

Professional Tasks In The Methodological Training Of Future English Language Teachers

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Abstract: The article examines the professional tasks that arise in the methodological training of future English language teachers. It emphasizes the importance of developing methodological competence as a core component of professional readiness. The study highlights how modern educational approaches, including communicative, task-based, and competency-based methodologies, shape the ability of teachers to plan, organize, and evaluate the learning process effectively. Furthermore, it discusses the integration of pedagogical, linguistic, and cultural aspects within teacher education programs. The findings underline that mastering methodological skills is essential for future teachers to ensure high-quality English language instruction that meets contemporary educational standards and learners' needs.

Keywords: Methodological training, professional competence, teaching methodology, English language teacher education, pedagogical tasks, communicative approach, teacher development.

Introduction: The main area of activity for any subject teacher is related to teaching their specific discipline according to their area of specialization. At the same time, teachers of different subjects naturally have both common aspects in their preparation for teaching and specific ones that reflect the unique features of each discipline. The latter, in our view, should be represented primarily in the courses of specialized departments, since the universal components are largely implemented within general subjects such as pedagogy, psychology, physiology, and others.

With regard to the training of future foreign language teachers, there are also certain differences determined by the specifics of the language and its belonging to a particular linguistic group. However, in general, the methodology of teaching foreign languages can be considered as a unified field of study that reflects the approaches, principles, methods, techniques, tools, and other components of the methodological paradigm. In this work, we rely on these general provisions—on those universal principles that form the foundation of methodological training for foreign language teachers, regardless of the language being taught.

As the review of various works in the previous section has shown, the issue of dividing competencies into

linguistic and methodological ones is not easy to resolve, since linguistic components and the very structure of language influence methodological aspects. Therefore, in this study, we refer to linguo-methodological aspects of teacher training. Nevertheless, in order to clarify the content of future foreign language teachers' training, it is important to distinguish between these two areas, which are embedded in the structure of professional educational programs, whose modules include both linguistic and methodological disciplines. The former traditionally include theoretical and practical phonetics, grammar, practice of oral and written speech, stylistics, lexicology, and others.

The methodological block of undergraduate programs is most often represented by a single discipline — “Methods of Teaching and Education” (for the first and second foreign languages in the case of a double major). However, there are, though rarely, additional disciplines such as “Modern Technologies in Foreign Language Teaching” or “Methods of Teaching a Foreign Language for Specific Purposes.” A broader range of disciplines, which can conditionally be considered methodological, is usually found in master's programs. These are designed to deepen and systematize knowledge, to provide an overall vision of the

methodological system, and, to a lesser extent, to develop practical skills for conducting foreign language lessons.

An important component in the formation of methodological competence is teaching practice, which is intended to provide opportunities for applying acquired knowledge in practice, immersing students in the environment of real professional activity, demonstrating the various functions of a foreign language teacher, and allowing them to test themselves in different roles.

The system of preparing future foreign language teachers is changing, as are the approaches to organizing practice. The issues of organizing teaching practice will be discussed in more detail in the following sections of this work. However, we would like to emphasize that, under the implementation of the State Educational Standards of Higher Education, the practical component is realized not only within a limited period of practice at educational institutions, but also during the implementation of disciplines throughout the main course — both linguistic and methodological ones. This developmental point should become the starting reference for modernizing the content and forms of teacher training.

When discussing the formation of the teacher training concept, we must pay attention to the changing conditions and requirements for teachers' training levels, the aims of foreign language education, the emergence of new teaching tools, and the development of technologies, since all these are integral components of a teacher's professional competence. Any changes in these components naturally entail transformations within the system of professional teacher training.

In the study by O.N.Igna and V.I.Revyakina, it is noted that "the first scientifically based attempts to organize and improve methodological training of foreign language teachers date back to the late 1960s – early 1970s" [1; 51-b.]. The authors trace the aspects included in the training programs for pedagogical university students. These aspects included, for example: methods of working with tape recorders, assessment and control of knowledge, phonetic segmentation of speech (Korndorf B.F.); differentiated approaches to students, didactic abilities and creativity of the foreign language teacher, lesson planning, extracurricular and out-of-school language work, teacher functions, and error correction techniques (Lyakhovitsky M.V., Gez N.I., Shatilov S.F., Bim I.L., Passov E.I., et al.); selection of language material, organization of students' independent work, verbal and non-verbal behavior of the teacher, peculiarities of

using computer technologies in foreign language teaching, lesson analysis and its requirements (Rogova G.V., Rabinovich F.M., Minyar-Beloruhev R. K.).

As we can see, the development of society and technology leads to the expansion of the range of methodological tasks that future teachers must be able to solve. The spheres of professional activity are being broadened and deepened, the processes of interaction among participants in the educational process are being improved, and new teaching tools are being introduced — all of which serve as the basis for developing new methods and techniques of teaching.

Particular attention in their analysis is given by the authors to L.A.Bryzgalova's proposal to view the teaching of a foreign language both as a means of communication and as a tool of the professional activity of a foreign language teacher. This idea corresponds to our own goal of a comprehensive examination of the content of professional training of foreign language teachers, which unites linguistic and methodological aspects.

