

Problems Of Forming The Professional Competence Of The Native Language Teacher In A Digital Educational Environment

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ABSTRACT

This article systematically analyzes the problems arising in the process of forming the professional competence of the native language teacher in a digital educational environment. The aim of the study is to clarify the structure of competencies necessary for the native language teacher in the conditions of digital pedagogy, the factors hindering their formation, and institutional and methodological solutions. As the methodology, the competence-based approach, activity-oriented analysis, content analysis, and methods of analyzing normative documents were used. The scientific novelty consists in substantiating an integrative model for the professional competence of the native language teacher in the context of digital education, distinguishing the problems at three levels, namely personal, institutional, and technological levels, and proposing assessment criteria in connection with didactic tasks.

Keywords: Digital educational environment; native language teacher; professional competence; digital didactics; media competence; assessment criteria; methodological support.

INTRODUCTION

The expansion of the digital educational environment and its stable entry into school practice have fundamentally redefined the requirements imposed on the professional competence of the native language teacher. On the one hand, digital platforms, electronic resources, automated assessment, and distance and blended teaching formats are expanding the organizational and methodological possibilities of the educational process. On the other hand, the specificity of language education, namely tasks such as developing types of speech activity, working with text, linguistic analysis, and didactic management of written and oral communication, creates new complexities in the digital environment. In a native language lesson, a digital tool should not replace the learning objective, but should strengthen the understanding, application, and reflection of language units. Therefore, the issue of professional competence is not limited only to technical skills; it also includes components such as didactic design, the

compliance of digital content with the requirements of linguistics and methodology, academic integrity, information security, and analysis of students' activity based on digital traces. At the international level, approaches describing the teacher's digital competence have been formed, and their general tendency consists in integrating digital literacy with pedagogical design and assessment culture [1]. At the same time, the professional model of the native language teacher must be supplemented with competencies specific to subject methodology, because in language education the central task remains not the digitalization of content, but the organization of language practice in digital conditions.

The analysis of existing literature shows that although the competence-based approach has strengthened result orientation in teacher training, in the conditions of digital education, the structure of competencies and the criteria for assessing them are often presented in a generalized form.

In Russian-language scientific schools, the didactic principles of digital pedagogy and distance education, and transformations in the role of the teacher have been developed in detail, but subject-specific methodological constructions are not always sufficiently clarified [2]. In Uzbekistan, organizational measures on digital education infrastructure, the use of electronic resources, and the professional development of teachers are expanding, but in forming the competence of the native language teacher in accordance with the requirements of digital didactics, methodological support, monitoring, and reflective practice have not been established at the same level. In this sense, the research problem is manifested in the systematic management of forming the professional competence of the native language teacher in the digital educational environment, that is, in the issue of identifying the necessary competencies, grading the problems, and harmonizing the mechanisms of teaching and assessment. The aim of the study is to comprehensively analyze the problems of forming the professional competence of the native language teacher in the digital educational environment and to substantiate an integrative competence model. The tasks were defined as clarifying the structure of competencies, describing the problems at the personal, institutional, and technological levels, connecting formation mechanisms with didactic tasks, and proposing assessment criteria. The scientific novelty is explained by the development of a conceptual model and a map of problems that unite subject-methodological and digital-pedagogical components in one system for the professional competence of the native language teacher in the digital environment. The practical significance is determined by the fact that it can serve as a basis for designing professional development programs, directing the work of methodological services, and improving internal monitoring tools at school [3; 4].

Methods

The study has a theoretical character, and the competence-based approach was taken as the main methodological basis. This approach makes it possible to interpret the result of professional training as an integrated system of knowledge, skills, and attitudes, and creates conditions for viewing the teacher's activity in the digital environment not only from the point of view of using a resource, but also from the point of view of designing, managing, and analyzing the educational process. Activity-oriented analysis was used to structurally distinguish typical professional situations of the native language teacher, for

example, working with digital texts, creating interactive tasks, checking written works online, providing feedback, and ensuring academic integrity. Through content analysis, recurring problematic points were identified in professional development programs, educational-methodological recommendations, educational resources on digital platforms, and their correspondence to the didactic goals of the native language. Also, the method of analyzing normative documents served to assess the degree of harmony between educational standards and requirements related to teacher competence and digital education practice. The scientific validity of the methodological choice lies in the fact that the problem of competence in the digital environment is multifactorial, and it is not sufficient to explain it only within the framework of technical training or only methodology; the integrative approach unites pedagogical, linguodidactic, and technological dimensions. In the process of analysis, international descriptions and criteria for the teacher's digital competence were also taken into account as a theoretical basis for conceptual adaptation [1; 2].

