

Structural analysis of the model of methodological competence formation in future foreign language teachers

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Abstract: This paper presents a structural analysis of an original model for developing methodological competence in prospective foreign language teachers. In the context of educational system modernization and the implementation of new educational standards, there is a growing need for educators possessing a high level of methodological competence. This research aims to develop and substantiate the structure of a model that considers current trends in foreign language teaching methodology. The study analyzes existing theoretical approaches to defining and structuring methodological competence, identifying key components such as motivational, cognitive, technological, and reflective aspects. Particular attention is paid to the interrelationships between these components and their influence on the competence formation process. The novelty of the research lies in [specify the concrete novelty here, e.g., introducing a new assessment criterion, developing an original methodology or model]. The research findings can be used to optimize curricula and programs for training future foreign language teachers, as well as to develop practical recommendations for fostering their methodological competence.

Keywords: Methodological competence, Prospective foreign language teacher, Structural analysis, Model of formation, Teacher education, Innovative model.

Introduction: The escalating demand for skilled foreign language communication in an increasingly interconnected world places significant pressure on educational systems to produce highly competent language educators. While linguistic proficiency remains a cornerstone of effective language teaching, the methodological competence – the ability to effectively translate theoretical knowledge into practical classroom strategies – ultimately determines the success of the learning process. Despite extensive research on teacher competencies, the development of robust, comprehensive structural models of methodological competence, particularly in the context of English language teaching, remains a challenge. Existing models often lack a clear articulation of the

interrelationships between key components, such as cognitive, operational, motivational, and reflective aspects, hindering a holistic approach to teacher training. This article addresses this gap by presenting a structural analysis of a newly developed model designed specifically for fostering methodological competence in prospective English language teachers. This model, informed by the foundational work of N.V. Kuzmina and V.A. Slastenin on the structure of teacher professional activity, offers a framework for understanding and developing the essential skills, knowledge, and personal attributes necessary for effective language instruction. By elucidating the core components of methodological competence and their intricate interconnections, this study aims to contribute to the enhancement of foreign language

teacher training programs and ultimately improve the quality of language education

Theoretical foundations of the formation of methodological competence

The methodological competence of a foreign language teacher represents a complex integrative characteristic, including a set of knowledge, skills, abilities and personal qualities necessary for the successful implementation of professional activity. It is formed based on psychological-pedagogical, linguistic, methodological training, as well as personal professional experience.

Various researchers offer various approaches to defining the structure of methodological competence. However, it is possible to identify several key components that are present in almost all models:

- ✚ Cognitive component: includes knowledge in the field of linguistics, foreign language teaching methods, learning psychology, pedagogy, as well as knowledge of modern educational technologies.
- ✚ Operational (activity-based) component: involves possession of methodological skills and abilities, such as lesson planning, organization of educational activities, use of various teaching methods, techniques, monitoring, and evaluation of learning outcomes, creation of teaching materials.
- ✚ Motivational-value component: includes motivation for professional activity, interest in teaching a foreign language, awareness of the importance of their profession, as well as a system of value orientations related to education and personal development.
- ✚ Reflective component: involves the ability for self-analysis and self-assessment of their activity, the ability to identify their strengths and weaknesses, as well as readiness for professional self-improvement.

E.V. Romanov in his pedagogical research emphasizes that, in application to pedagogical research, it is necessary to speak about a special type of model – a pedagogical one, which is capable of creating an image or a scheme of interconnections and relationships between the elements of the research object. [1, p. 61].

Effective pedagogical activity of a foreign language teacher is determined by the presence in him of a complex of professional and personal qualities constituting his professional competence. A teacher who demonstrates a high level of mastery in the process of teaching and upbringing of students, ensuring stable and significant results, can be

considered successful in his profession. [2, p. 65]

Structural analysis of the model of methodological competence formation

In the composition of methodological competence, it is advisable to distinguish two types of competencies. General methodological competencies include:

- ✚ motivation for self-development in the methodological sphere;
- ✚ ability to improve methodological skills;
- ✚ ability to work with information necessary for designing one's own methodological training, taking into account modern achievements in theory and methodology;
- ✚ skills of building effective communication in the pedagogical process;
- ✚ Understanding of the social role of methodological work.

Special methodological competencies, depending on the subject area, include:

- ✚ definition of learning objectives;
- ✚ formation of the content of educational material;
- ✚ development of a plan of the educational process;
- ✚ analysis and justification of the choice of methodological techniques;
- ✚ Monitoring and evaluation of learning outcomes. [3, p. 821]

The complex and multifaceted nature of the teacher's methodological competence causes difficulties in creating its comprehensive classification. However, common to most models is the identification of personal and activity-based aspects. In the field of foreign language teaching, the structure of methodological competence can be represented as follows:

- ✚ Practical and theoretical knowledge in the field of methodology, technology of foreign language teaching, as well as pedagogy, psychology, linguistics and related disciplines.
- ✚ Ability to operate with methodological terms.
- ✚ Command of a foreign language at a level sufficient for effective communication.
- ✚ Skills of formation and development of foreign language communicative competence in students.
- ✚ Practical methodological skills, including analysis, implementation, planning and design of the educational process (in accordance with the Professionogram of a foreign language teacher).
- ✚ Creative approach to pedagogical activity and the ability to apply knowledge in practice.

