educational process. The studies of R. X. Djuraev, Z. K. Ismailova, R. G. Isyanov, N. A. Muslimov, and M. B. Urazova, in turn, investigate the preparation of students for professional activities, the development of professional competencies, and the pedagogical foundations for improving the educational process. These studies make it possible to consider the development of linguomethodological competence in the present research not only as an issue related to language teaching methodology but also as an integral component of the broader system of professional training.

Studies aimed at developing students' speech activity in Uzbek language education are also important for revealing the practical dimension of linguomethodological competence. In her research, N. Dadajanova examined methods of working on the speech of students studying in non-philological specializations at higher education institutions [4]. The studies of scholars such as A. G'ulomov, M. Qodirov, M. Ernazarova, A. Bobomurodova, N. Alavuddinova, and V. Karimjonova investigate the development of independent learning tasks, students' creative thinking skills, and the practical application of linguistic knowledge. T. Yusupova conducted research on the methodology of teaching the main parts of the sentence [17].

The studies of H. Nematov, A. G'ulomov, M. Qodirov, A. Nurmonov, A. Sobirov, B. Mengliyev, and L. Raupova examine the theoretical and methodological foundations of the Uzbek language, the characteristics of the language system, and the study of the language within the educational process [9]. In the work "Methods of Teaching the Uzbek Language," B. Tukhliyev, Sh. Yusupova, T. Ziyodova, O. Okhunjonova, and D. Jumashev present a system of methodological tasks aimed at developing students' written and oral speech abilities through practical and laboratory activities [15]. These studies demonstrate the effectiveness of connecting theoretical knowledge with practical tasks in language teaching methodology.

A comparative analysis of the above-mentioned studies shows that research on the methodology of teaching

the Karakalpak and Uzbek languages has sufficiently addressed the development of students' linguistic knowledge, speech and communicative skills, creative thinking, and professional competencies. At the same time, the systematic development of the linguomethodological competence of prospective teachers of the Karakalpak language and literature on the basis of a specialized pedagogical system, including the identification of its components, levels and criteria, the substantiation of pedagogical conditions, and the development of effective technologies for its development, has not yet been comprehensively investigated to a sufficient extent.

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