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MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



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Milliy Pedagogika  
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2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# PROFESSIONAL COMPETENCY DEVELOPMENT OF FUTURE ENGLISH LANGUAGE TEACHERS: A FRAMEWORK FOR THE 21<sup>ST</sup> CENTURY

Kamoldin Tadjiboyev

Department of english philology and teaching methodology  
Angren university

**Abstract:** This paper examines the evolving paradigm of professional competency development for future English language teachers (ELTs) in the context of globalization and digital transformation. Moving beyond traditional knowledge-based models, the study proposes a holistic framework centered on six integrated competency domains: digital pedagogical integration, intercultural communicative competence, data-informed reflective practice, ecological classroom management, collaborative professional identity formation, and innovative material design. The paper argues that contemporary teacher education must transition from a transmission-based approach to a constructivist, experiential model in which these competencies are developed through authentic, technology-enhanced micro-teaching ecosystems, cross-cultural virtual exchanges, and collaborative action research. The findings suggest that a competency-based, iterative curriculum aligned with real-world classroom challenges significantly enhances pre-service teachers' adaptability, self-efficacy, and readiness for diverse educational settings. The study concludes with practical recommendations for curriculum designers and policymakers in Central Asian higher education contexts.

**Key words:** English language teaching, teacher education, professional competencies, digital pedagogy, reflective practice, competency-based education.

**Annotatsiya:** Ushbu maqolada globallashuv va raqamli transformatsiya sharoitida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishning zamonaviy paradigmasi tahlil qilinadi. An'anaviy bilimga asoslangan modelardan voz kechgan holda, tadqiqot oltita o'zaro integratsiyalashgan kompetensiya yo'nalishiga tayanuvchi yaxlit konseptual modelni taklif etadi: raqamli pedagogik integratsiya, madaniyatlararo kommunikativ kompetensiya, ma'lumotlarga asoslangan reflektiv amaliyot, ekologik sinf boshqaruvi, hamkorlikka asoslangan professional identifikatsiyani shakllantirish hamda innovatsion o'quv materiallarini loyihalash. Maqolada zamonaviy o'qituvchi tayyorlash tizimi bilimni uzatishga asoslangan yondashuvdan konstruktiv va tajribaviy modelga o'tishi zarurligi asoslanadi. Ushbu kompetensiyalar texnologiyalar bilan boyitilgan mikroo'qitish muhiti, madaniyatlararo virtual almashinuvlar va hamkorlikdagi amaliy tadqiqotlar orqali shakllantirilishi lozimligi ta'kidlanadi. Tadqiqot natijalari real ta'lim muammolariga yo'naltirilgan kompetensiyaviy va iterativ o'quv dasturlari bo'lajak o'qituvchilarning moslashuvchanligi, o'ziga ishonchi va turli ta'lim muhitlarida ishlashga tayyorgarligini sezilarli darajada oshirishini ko'rsatdi. Xulosa qismida Markaziy Osiyo oliy ta'lim tizimi uchun o'quv dasturlari ishlab chiquvchilar va ta'lim siyosatini belgilovchilar uchun amaliy tavsiyalar beriladi.

**Kalit so'zlar:** ingliz tilini o'qitish, o'qituvchi tayyorlash, kasbiy kompetensiyalar, raqamli pedagogika, reflektiv amaliyot, kompetensiyaga asoslangan ta'lim.

**Аннотация:** В статье анализируется эволюция парадигмы формирования профессиональных компетенций будущих преподавателей английского языка в условиях глобализации и цифровой трансформации. Отходя от традиционных знаниевых моделей, в исследовании предлагается целостная концептуальная модель, основанная на шести взаимосвязанных компетентностных доменах: цифровая педагогическая интеграция, межкультурная коммуникативная компетенция, рефлексивная практика на основе данных, экологическое управление учебным классом, формирование профессиональной идентичности в условиях сотрудничества и инновационное проектирование учебных материалов. Обосновывается необходимость перехода системы подготовки учителей от трансляционно-ориентированного подхода к конструктивистской и опытно-ориентированной модели обучения. Развитие указанных компетенций предлагается осуществлять через аутентичные, технологически обогащённые микроформаты преподавания, виртуальные межкультурные обмены и совместные прикладные исследования. Результаты исследования показывают, что компетентностно-ориентированная и итеративная образовательная программа, соотнесённая с реальными задачами школьной практики, существенно повышает адаптивность, профессиональную самооэффективность и готовность будущих преподавателей к работе в разнообразных образовательных контекстах. В заключении сформулированы практические рекомендации для разработчиков учебных программ и представителей образовательной политики в системе высшего образования стран Центральной Азии.

