

RESEARCH ARTICLE **OPEN ACCESS**

Analysis of The Current State of Methodological Competence Formation of Future English Language Teachers in The Educational Process

Djanabaeva Adina

Doctoral Student, 3rd Year, Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan

Received: 25 November 2024 Accepted: 28 December 2024 Published: 12 January 2025

ABSTRACT

This research is dedicated to analyzing the current state of methodological competence formation in prospective English language teachers during their university studies. In the context of contemporary demands on language education, where the emphasis is shifting towards the development of communicative and intercultural competencies, the methodological training of educators is of particular importance. The aim of the study is to identify the level of methodological competence formation in students at various stages of their education and to determine the main problems hindering its effective development. The work examines the theoretical foundations of methodological competence formation, analyzing various approaches to defining its structure and content. Special attention is paid to the practical component of future teachers' training, including teaching practice, the use of modern educational technologies, and the development of reflective skills. The study employed a set of diagnostic methods, including testing, questionnaires, interviews, classroom observation, and analysis of student portfolios. The results of the study demonstrate a heterogeneous level of methodological competence formation among students from different academic years. Both strengths and problematic areas in their training were identified. Analysis of the obtained data allowed us to determine the main factors influencing the formation of methodological competence and to formulate recommendations for improving the educational process in universities. The findings can be used to optimize curricula and enhance the quality of future English language teachers' training.

Keywords: Methodological competence, English language teacher, professional training, intercultural competence, diagnostics, analysis, university, students, formation, development, ICT competence.

INTRODUCTION

In today's world, marked by globalization and the development of international ties, proficiency in foreign languages, particularly English, is of paramount importance. English serves as a language of international communication, science, business, and culture. Consequently, there is a growing demand for highly qualified English language teachers capable of effectively instructing in accordance with contemporary educational standards and societal needs.

The process of developing methodological competence in

prospective English teachers studying pedagogical disciplines such as "General Pedagogy," "Methods and Technology of Foreign Language Teaching," and "Innovative Pedagogical Technologies in Foreign Language Teaching" is directly linked to the proper setting of the goal of this development, the creation of an effective curriculum, and the determination of appropriate organizational and pedagogical conditions. N.F. Talyzina, in her pedagogical research, emphasizes that the model for future English teachers should be constructed in a way that considers the professional qualities of the individuals, which need to be developed for effective work in their

future careers [1, p. 31].

A crucial component of an English teacher's professional competence is methodological competence, which encompasses not only knowledge of the language itself but also mastery of teaching methods, techniques, and technologies, the ability to plan, organize, and evaluate the teaching process, as well as the capacity for reflection and professional growth.

Currently, the system of training English language teachers faces certain challenges related to the insufficient level of methodological competence among graduates. This can be attributed to various factors, including outdated curricula, a lack of practical training, and limited use of modern information and communication technologies (ICT) in the educational process, among others.

The integrative personal and professional characteristic of a foreign language teacher, known as methodological competence, is formed through psychological-pedagogical, methodological, and subject-specific training, as well as personal experience in research and professional practice. It manifests itself in pedagogical activities aimed at developing students' foreign language communicative and intercultural competencies, as well as in research and methodological work. A key indicator of this competence is an adequate command of the language and knowledge of the culture, enabling the teacher to serve as a model of foreign language communication and effectively develop relevant skills in students [2, p. 199].

The social nature of a foreign language stems from human activity, interactions, and relationships. In university-level English language instruction, the focus is on communication, with the student acting as an active participant. The process of teaching foreign language communication replicates the core elements of real-world communication: motivation, purposefulness, informativeness, novelty, situational relevance, functionality, the nature of interaction between communicators, and the system of linguistic resources employed [3, p. 203].

A survey of foreign language teachers indicated that a significant challenge they may encounter is insufficient ICT competence and technical issues with equipment and internet access. To overcome these difficulties, teachers believe that clear methodological guidelines, step-by-step instructions, and training workshops are essential [4, p. 3].

Therefore, the aim of this research is to determine the actual state of methodological competence formation in prospective English language teachers during their study of pedagogical cycle disciplines at Nukus State Pedagogical Institute, Urgench State University, and Tashkent State University.