- ✚ Culture of communication and command of speech.
- ✚ Practical experience in solving various educational and methodological tasks.
- ✚ Experience gained in the process of educational and professional activity.
- ✚ Critical thinking in the context of methodological work. [4, p. 92]

The model of methodological competence formation represents a dynamic system in which all components are in close interconnection and interdependence. The process of formation of this competence can be represented as a phased development of each of the components, as well as the establishment and strengthening of connections between them.

1. The first stage – formation of basic knowledge: at this stage, the assimilation of theoretical knowledge in the field of linguistics, methodology, psychology and pedagogy takes place. An important role is played by the lecture course, seminars, and independent work with educational literature.

2. The second stage – formation of methodological skills and abilities: at this stage, students master the practical skills and abilities necessary for organizing the educational process. Practical classes, pedagogical practice, master classes, and trainings play an important role.

3. The third stage – development of motivational-value and reflective components: at this stage, the formation of professional motivation, awareness of the importance of the profession, development of the ability for self-analysis and self-assessment takes place. An important role is played by participation in research work, professional competitions, conferences, work with a mentor.

Interconnection of model components

The personal aspect of methodological competence is closely related to the teacher's emotional intelligence, determining his ability to understand and manage his own emotions, as well as to empathy and establishing contact with students. [5, p. 68]

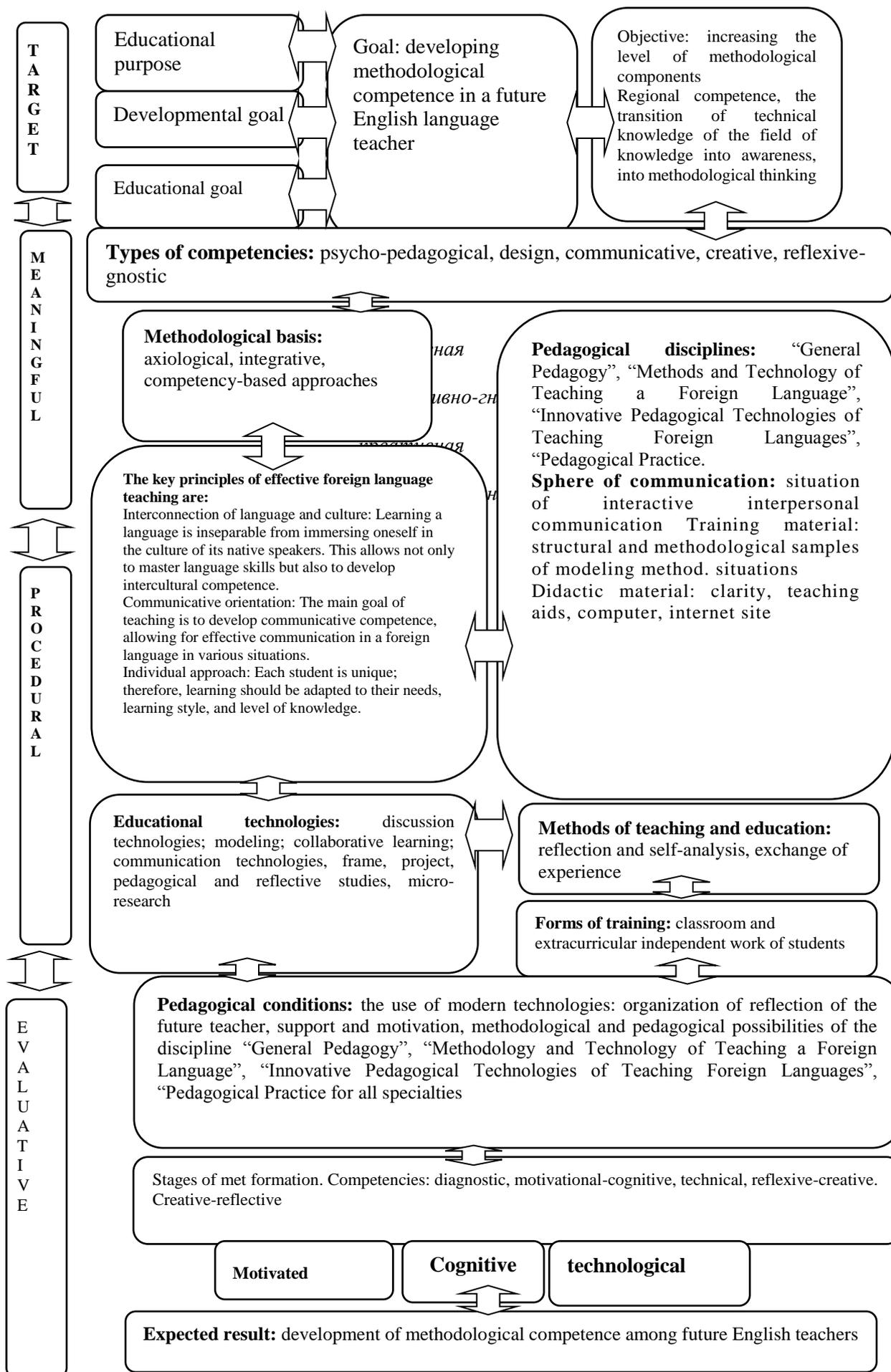
The formation of professional competence of students of the Faculty of Foreign Languages turned out to be effective due to the holistic organization of the educational process, focused on the active participation of all subjects. This was expressed in setting diagnosable and verifiable at each stage goals, an individualized approach to the content of training, the use of a system of didactic tools, such as technological maps and modules, for teaching a foreign language and pedagogy, as well as in creating conditions for the manifestation of personal qualities of