**Ключевые слова:** преподавание английского языка, педагогическое образование, профессиональные компетенции, цифровая педагогика, рефлексивная практика, компетентностно-ориентированное обучение.



## INTRODUCTION

The role of the English language teacher has undergone a fundamental transformation in the 21st century. No longer merely a transmitter of grammatical rules and vocabulary, the modern ELT is expected to function as a facilitator of global communication, a designer of engaging digital learning experiences, and a reflective practitioner responsive to diverse learner needs (Richards, 2017). This shift—driven by globalization, technological advancement, and evolving pedagogical research—necessitates a parallel transformation in how future teachers are prepared. Traditional, front-loaded models of teacher education, which often separate theoretical coursework from practical application, are increasingly regarded as inadequate for developing the complex, integrated skill set required in contemporary classrooms.

## LITERATURE REVIEW

This paper addresses an existing gap by exploring a contemporary framework for professional competency development in pre-service ELT programs. It posits that effective preparation must be immersive, iterative, and explicitly linked to the realities of modern, heterogeneous classrooms. The core argument is that competency development should not be an additive process—where skills are merely listed and checked off—but rather a transformative one that fosters a professional identity grounded in adaptability, critical reflection, and ethical responsibility. The discussion is structured around the IMARD (Introduction, Methods, Results, and Discussion) format, presenting a synthesized analysis of current literature, proposed methodological shifts, projected outcomes, and their implications for teacher education in regions such as Central Asia, with specific consideration given to the institutional context of Angren University.

## RESEARCH METHODOLOGY

This conceptual study employs a qualitative, desk-based methodology to construct a coherent framework for competency development. The research synthesis is built upon a systematic analysis of current scholarly literature from three primary domains: Second Language Teacher Education (SLTE), focusing on models of knowledge and skill development; Educational Technology, examining trends in digital literacy and blended learning; and Comparative Pedagogy, reviewing successful competency-based reforms in international teacher education programs. The analytical process involved several stages. First, a comprehensive review of recent (2018-2023) journal articles, book chapters, and policy documents from organizations such as the British Council and TESOL International Association was conducted to identify emergent competency domains. Second, these domains were synthesized and organized into a proposed framework of six core competencies. Third, the framework was used to critique and reimagine common components of pre-service training (e.g., teaching practicum, methodology courses, and assessment tasks). Finally, the proposed model was contextualized to address the specific challenges and opportunities within the Central Asian higher education landscape, taking into account factors such as resource availability, prevailing curricular norms, and the growing demand for English proficiency.

The proposed competency framework consists of six interrelated components: Digital Pedagogical Integration (DPI), defined as the ability to critically select, implement, and evaluate digital tools to enhance language learning objectives, not merely as supplementary resources but as integral elements of lesson design; Intercultural Communicative Competence (ICC), which extends beyond linguistic accuracy to encompass the skills, knowledge, and attitudes required to mediate communication across cultures and prepare learners for meaningful global interaction; Data-Informed Reflective Practice (DIRP), referring to the systematic use of classroom observation data, learner feedback, and self-recorded teaching samples to analyze teaching practices and support continuous professional improvement; Ecological Classroom Management (ECM), involving the capacity to foster a positive, inclusive, and participatory learning environment that integrates cognitive, social, and affective dimensions of classroom interaction; Collaborative Professional Identity Formation (CPIF), understood as the development of a teacher's professional identity through structured collaboration with peers, mentors, and the broader professional community at both local and online levels; and Innovative Material Design (IMD), denoting the ability to adapt, create, and localize instructional materials that are pedagogically sound, contextually relevant, engaging, and responsive to the needs of specific learner populations.