Results

As a result of the study, it was substantiated that the professional competence of the native language teacher in the digital educational environment consists of the following integrative blocks. The first block is linguodidactic competence, which includes the didactic redesign of traditional tasks such as teaching language units, developing speech activity, text analysis, and forming written speech in digital formats. The second block is digital pedagogical design competence, which is characterized by operationalizing the learning objective, the construction of digital tasks, managing the level of interactivity, balancing synchronous and asynchronous activity, and taking into account inclusiveness requirements. The third block is assessment and learning analytics competence, which makes it possible to create rubrics, implement formative assessment through digital tools, diagnose errors based on the student's digital traces, and determine an individual direction. The fourth block is media competence and information culture, which covers selecting sources, checking reliability, preventing plagiarism, and working with copyright and open licenses. The fifth block is communicative and facilitative competence, which includes online communication ethics, linguistic criteria for giving feedback, supporting student motivation, and managing collaborative writing processes.

The map of problems was divided into three levels. At the personal level, problems are manifested in connection with the teacher's digital self-confidence, technological initiative, habit of methodological reflection, and management of time resources; in particular, the simplification of the didactic goal is observed due to the reproduction of ready-made digital material, and deep operations of language learning, such as editing, rewriting, argumentation, and stylistic choice, remain insufficiently supported. At the institutional level, problems are determined by the orientation of the methodological service toward digital didactics, the availability of subject-specific modules in professional development courses, the existence of internal monitoring, and the stability of technical support; in many cases, the indicator of using a digital tool is interpreted as a result and is not connected with changes in students' speech development. At the technological level, problems are connected with platforms' tools suitable for language teaching, text editing for the Uzbek language, spelling and stylistic consultation possibilities, integration with corpus resources, as well as data privacy and access opportunities. As a result, competence formation often remains fragmentary, that is, within the framework of a separate tool or separate training, and does not exert a systematic influence on the teacher's decisions in subject methodology.

Assessment criteria were also proposed in connection with didactic tasks. It was substantiated that the competence of the native language teacher in the digital environment should be measured not only by the speed of working on a platform, but also by indicators such as the linguistic accuracy of the task, the argumentation of feedback, the quality of diagnosing the student's error, the step-by-step organization of the process of working with text, prevention regarding academic integrity, and providing individual support on the basis of learning analytics.

Discussion and Debates

When the obtained results are compared with international approaches, the multidimensional interpretation of digital competence corresponds to the general tendency, but in the context of the native language teacher, the centrality of the linguodidactic component is emphasized separately. In international frameworks, digital competence is often connected with universal pedagogical tasks, content creation, and assessment [1], but in native language education, the content itself shifts to the text and speech product produced by the student. Therefore, digital design

should rely on solutions that increase student writing, naturally organize editing and rewriting cycles, and clearly define the quality criteria of communication. In Russian pedagogical literature, the transformation of the teacher's role in the didactics of distance education, that is, the transition from controller to facilitator, is covered [2], but in the native language subject, facilitation first of all requires subtle methodological intervention aimed at explaining language norms, substantiating stylistic choice, and revising written thought. Therefore, the digital environment does not push the teacher aside; on the contrary, it strengthens methodological guidance through feedback, editing, rubrics, and diagnostics.

From a practical point of view, dividing the map of problems into three levels makes it possible to redesign professional development and methodological service. To eliminate problems at the personal level, reflective practice, analysis of micro-lessons, mutual expertise on digital tasks, and mentoring mechanisms may be effective. At the institutional level, it is necessary to introduce an internal monitoring model that measures not statistical indicators of the use of digital tools, but students' speech results and the quality of the process. At the technological level, it is urgent to form an ecosystem of tools suitable for the native language, that is, to integrate corpus resources, spelling and stylistic checking, collaborative writing platforms, and plagiarism prevention. These conclusions show the need to bring existing organizational approaches to the use of digital resources in the country's educational practice closer to subject methodology [3; 5].

The limitation of the study is that it relies on theoretical and content analysis and does not include empirical observation and experimental verification. Therefore, in future studies, it is advisable to test the proposed competence model in professional development courses and empirically measure the relationship between native language teachers' digital lesson design and changes in the quality of students' written works. Also, assessing the didactic effectiveness of digital linguistic tools for the Uzbek language should be considered as a separate direction [6].

Conclusion

The problem of forming the professional competence of the native language teacher in the digital educational environment is broader than the scope of technical skills and requires the integration of linguodidactic, digital

pedagogical design, assessment and learning analytics, media competence, and communicative facilitation components. As a result of the study, the problems were systematized at the personal, institutional, and technological levels, and the factors leading to the fragmentary formation of competence were clarified. The integrative model substantiates the need to connect the use of digital tools in the native language lesson with deepening students' speech activity, strengthening the cycles of working with text, and developing a culture of formative assessment. The proposed assessment criteria serve to evaluate the teacher's activity not through activity on the platform, but through the didactic result and the quality of methodological decisions. This approach may serve as a methodological basis for enriching professional development programs with subject-specific digital modules, strengthening internal expertise and mentoring in methodological service, and forming an ecosystem of digital resources suitable for the native language.

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