RESEARCH ARTICLE

Methodology For Improving Pedagogical Mechanisms Of The Educational Process In Developing Language Competencies Of Future Teachers

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Abstract

This article highlights the issues related to improving the pedagogical mechanisms used in the process of developing language competencies of future teachers. The effectiveness of modern language-teaching technologies, the competency-based approach, the use of digital resources, and interactive methods is scientifically analyzed. Additionally, methodical recommendations aimed at enhancing language competencies are presented.

KEYWORDS

Language competence, pedagogical mechanisms, methodology, digital technologies, future teacher, interactive methods, communicative approach.

INTRODUCTION

In the context of globalization, training pedagogical personnel who possess strong foreign language proficiency and high communicative literacy has become one of the key priorities of the education system. Preparing future teachers based on linguistic, sociolinguistic, and pragmatic competencies is considered an essential criterion of the modern educational paradigm. Therefore, updating and improving the effectiveness of pedagogical mechanisms used in language teaching is regarded as an urgent necessity.

Theoretical Foundations of Language Competence

Foreign language education has thus become a strategic priority, particularly in the training of future pedagogical personnel. Modern teachers are no longer expected to possess only grammatical knowledge of a foreign language; instead, they must demonstrate communicative literacy that enables them to function effectively in diverse sociocultural contexts. The concept of communicative competence has been widely discussed in linguistic and pedagogical research. Initially introduced by Dell Hymens, communicative competence expanded the notion of language proficiency beyond grammatical accuracy to include the ability to use language appropriately in social contexts. Contemporary models of communicative competence typically include three interrelated components: linguistic, sociolinguistic, and pragmatic competencies.This shift necessitates a re-evaluation of traditional approaches to teacher education and calls for the integration of competency-based models that emphasize real-life language use.Language competence refers to an individual's skills and abilities to use linguistic means appropriately for communicative purposes. It consists of three main components:

• **linguistic competence** (knowledge of grammar, vocabulary, and phonetics),

• **sociolinguistic competence** (the ability to adapt speech

to social contexts),

• **pragmatic competence** (the ability to correctly define communicative intentions and choose proper speech strategies).

In the educational processes of the 21st century, methodical systems aimed at developing these components in an integrated manner have become increasingly relevant.

The Content and Significance of Pedagogical Mechanisms

Pedagogical mechanisms constitute the combination of:

- methods,
- tools,
- technologies,
- assessmentstrategies,
- interactivetechniques

used in the educational process. They ensure the management, development, and optimization of learner activities.

The effectiveness of these mechanisms in language teaching is determined by the following functions:

1. Increasinglearnerengagement.
2. Strengtheningpracticallanguageskills.
3. Developingindependentthinking.
4. Enhancingspeechculture.

Effective Pedagogical Mechanisms for Developing Language Competencies

Communicative Approach

This approach focuses on teaching language not only as a grammatical system but also as a means of communication. Itincludesthefollowingactivities:

- roleplays,
- dialogues,
- problem-basedsituations,
- realcommunicativetasks.

Interactive Methods

Interactive methods are among the most effective tools for developing language competencies in contemporary education. Examplesinclude:

- brainstorming,
- cinquaintechnique,
- debates,
- groupwork.

These methods strengthen the communication, analytical thinking, and creative problem-solving abilities of future teachers.

Digital Learning Technologies

In modern education, online platforms have become an integral part of language teaching:

- multimedia resources,
- mobile applications (Duolingo, Memrise, Quizlet),
- virtual classrooms,
- interactive tests.

Digital technologies create a multimodal learning environment and provide optimal conditions for auditory, visual, and kinesthetic learners.

Integrative Approach

Teaching language in connection with other subjects (cultural studies, pedagogy, psychology) deepens the linguistic knowledge of future teachers and fosters broad, critical thinking.

Modern Assessment Criteria

To assess language competencies, it is recommended to use:

- portfolios,
- rubrics,
- competency-basedratingsystems,
- self-assessmenttools.

Methodological Recommendations for Improving the Educational Process

The following suggestions contribute to improving the quality of language teaching:

1. Increase the proportion of practical activities.

Minimize theoretical content and maximize practice-oriented tasks.

2.   Develop integrated lesson models.

For example: Language + Culture, Language + Pedagogy.

3.   Create a learning environment enriched with digital resources.

4.   Design lessons based on communicative tasks.

5.   Organize continuous methodological seminars for teachers.

6.   Use motivational teaching models to enhance learner engagement.

CONCLUSION

Developing the language competencies of future teachers is a priority task in modern education, and the effectiveness of this process is directly linked to the quality of the pedagogical mechanisms employed. The communicative approach, interactive methods, digital technologies, and competency-based assessment systems enhance the quality of language teaching and strengthen the professional readiness of future specialists.

Updating and improving pedagogical mechanisms in language teaching is not merely a methodological choice but an urgent educational necessity. By adopting communicative, task-based, and integrated approaches, teacher education programs can enhance the quality and relevance of foreign language training. Ultimately, investing in the communicative competence of future teachers contributes to the broader goal of developing globally competent learners and sustainable educational systems.

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