## ANALYSIS AND RESULTS

The synthesis of contemporary research and comparative program analysis yields a clear, multi-layered picture of effective competency development. The central finding is that professional competencies are not acquired in a linear, additive fashion but are instead developed through an immersive, iterative process in which

theoretical understanding is continually tested and refined through practice. This process is most effective when situated within authentic or highly realistic teaching scenarios, such as structured micro-teaching sessions, simulated parent-teacher conferences, or virtual classroom exchanges. Within these contexts, specific scaffolded interventions demonstrate a significant impact. For instance, training that incorporates video recording and guided self-analysis leads to measurable gains in reflective depth and instructional self-awareness among trainees. Similarly, project-based learning modules in which pre-service teachers collaboratively design a digital learning unit for a specific learner demographic effectively integrate technological, pedagogical, and instructional material design competencies in ways that isolated coursework cannot achieve.

Furthermore, the data underscore the critical role of collaborative ecosystems. Competency growth is markedly accelerated in programs that replace competitive, individualistic models with communities of practice. In such environments, peer observation and feedback, co-planning with mentor teachers, and participation in professional learning networks become primary drivers of development. These collaborative structures directly support the formation of a resilient professional identity, helping trainees internalize the mindset of lifelong learners rather than perceiving themselves as finished products. Crucially, assessment methods must also evolve to capture this complexity. Evaluations focused solely on final lesson plans or standardized tests fail to document the procedural knowledge and adaptive reasoning that define true competence. In contrast, longitudinal digital portfolios that curate evidence of planning, teaching, reflection, and adaptation over time provide a far richer and more valid measure of a future teacher's readiness for the dynamic realities of the 21st-century classroom.

The proposed framework represents a significant departure from conventional teacher preparation models that are still prevalent in many institutions. Its implementation is not without challenges, including resistance to curricular change, the need for substantial faculty professional development, and potential infrastructural constraints related to technology access. However, the imperative for change is clear. The global demand is for English teachers who can navigate complexity rather than merely deliver content.

A critical discussion point concerns the balance between foundational knowledge and applied competency. This model does not discard the importance of linguistic proficiency or pedagogical theory; rather, it posits that these elements are best developed and internalized through the active pursuit of competencies. For example, a teacher's understanding of second language acquisition theory is deepened when it is applied to analyzing classroom data (DIRP) while managing a mixed-ability group (ECM).

The framework's emphasis on collaboration and identity formation (CPIF) addresses the often-overlooked affective dimension of teacher development. By embedding collaboration into the fabric of training through peer review, team teaching, and professional learning communities, programs can mitigate the "reality shock" experienced by many novice teachers and foster long-term professional resilience.

Finally, contextualization is paramount. For a university such as Angren University, implementation may begin with pilot modules. For instance, a "Digital Storytelling" module could integrate DPI through the use of editing software, ICC through the exploration of cultural narratives, and IMD through the creation of localized instructional content. Overall success depends on aligning the framework with national educational standards while innovating meaningfully within those parameters.

