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Insight Into The Methodological Preparation Of A Future Foreign Language Teacher

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Abstract: The author analyzed the theoretical and practical implications and problems of preparation of a future foreign teacher. bachelor should be aimed at mastering constructive, project and heuristic competencies that allow students to organize and manage their activities in the classroom. During the preparation process, the bachelor should master the competence of teaching a foreign language, the competence of developing speech and the competence of developing speech activity in a foreign language. Methodological preparation is studied as a separate type of professional pedagogical competence in the field of methodology, defined as an integral multi-level professionally significant characteristic of a person, communication and professional activity equated with other types of psychological and pedagogical competence, pedagogical culture and serves as a means of positive pedagogical experience.

Keywords: Methodological preparation, foreign language, English, method, approach, EFL, communication, methodology, bachelor, competence.

Introduction: Modern characteristics of the teacher's practical pedagogical activity emphasize the practical orientation of his thinking. Practical orientation implies the implementation of creative actions to design the educational process and model communicative relations.

It also includes the logical analysis of educational material, the implementation of its information structure, the integration of interdisciplinary relations, the determination of the oral/verbal/graphic structure of educational information, the development of the activity and independence of students' educational

actions/actions, and the search for optimal combinations of reproductive and creative types of educational activity.

From this characteristic it follows that methodological thinking, as a type of pedagogical thinking, is associated with pedagogical consciousness and is its most important component. That is, the implementation of research, design-constructive and practical pedagogical activities, which differ in their goals, means and results, is regulated by methodological thinking [1;87].

According to I.P. Andriadi, due to the diversity of approaches to teaching foreign languages and the specificity of the subject being taught, improving the methodological training of foreign language teachers is one of the most difficult tasks. The author notes that the real level of methodological training and professional competence of practicing teachers in general is insufficient.

Most graduates only partially apply the knowledge gained in higher education institutions and are not always able to transfer theoretical material to practical activities. At the same time, they do not seek to get acquainted with new scientific developments, considering special literature to be overly theorized.

According to the author, the problem is often associated with insufficient methodological training, and young teachers (even those with work experience) get lost in the flow of information, in the conditions of a variety of textbooks and approaches [1; 26].

For example, the scientist T.Yu. Tambovkina emphasizes that methodological preparation includes, among others, "the ability to master a wide range of methodological techniques and apply them adequately in terms of the age of students and the goals of education; the ability to know and understand modern methodological literature with the ability to select manuals and other teaching aids in accordance with the conditions".

According to the dissertation research of the scientist A.V. Khodikina, methodological competence is a certain characteristic of the subject, including cognitive, motivational, value and practical aspects, which is manifested in the implementation of successful actions in a particular area.

The study revealed the development of methodological preparation in students during the educational process, which is represented by a set of professional skills (motivational, cognitive, diagnostic, design, organizational, linguistic, creative and reflexive skills). The curriculum's cognitive skills, based on knowledge of special and general professional

disciplines, are noteworthy.

For this reason, after listening to a course of lectures on foreign language teaching methods and actively participating in seminars, a future foreign language teacher should:

- have an understanding of:

- the laws of foreign language teaching methods as a science and its relationship with related disciplines:

- know the following:

- modern approaches to the process of teaching foreign languages;

- the main concepts and categories of foreign language teaching methods;

- the goals, content and principles of foreign language teaching;

- methods of teaching foreign languages in Uzbekistan and abroad;

- the main components of educational and methodological complexes for foreign languages and be able to use them taking into account specific educational conditions [2; 12];

- modern technologies for teaching foreign languages;

- the main methods of familiarization with language material and ways to consolidate it at different stages of teaching;

- the characteristics of oral and written communication and the conditions and laws of its development at different stages of teaching;

- must be able to:

- select and use various teaching aids in accordance with the goals and objectives of the educational process; analyze the educational and methodological complex;

- develop pronunciation, lexical, grammatical skills;

- use various exercises to improve methodological preparation at different stages of teaching;

- use techniques for activating communication in a foreign language in the teaching process;

- organize independent work of students in the classroom and outside the classroom;

- take notes on all types of speech activity;

- it is necessary to master:

- the technology of teaching speech skills (listening, speaking, reading, writing).