The same analysis presents N. V. Baryshnikova's concept, which is based on the need to integrate knowledge from linguistic and psychological-pedagogical disciplines in methodological training [2; 51-b.].

As a fundamental factor influencing the development of a holistic concept of teacher training, V.V.Serikov considers the type or dogmatic model of education that has evolved historically: the subject-knowledge model, the meta-subject model, the cultural, the personality-developing, the competence-based, and the informational models [3]. At present, we can observe the development of a competence-based model with elements of the informational one, which is also reflected in documents that define the educational strategy for professional teacher training.

Normative requirements for university education are expressed through a system of competencies outlined in educational standards. The defined modules can serve as a basis for classifying professional tasks that graduates must be able to perform. The core among them is the subject-methodological module, although other modules also aim to develop a number of methodological skills. Let us consider the potential of several modules in preparing future foreign language teachers for solving methodological tasks:

the module of educational, research, and project activities aims to form students' research skills and also prepares them to guide school research and extracurricular projects and integrate such activities

into foreign language lessons;

the module of educational and upbringing activities enables future teachers to recognize and implement educational objectives during lessons;

the psychological and pedagogical module provides the basis for differentiating learning materials, forms, and methods when teaching foreign languages;

the communicative-digital module primarily prepares students for solving linguistic tasks, but it also helps them master the use of digital tools within the educational process.

As for research competencies, an interesting example is the development of a modern model for forming research competencies among graduates of fundamental university programs. The importance of this type of competence is particularly emphasized for academic and pedagogical staff, and the potential of this model is demonstrated across various scientific disciplines.

Thus, preparation for solving methodological tasks is not limited to the disciplines within the subject-methodological module, although they are central. Integration of content from other disciplines enables a comprehensive approach to the set objectives, which should be reflected in the definition of competencies. However, in practice, many disciplines “work only for themselves.” For instance, courses related to digitalization often fail to consider the use of digital tools in classroom and extracurricular activities in foreign language teaching. Likewise, the psychological and pedagogical cycle (including pedagogy, developmental psychology, and age physiology) does not clearly demonstrate how the principles of individualization and differentiation can be implemented in language teaching practice.

In our opinion, clarifying the subject domain of competence formation will improve the effectiveness of the educational process and should be reflected both at the level of indicators describing the content of competencies and at the level of their decomposition. This step is extremely important: it will make it possible to translate the language of standards into the language of specific content elements of curricula and the educational process.

For this purpose, competencies should be decomposed to integrate components that directly contribute to the professional profile of the program. By decomposition we mean specifying the content of competencies at the levels of “knowledge / skills / mastery.” To ensure that all disciplines truly work toward a unified result—preparing future foreign language teachers to solve professional tasks in all areas of their activity—the

results of decomposition should fully reflect these areas of professional practice.

Within the framework of the new professional standard, labor functions are also considered; however, their purpose is defined more specifically compared to the previous version. For instance, one of the labor functions identified for teachers in secondary education is “pedagogical activity aimed at solving standard tasks within the programs of basic and secondary general education.” This function is further detailed through the following labor actions (we will cite only those directly related to the methodological component of future teachers’ professional training):

planning and conducting lessons;

systematic analysis of the effectiveness of lessons and teaching approaches;

organization, monitoring, and evaluation of students’ learning achievements, as well as current and final results in mastering the educational program;

fostering students’ motivation to learn;

objective assessment of students’ knowledge using testing and other control methods in accordance with their real capabilities;

setting educational goals and implementing educational programs;

developing students’ cognitive activity, independence, initiative, creativity, civic engagement, readiness for work and life in the modern world, and promoting a healthy and safe lifestyle culture;

mastering teaching methods and forms, including those extending beyond the classroom: project-based learning, laboratory experiments, and field practice;

developing students’ skills in using information and communication technologies (ICT) in cognitive and creative activities according to their individual needs;

applying and testing special approaches to teaching aimed at including all learners in the educational process, including those with special educational needs, as well as gifted students and others.

As we can see, the labor actions presented in the professional standard, as well as the rights and responsibilities of teachers established by the Law on Education, are not yet structured by specific directions and therefore require systematization in order to clarify the content of teacher professional training.

Although the content of pedagogical practice for future foreign language teachers is already defined, in most cases we use universal tasks that could be applied to the training of teachers of other subjects as well. However, this does not mean that the subject-specific component should be ignored. It is precisely the

subject-specific component that reflects the teacher's ability to organize the teaching of the linguistic aspects of the target language; accordingly, the linguistic tasks identified earlier become the content of methodological tasks.

The close relationship between methodology of language teaching and linguistics has always been emphasized by scholars in both fields. As noted by the authors of the textbook "Teaching a Foreign Language as a Specialty", the development of methodological tasks requires constant collaboration with the related science—linguistics [4; 6-b.].

Thus, linguistic training in the professional formation of a foreign language teacher becomes the foundation of methodological training. That is, a student mastering a foreign language simultaneously learns the techniques and methods for transmitting this knowledge to their future learners, in accordance with the conditions of teaching, including the age and psychophysiological characteristics of the students.

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