To achieve the stated aim, the following objectives were formulated:

- To identify and substantiate the criteria and indicators of methodological competence development in prospective English language teachers.
- To diagnose the level of methodological competence formation among 2nd- to 4th-year students at the specified universities across different stages of their academic development (motivational, cognitive, and reflective-creative).
- To compare the level of methodological competence formation between students in control and experimental groups.
- To analyze the obtained results and identify the key challenges in the formation of methodological competence.
- To develop recommendations for enhancing the educational process within universities to improve the level of methodological competence in future English language teachers.

METHODS

As S.S. Butko observes, active learning environments, in contrast to traditional settings where imperative and commanding forms of pedagogical influence prevailed, shift the focus towards stimulating students' independent initiative. Rather than issuing direct instructions, instructors employ optative forms of encouragement, such as requests, suggestions, subtle prompts (hints), and the creation of conditions where students independently decide to undertake a given task [5].

Furthermore, A.E. Pavlova posits that an English language teacher, acting as a custodian of linguistic knowledge and cultural heritage, is responsible for skillfully selecting and structuring core linguistic concepts and principles, ensuring their accessible comprehension and effective assimilation by learners. A teacher's professionalism lies not only in the transmission of subject matter but also in

understanding the formative context and the scope of application of the concepts being taught. A crucial aspect is the capacity for critically evaluating the content of the discipline and the curriculum [6, p. 169].

This study was conducted to diagnose the level of methodological competence formation among prospective English language teachers during their study of pedagogical cycle disciplines. The research involved 2nd- to 4th-year students of English Philology faculties at

Karakalpak State University, Urgench State University, and Nizami Tashkent State Pedagogical University, all of whom had completed teaching practice.

In our assessment, we relied on the criteria and indicators of the development of the competencies under investigation, as reflected in the model of methodological competence formation for future English language teachers, which are aimed at fostering their methodological competence.

Table 2.2.11. Assessing the Actual Level of Methodological Competence Development in Prospective English Language Teachers Across the Motivational, Cognitive, and Reflective-Creative Stages. Motivational Stage, 2nd Year.

TSPU		KSU		Urgench	
Control group	Experimental group	Control group	Experimental group	Control group	Experimental group
30	29	30	30	30	29
30	30	30	28	29	30
119		118		118	
355					

Cognitive stage 3 course

TSPU		KSU		Urgench	
Control group	Experimental group	Control group	Experimental group	Control group	Experimental group
58	57	58	58	57	56
115		116		113	
344					

Reflective-Creative Stage (Year 4)

TSPU		KSU		Urgench	
Control group	Experimental group	Control group	Experimental group	Control group	Experimental group
56	54	54	55	53	54
110		109		107	
326					

The respondents in this study were pre-service English language teachers, specifically 2nd- to 4th-year students from the aforementioned universities, enrolled in English Philology programs, all of whom had completed their teaching practicum.

A comprehensive set of complementary diagnostic methods was employed for data collection, encompassing testing, questionnaires, interviews, classroom observation, analysis of student creative work, curriculum and syllabus analysis, and portfolio review.

For second-year students studying "General Pedagogy," a 24-item problem-based test was designed to assess knowledge of the structure and specifics of methodological competence, the methodological support and organization of the educational process, teaching methodology for the subject matter, performance requirements, as well as the ability to analyze learning situations and adjust lesson plans. Test results were evaluated using a three-tiered scale: low level (13-16 correct answers, 55-70%), medium level (17-20 correct answers, 71-85%), and high level (21-24 correct answers, 86-100%). Testing was conducted in

both control and experimental groups at the beginning and end of the first semester of the 2017-2018 academic year.

Thus, a level represents the degree of development of methodological skills. In turn, by the development of methodological competence, we understand the positive dynamics of changes in its main features, the transition to a higher level of formation. The division into levels is conventional and represents a generally accepted classification. The table presents three levels of methodological competence (high, medium, and low).

Table 2.2.11.

Levels of Methodological Competence in Prospective English Language Teachers

High Level	High Level	High Level
The pre-service teacher demonstrates the ability to independently design their own activities and those of students, to organize educational work in the classroom methodically soundly and creatively, but experiences difficulties in using specialized teaching methods and tools.	The pre-service teacher demonstrates the ability to independently design their own activities and those of students, to organize educational work in the classroom methodically soundly and creatively, but experiences difficulties in using specialized teaching methods and tools.	The pre-service teacher demonstrates the ability to independently design their own activities and those of students, to organize educational work in the classroom methodically soundly and creatively, but experiences difficulties in using specialized teaching methods and tools.