each participant in educational interaction. [6, p. 251]

The components of our model are intrinsically interconnected, forming a dynamic system. For instance, a solid foundation in linguistic theory and second language acquisition principles (cognitive component) provides the necessary framework for developing practical classroom skills, such as lesson planning and materials design (operational component). Specifically, understanding the principles of communicative language teaching (cognitive) enables teachers to create interactive activities that promote meaningful communication among learners (operational). This successful application of theoretical knowledge in practice, in turn, reinforces motivation and fosters a positive attitude towards the teaching profession (motivational-value component). Furthermore, the development of reflective practices, such as self-observation and peer feedback (reflective component), allows teachers to critically analyze their teaching experiences, identify areas for improvement, and refine their methodological approaches, which ultimately contributes to the ongoing development of all aspects of their methodological competence.

In developing this model, we aimed to create a framework that reflects both the procedural and content-related aspects of methodological competence development during pedagogical training. Procedurally, the model is structured into three distinct stages: [briefly name the stages]. In terms of content, the model emphasizes the integration of theoretical knowledge, practical skills, and key personal qualities essential for effective language teaching.

The resulting three-stage model for developing methodological competence in prospective English language teachers incorporates a creative approach at each stage, employing creative tasks and didactic games to actively engage students in the learning process. The specific organizational and pedagogical conditions, principles, and evaluation criteria that informed the model's design are presented visually in Figure 2.2.10.



The developed model consists of four blocks:

I. Target – defines the goal of the model of tolerance development in future English language teachers in the process of studying pedagogical disciplines and the tasks that are aimed at increasing the level of components of methodological competence, the transition of methodological skills from the field of knowledge to awareness, to methodological thinking.

II. Content – involves the development and implementation of methodological principles for constructing the educational process and teaching future English language teachers' pedagogical disciplines. Methodological guidelines in this case are the axiological and integrative, competence-based approaches identified by us earlier. The axiological approach in the formation of methodological competence of a future English language teacher represents an orientation towards the value aspects of education and teaching activity. It implies taking into account the value orientations and goals of education when developing methodological approaches and teaching strategies.

In the context of English language teaching, the axiological approach may include:

1. Value orientation: The teacher should have a clear understanding of the values associated with learning English, such as communicative competence, intercultural understanding and global citizenship. He should strive to integrate these values into the educational process.
2. Goal setting: The teacher should determine the goals and objectives of teaching English, corresponding to the values of education. For example, one of the goals may be the development of intercultural communication skills in students.
3. Reflection: The teacher should carry out constant reflection on his teaching practice from the point of view of the values and goals of education. This will help him adapt and improve his methodological approaches in accordance with changing circumstances and the needs of students.
4. Taking into account individual needs and values of students: The teacher should take into account the individual needs and values of students in the process of teaching English. This may include adapting teaching materials, tasks and teaching methods to match the diversity of the student audience.

CONCLUSION

The formation of methodological competence of future foreign language teachers is a complex and multifaceted process requiring an integrated approach.

The structural analysis of the model of formation of this competence allows to identify its main components and interconnections, as well as to determine the factors influencing this process. The obtained results can be used to improve the system of training foreign language teachers and to enhance the quality of language education.

Prospects for further research

Prospects for further research are connected with the development and approbation of new models and technologies of methodological competence formation, as well as with the study of the influence of various factors (for example, the use of ICT, intercultural communication) on this process.

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