Thus, in the course of the conducted research, the scientist A.V. Khodikina comes to the conclusion that methodological preparation is one of the main components of the professional competence of a

bachelor of pedagogy in the field of foreign languages. Reflecting the complex characteristics of a person, methodological preparation includes fundamental and specific knowledge, a large number of skills, personal and professional qualities and is associated with other competencies.

Therefore, the methodological skills of a future foreign language teacher, based on linguistic, pedagogical and psychological knowledge and skills and reinforced by all other disciplines that have a mandatory professional orientation, are a formative factor in preparing him for the profession [226; 45-51].

In a number of studies methodological preparation is studied as a separate type of professional pedagogical competence in the field of methodology, defined as an integral multi-level professionally significant characteristic of a person, communication and professional activity, which is equated with other types of psychological and pedagogical competence, pedagogical culture and serves as a means of positive pedagogical experience.

By methodological preparation, the scientist A.V. Malev understands "... the ability to use the language for professional purposes, the acquisition of language knowledge, language skills, and such professional qualifications as are related to the main tasks of a foreign language teacher" [3; 177].

According to the author's own research, improving methodological training in pedagogical universities involves a whole complex of knowledge in the fields of didactics, psychology, linguistics and psycholinguistics, integrated into the methodology.

According to the author's opinion, the preparation of a bachelor should be aimed at mastering constructive, project and heuristic competencies that allow students to organize and manage their activities in the classroom. During the preparation process, the bachelor should master the competence of teaching a foreign language, the competence of developing speech and the competence of developing speech activity in a foreign language.

Scientist A.V. Malev includes such competencies as constructive-methodical, project-methodical and methodological-heuristic competencies in the structure and content of methodological training, as well as competencies such as foreign language teaching competencies, speech development competencies and the competence of developing speech activity in a foreign language [4; 374].

In the development of communicative competence, such leading methodologists as E.G. Azimov and A.N. Shukin recommend taking into account its units:

- 1) areas of communicative and methodological activity;
- 2) topics, communication situations and programs for their implementation;
- 3) communicative and methodological roles (positions) of interlocutors (students and the teacher);
- 4) types of statements (texts) and the rules for their construction;
- 5) language minimums and speech acts of communicants;
- 6) personal strategies of behavior in various situations of communication and interaction.

Analyzing the literature, all researchers of the pedagogical specialty in general, and in the field of foreign languages in particular, distinguish methodological or scientific-methodological and psychological-pedagogical competencies in their structure.

As a consequence, the methodological preparation of a future foreign language teacher implies a set of professional-methodological knowledge, skills and abilities that help students to most successfully teach a foreign language in specific conditions and in accordance with the established goals. In this case, methodological preparation serves as the most important component of competence.

Thus, the concept of methodological preparation can be considered as one of the components of communicative competence within the framework of pedagogical communicative competence (S.F. Shatilov et al.). In this case, methodological preparation is a complex interaction of the learner and the educator, reflecting the true essence of pedagogical dialogue, which is a unity of the process of cognition and communication [5; 89].

CONCLUSION

Improving the methodological preparation of a future foreign language teacher occupies a special place among modern pedagogical problems. This preparation involves not only the acquisition of theoretical knowledge, but also the in-depth mastering of practical skills, the ability to use innovative technologies, and methodological approaches aimed at developing students' language competence.

Taking everything into consideration, improving methodological preparation, the professional competence of the future teacher, the effectiveness of the lesson, and the motivation of students to learn the language increase. Therefore, an in-depth study of this problem and the identification of solutions are of urgent importance for pedagogical theory and practice.

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