To ascertain the degree of development of communicative, informational, creative, and innovative skills in prospective English language teachers (3rd- and 4th-year students enrolled in "Methods and Technology of Foreign Language Teaching" and "Innovative Pedagogical Technologies in English Language Teaching"), and to determine the level of their methodological competence at the initial (diagnostic) stage of the experiment, the following methods were employed:

1. Curriculum and Syllabus Analysis: An examination of the curricula and syllabi that the prospective teachers would utilize in their practice was conducted. This analysis aimed to evaluate the extent to which these documents align with contemporary requirements for English language instruction.
2. Written Assignment: A written task was administered to the prospective teachers, requiring them to

demonstrate their knowledge and skills in English language teaching methodology. The assignment involved lesson planning, the selection and justification of teaching methods and techniques, adaptation of materials for diverse proficiency levels, and other related tasks.

3. Classroom Observation: Observations were conducted of lessons delivered by the prospective teachers during their teaching practice or internships. Their ability to implement various teaching methodologies, plan and structure lessons effectively, interact with students, and foster active student participation was assessed.
4. Portfolio Assessment: Prospective teachers were asked to submit portfolios containing their lesson plans, teaching materials, student feedback, and other documents related to their methodological work.
5. Interviews: Interviews were conducted with the

prospective teachers, during which they were questioned about teaching methods, approaches to working with different learner profiles, adaptability to various classroom situations, and other relevant topics.

6. Student Questionnaires: Students who had been taught English by the prospective teachers were asked to complete anonymous questionnaires. These questionnaires solicited feedback on the teachers' methodological competence, teaching effectiveness, ability to explain material clearly, and capacity to engage students.

RESULTS

The research findings are presented according to the stages of methodological competence formation (motivational, cognitive, and reflective-creative) and within the context of each of the three universities (Karakalpak State University, Urgench State University, and Nizami

Tashkent State Pedagogical University).

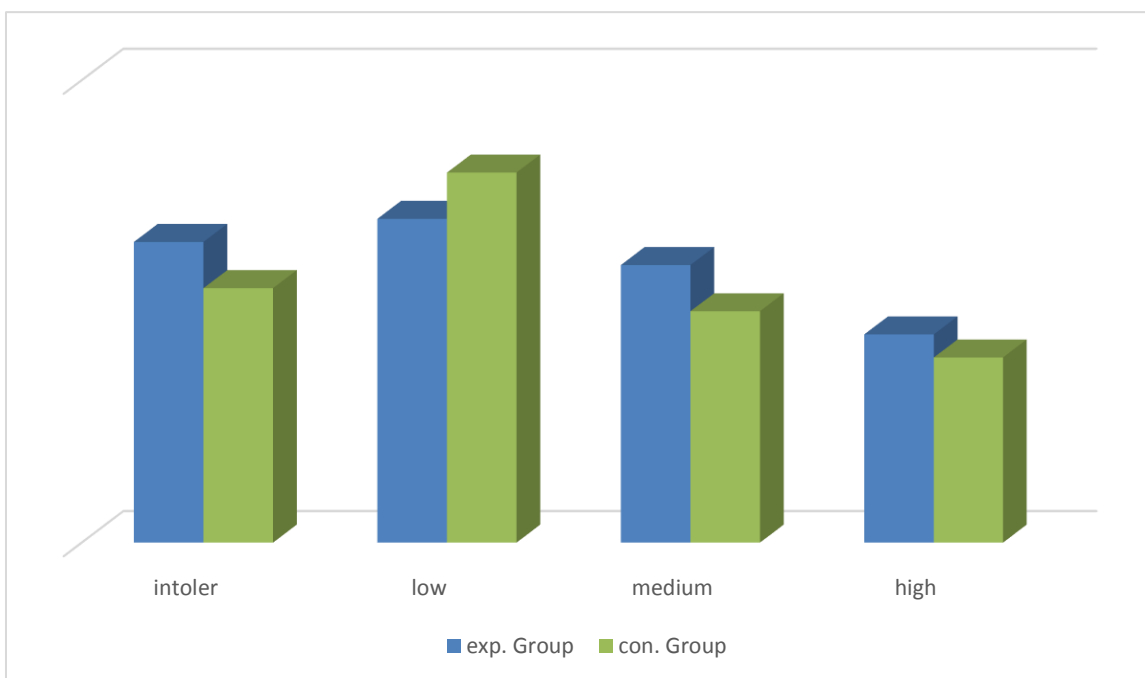
An ordinal scale method was employed for processing the test results. For this purpose, ordinal grading scales (L) were utilized, where natural numbers $\{x_i\}$ and $\{y_i\}$ were taken as one of the L values. The number of students achieving a sufficient score served as a group indicator, represented as a score vector for the experimental group: $n = (n_1, n_2, \dots, n_L)$, where n_L is the number of experimental group students scoring L points (where $L = 1, 2, \dots, L$). Similarly, the coverage vector for the control group is represented as: $m = (m_1, m_2, \dots, m_L)$, where m_L is the number of control group students scoring L points. In the event that $n_1 = n_2 = \dots = n_L = N$ and $m_1 = m_2 = \dots = m_L = M$, this indicated a uniform distribution of results. Based on student responses to the problem-based questions, their knowledge requirements were identified and evaluated as follows: High; Medium; Low. The criteria we established are presented in Table 2.3.12 below.