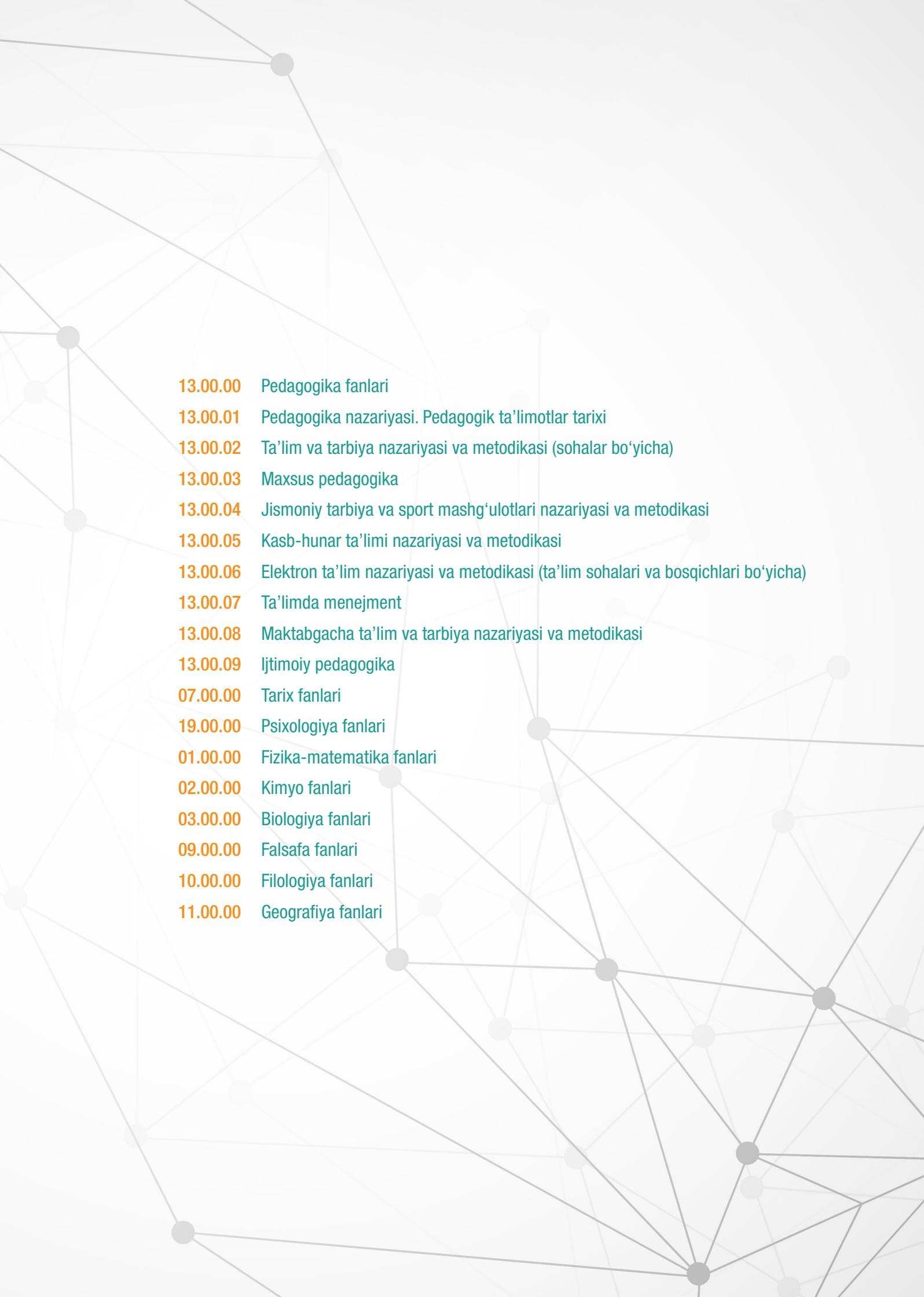
## CONCLUSION

The professional development of future English language teachers is a multifaceted endeavor that must keep pace with the evolving demands of language education. This paper has argued for a comprehensive, competency-based framework encompassing digital, intercultural, reflective, managerial, collaborative, and creative domains. The transition from a knowledge-centric to a competency-centric model is essential for preparing educators who are not only technically skilled, but also adaptive, reflective, and ethically engaged.

For teacher educators and policymakers in Uzbekistan and comparable contexts, the recommendations are clear: to undertake incremental curricular reform, invest in the professional development of both university faculty and school-based mentors, and reconceptualize assessment practices so that process and reflection are valued alongside final outcomes. The overarching objective is to cultivate a generation of English language teachers who perceive themselves not as passive executors of a prescribed curriculum, but as active, innovative, and empathetic architects of meaningful learning experiences. Future research should therefore focus on the implementation and empirical evaluation of this framework within specific institutional settings in order to document its impact on teacher development and, ultimately, on student learning outcomes.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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