

RESEARCH ARTICLE

Comparative Pedagogical Analysis of Foreign Experiences in Developing the Pedagogical Competence of Future Foreign Language Teachers

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Abstract

This article provides a comparative pedagogical analysis of the development of the pedagogical competence of future foreign language teachers on the basis of the experience of foreign education systems. In the study, pedagogical competence is interpreted as an integrative professional quality, and its structural components are identified. The content, methodological foundations, and innovative aspects of the models used to train foreign language teachers in the countries of the European Union, the USA, and Asian states are examined. On the basis of the results of the comparative analysis, scientific conclusions and recommendations for developing the pedagogical competence of future foreign language teachers are formulated.

KEY WORDS

Pedagogical competence, foreign language teacher, foreign experience, comparative pedagogical analysis, competency-based approach, professional training.

INTRODUCTION

In the modern education system, the teaching of foreign languages is recognised as one of the important factors of global socio-economic development. The expansion of international communication and the increase in academic and professional mobility require a high level of pedagogical competence from the foreign language teacher. For this reason, organising the process of training future foreign language teachers on the basis of a competency-based approach is a pressing pedagogical problem. The concept of pedagogical competence has become today the principal criterion for evaluating a teacher's professional preparation. The experience of developed countries shows that, alongside theoretical knowledge, the development of methodological skill, communicative culture, reflective activity, and innovative readiness is acquiring priority importance in training foreign language teachers. The aim of this article is to conduct a

thorough comparative analysis of foreign experiences relating to the development of the pedagogical competence of future foreign language teachers and to substantiate their scholarly and practical significance.

LITERATURE REVIEW

In the process of the literature review, scholarly research, normative and legal documents, and practical experience relating to the formation of the pedagogical competence of future foreign language teachers in the countries of Europe, the USA, South Korea, Japan, and other developed countries are examined. Developing the pedagogical competence of future teachers — a combination of theoretical knowledge, practical skills, personal qualities, and values — is a topical pedagogical problem [1]. In this field, J. Raven and D. McClelland laid the foundations of competence theory, while

scholars such as J. Richards, D. Freeman, and A. Burns have studied the structural components of the foreign language teacher's competence in particular ("knowledge base", "reflective practice", "action research"). This literature review helps to systematically generalise foreign experiences, to identify their distinctive features, and to determine the possibilities for applying them in national educational practice [2]. As a result, a theoretical foundation is laid for developing effective scientific and methodological recommendations on developing the pedagogical competence of future foreign language teachers. The study has a theoretical and comparative-pedagogical character; the following methods were applied in it:

The experience of training foreign language teachers in the educational systems of the USA, the United Kingdom, Germany, Finland, Japan, and South Korea was studied [3]. In international scholarly literature (for example, Richards, J.C.; Darling-Hammond, L.), pedagogical competence is regarded as the integration of the teacher's knowledge, skills, qualifications, and personal qualities. This notion denotes the teacher's ability to successfully solve professional tasks in real pedagogical situations. On the basis of our analysis, the following structural components of pedagogical competence can be distinguished [4]: Subject and methodological competence: deep theoretical knowledge of linguistics, linguodidactics, pedagogy, and psychology, together with the skill of applying modern methods and technologies of teaching in practice. Communicative competence: the ability to communicate freely in the language being taught, to establish effective pedagogical communication with learners, and to understand and explain intercultural differences. Reflective competence: the skill of critically analysing one's own pedagogical activity, successes and shortcomings, drawing conclusions from the results, and setting a strategy for professional growth (Freeman, D.) [5]. Innovative and digital competence: readiness to use information and communication technologies (ICT) and digital educational resources (for example, LMS, online platforms) purposefully and effectively in the learning process.

DISCUSSION AND RESULTS

European experience (Finland and Germany): In European countries, the training of foreign language teachers is based primarily on the principles of the Common European Framework of Reference for Languages (CEFR) and the Bologna process. The Finnish model rests on the concept of research-based teacher education. Future teachers are trained at master's level, and during their studies they are required to conduct scholarly research on their own pedagogical activity. Considerable attention is paid to independent learning, keeping reflective journals, and solving problem situations. The German model, for its part, incorporates elements of the "dual education" system. At the first stage (at university), theoretical knowledge is acquired; at the second stage (Referendariat), future teachers work in schools under the supervision of mentors, receiving a salary and integrating practice with theory. **US experience:** In the USA, teacher training is carried out through a standards-based approach. The standards developed by ACTFL (American Council on the Teaching of Foreign Languages) form the basis of the curricula. The programmes place particular emphasis on pedagogical design, classroom management, inclusive education, and assessment methods. Mentoring programmes and the licensing system play an important role in ensuring teacher competence [6].

Asian experience (Japan and South Korea): In these countries, great attention is paid to collective responsibility, continuous professional development, and the use of technologies. The Japanese method of "Lesson Study" is known throughout the world; in it, teachers collectively plan, observe, analyse, and improve lessons. This process is one of the most effective ways of developing reflective competence. In South Korea, digital educational technologies and online platforms are deeply integrated into the learning process. The concept of "smart education" is widely used both in teacher training and in raising teachers' qualifications. In the table below, the main approaches to teacher training in the countries considered are presented in comparative form [7].

Criterion	Finland	Germany	USA	Japan / South Korea
Core concept	Research-based education	Dual education (theory + practice)	Standards-based education	Collective development and

				technological integration
Leading methodology	Reflective practice, independent research	Mentoring, integration of practice and theory	ACTFL standards, portfolio, assessment	Lesson Study, use of ICT
Role of practice	Integral part of the study process, linked to research	Central part of the two-stage system (Referendariat)	Mandatory under supervision for licensure	Continuous through collective lesson analyses
Assessment	Continuous, portfolio, master's thesis	State examinations (theoretical and practical)	Licensing examinations	Professional performance, attestation, learner outcomes
Continuous development	Personal responsibility, cooperation with universities	Mandatory in-service training courses	Accumulating credits to renew certification	In-school trainings, Lesson Study

CONCLUSION

The comparative pedagogical analysis of foreign experiences shows that the development of the pedagogical competence of the future foreign language teacher must be based on the following principles: practical orientation, research orientation, reflection, and continuity. On the basis of the experiences studied, the following recommendations may be advanced for improving the system of training future foreign language teachers in Uzbekistan:

Modernising curricula: introducing into the curricula new courses such as "Reflective Practice", "Pedagogical Design", "Intercultural Communication", and "Digital Technologies in Education", and increasing the volume of practical training. This will develop both their analytical skills and their teamwork skills. Introducing an electronic portfolio: forming, for each student over the course of their academic years, a digital portfolio containing their achievements, lesson plans, video lessons, reflective notes, and projects, and applying it as one of the assessment criteria in the final state attestation.

In conclusion, rather than simply transferring foreign

experience, it is by creatively adapting such experience on the basis of national characteristics, available resources, and educational needs that the pedagogical competence of future foreign language teachers can be effectively developed.

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