**Table 2.3.12
Level of Knowledge**

Level of Knowledge	Number of Correct Responses to Problem-Solving Questions
Low	13-16 (55-70%)
Medium	17-20 (71-85%)
High	21-24 (86-100%)

Histograms were generated to visualize the comparison of problem-based question results between the control and experimental groups for both the first and second years of

study at the State Institute. These visualizations are based on the data presented in Table 4 (Figure 2.3.2 and Figure 2.3.3).



For the verification of experimental works, the Wilcoxon-Mann-Whitney test was used [23; 61]. According to this criterion, two samples are checked not by absolute values, but by their pairwise comparison. We have two variants: $\{x_i\}_{i=1}^N$ и $\{y_j\}_{j=1}^M$ and the first choice for each element x_i , $I = 1, \dots, N$, then we determine the number of elements of the second variant, which exceeds in its value (i.e. let y , где $y_j > x_i$). This is a worthy deed, and everything should

$$\sum_{i=1}^N Q_i$$

end with this $a_1 = a_2 = \dots = a_N =$

The sum is called the empirical value of the Mann-Whitney criterion for all N members of the first sample and is shown in the figure below:

$$U = \sum_{i=1}^N a_i$$

DISCUSSION

This study, dedicated to diagnosing the level of methodological competence formation in prospective English language teachers at Karakalpak State University, Urgench State University, and Nizami Tashkent State Pedagogical University, revealed the following key trends:

- Organizational forms and teaching techniques that yield the most effective results in terms of developing students' methodological competence.
- The high potential of maximizing the opportunities offered by the aforementioned pedagogical disciplines.
- Game-based simulation, according to survey data, possesses substantial educational potential.

Concurrently, analysis of pedagogical discipline classes demonstrated that due to the instructors' reliance on traditional teaching methods, predominantly frontal and individual work formats are employed. There is a lack of emphasis on creativity and student autonomy in choice, underdeveloped social interaction, limited attention to active learning methods, and a near absence of project-based learning, frame-based techniques, Kaizen methodologies, microteaching, and micro-research.

Consequently, the data obtained during the diagnostic stage of the experiment led to the following conclusions: these areas are prioritized by the majority of students; first-year students experience particular difficulty and anxiety

related to their adaptation to the student body, with a clear deficiency in communication skills and interpersonal competence; the students' level of methodological competence and emotional resilience is demonstrably insufficient, with the majority of students exhibiting medium (50%) or low (44%) levels of methodological competence in relation to their surrounding environment. Only a small percentage of students demonstrated either an absence of methodological competence or a very high level of it (2% and 4%, respectively); external factors such as the moral and psychological climate within the teaching staff, individual student characteristics, and ergonomic factors can influence an individual instructor's level of tolerance; an insufficient level of dialogic competence was identified among students, who may experience a lack of dialogic interaction with instructors; analysis of history instructors' classes revealed that, due to the prevalence of traditional teaching methods, primarily frontal and individual work formats are employed, social interaction is underdeveloped, limited attention is given to active learning methods, and game-based simulation, project-based learning, frame-based techniques, and Kaizen methodologies are rarely implemented; conversations with students indicated a heightened interest in these technologies; moreover, the students themselves acknowledge the effectiveness of learning these technologies and also point to the potential for strengthening social bonds within the group.

CONCLUSION

This study aimed to diagnose the level of methodological competence formation among prospective English language teachers during their study of pedagogical disciplines at Karakalpak State University, Urgench State University, and Nizami Tashkent State Pedagogical University. To achieve this aim, the following objectives were addressed: identifying criteria and indicators of methodological competence formation, conducting a diagnostic assessment of the level of methodological competence development in 2nd- to 4th-year students, and analyzing the obtained data to determine directions for improving the educational process.

The research involved an analysis of syllabi for all pedagogical discipline courses and methodological training programs to update, expand, and harmonize the objectives, content, and technologies of conventional courses. Course objectives were aligned with the logic of holistic formation of all components of innovative

professional activity: motivational, cognitive, technological, and reflective. The content of pedagogical disciplines was enriched with topics elucidating the essence of methodological competence, aligning more closely with the logic of teacher training. These included problem-based lectures incorporating contextual learning, Kaizen methodologies, frame-based technology for project seminars, reflective practices, pedagogical case studies, and similar approaches.

Based on the findings obtained, the following conclusions can be drawn:

- Curricula for pedagogical disciplines require strengthening the practical orientation and emphasizing the acquisition of contemporary English language teaching methodologies.
- The system for organizing and conducting teaching practice needs improvement, including mentorship and supervision.
- A crucial factor in enhancing methodological competence is creating conditions to motivate students toward professional development and self-directed learning.
- The results of this study can be utilized to optimize the process of training English language teachers in higher education institutions in Uzbekistan.
- Future research avenues include the development and implementation of new models and technologies for fostering methodological competence in prospective English language teachers, as well as investigating the influence of various factors (e.g., individual student characteristics, teaching practice experience, and the use of ICT) on this process.

REFERENCES

1. Talyzina, N. F. (2006). Theoretical foundations for developing a specialist model. Moscow: Znanie. 108 pp., p. 31. (It might be useful to add a short note about what kind of specialist is discussed in the book, if known, e.g., "teacher," "engineer," etc.)
2. Vshivtseva, E. I., & Igna, O. N. (2011). Formation of scientific and methodological competence of a future foreign language teacher. *Vestnik TGPU*, 9. Retrieved January 10, 2025, from <https://cyberleninka.ru/article/n/formirovanie-nauchno-metodicheskoy-kompetentnosti-buduschego-uchitelya-inostrannogo-yazyka>

3. Lazareva, L. V. (2010). The process of foreign language teaching as a means of developing communicative competence of students - future managers. *Young Scientist*, 1-2(13), Vol. 2, 202-205. Retrieved January 10, 2025, from <https://moluch.ru/archive/13/1180/>
4. Dubakov, A. V. (2018). Development of methodological competence of a foreign language teacher in the context of a distance advanced training course. *Society: Sociology, Psychology, Pedagogics*, 4. Retrieved January 10, 2025, from <https://cyberleninka.ru/article/n/razvitie-metodicheskoy-kompetentnosti-uchitelya-inostrannogo-yazyka-v-usloviyah-distantsionnogo-kursa-povysheniya-kvalifikatsii>
5. Butko, S. S. (2014). The role of a foreign language in preparing a future teacher for facilitating communication with hearing-impaired junior schoolchildren. *Young Scientist*, 1(60), 498-503. Retrieved January 10, 2025, from <https://moluch.ru/archive/60/8856/>
6. Pavlova, A. E. (2023). Quality management in education: Improving the subject-specific competence of English language teachers in the context of the implementation of the Federal State Educational Standard. *Young Scientist*, 12(459), 168-170. Retrieved January 10, 2025, from <https://moluch.ru/archive/459/100937/>
7. Djanabaeva, A. (2024). THE ESSENCE AND STRUCTURE OF METHODOLOGICAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS. SCIENTIFIC ASPECTS AND TRENDS IN THE FIELD OF SCIENTIFIC RESEARCH, 3(27), 1-3.