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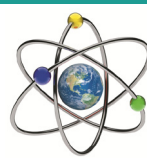
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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

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PEDAGOGICAL CONDITIONS FOR ESTABLISHING AN INTEGRATIVE APPROACH TO DEVELOPING STUDENTS' DIDACTIC COMPETENCE

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Abstract: This article examines the pedagogical conditions for establishing an integrative approach to developing students' didactic competence in English language teacher education at pedagogical universities in Uzbekistan. Didactic competence is understood as the ability to connect subject knowledge, pedagogical reasoning, instructional planning, classroom interaction, and assessment to support learners' language development. The article adopts a conceptual and analytical approach, drawing on scholarship in teacher education, language pedagogy, interdisciplinary learning, and reflective practice. It considers how university coursework and school-based teaching practice can be connected through shared learning objectives and professionally relevant tasks. The analysis identifies five interrelated pedagogical conditions: coordination of linguistic and pedagogical coursework; systematic connections between theory and teaching practice; collaborative learning through lesson design and microteaching; purposeful use of digital resources; and continuous formative assessment supported by reflection and feedback. These conditions provide a framework for helping prospective English teachers justify instructional decisions, adapt learning activities to different proficiency levels, and evaluate the relationship between teaching objectives and learner performance. Particular attention is given to multilingual classrooms, contextual relevance, and cooperation between university educators and school mentors. The proposed framework offers a basis for curriculum development and future empirical investigation rather than evidence of measured improvements in student performance.

Key words: integrative approach, didactic competence, English language teacher education, pedagogical conditions, interdisciplinary integration, reflective practice, microteaching, formative assessment, teaching practicum, multilingual classrooms.

Annotatsiya: Ushbu maqolada O'zbekiston pedagogika universitetlarida bo'lajak ingliz tili o'qituvchilarining didaktik kompetentligini rivojlantirishga integrativ yondashuvni shakllantirishning pedagogik shart-sharoitlari tahlil qilinadi. Didaktik kompetentlik o'quvchilarning til ko'nikmalarini rivojlantirish maqsadida fan bo'yicha bilimlar, pedagogik mulohaza yuritish, ta'limni rejalashtirish, sinfdagi o'zaro muloqot va baholashni uyg'unlashtirish qobiliyati sifatida talqin etiladi. Maqolada o'qituvchilarni tayyorlash, til o'qitish metodikasi, fanlararo ta'lim va refleksiv amaliyotga oid ilmiy adabiyotlarga tayangan konseptual-tahliliy yondashuv qo'llaniladi. Universitetdagi o'quv mashg'ulotlari va maktabdagi pedagogik amaliyotni umumiy ta'lim maqsadlari hamda kasbiy faoliyatga mos topshiriqlar orqali bog'lash imkoniyatlari ko'rib chiqiladi. Tahlil asosida o'zaro bog'liq beshta pedagogik shart-sharoit ajratiladi: tilga oid va pedagogik fanlarni muvofiqlashtirish; nazariya va o'qitish amaliyoti o'rtasida tizimli aloqalarni ta'minlash; dars loyihalash va mikrodarslar orqali hamkorlikda o'rganish; raqamli resurslardan maqsadli foydalanish; refleksiya va qayta aloqa bilan qo'llab-quvvatlanadigan uzluksiz shakllantiruvchi baholash. Ushbu shart-sharoitlar bo'lajak ingliz tili o'qituvchilarining metodik qarorlarini asoslash, o'quv faoliyatini turli til bilish darajalariga moslashtirish hamda ta'lim maqsadlari va o'quvchilar natijalari o'rtasidagi bog'liqlikni baholashiga xizmat qiluvchi asosni tashkil etadi. Ko'p tilli sinflar, mahalliy ta'lim sharoitiga moslik hamda universitet o'qituvchilari va maktabdagi amaliyot rahbarlari hamkorligiga alohida e'tibor qaratiladi. Taklif etilgan model talabalar faoliyatidagi o'lchangan yaxshilanishlarning dalili sifatida emas, balki o'quv dasturlarini takomillashtirish va kelgusidagi empirik tadqiqotlar uchun asos sifatida taqdim etiladi.

Kalit so'zlar: integrativ yondashuv, didaktik kompetentlik, ingliz tili o'qituvchilarini tayyorlash, pedagogik shart-sharoitlar, fanlararo integratsiya, refleksiv amaliyot, mikrodars, shakllantiruvchi baholash, pedagogik amaliyot, ko'p tilli sinflar.



Аннотация: В статье рассматриваются педагогические условия формирования интегративного подхода к развитию дидактической компетентности студентов, обучающихся по программам подготовки учителей английского языка в педагогических университетах Узбекистана. Дидактическая компетентность понимается как способность объединять предметные знания, педагогическое рассуждение, планирование обучения, взаимодействие в классе и оценивание для развития языковых умений учащихся. В статье применяется концептуально-аналитический подход, основанный на научной литературе по подготовке учителей, методике преподавания языков, междисциплинарному обучению и рефлексивной практике. Рассматриваются возможности взаимосвязи университетских учебных занятий и педагогической практики в школе посредством общих образовательных целей и профессионально ориентированных заданий. Анализ позволяет выделить пять взаимосвязанных педагогических условий: согласование языковых и педагогических дисциплин; обеспечение систематической связи между теорией и практикой преподавания; совместное обучение посредством проектирования уроков и микропреподавания; целенаправленное использование цифровых ресурсов; непрерывное формирующее оценивание, подкреплённое рефлексией и обратной связью. Эти условия образуют основу для развития способности будущих учителей английского языка обосновывать методические решения, адаптировать учебную деятельность к различным уровням владения языком и оценивать связь между целями обучения и результатами учащихся. Особое внимание уделяется многоязычным классам, соответствию местному образовательному контексту и сотрудничеству между преподавателями университета и школьными наставниками. Предлагаемая модель представлена как основа для совершенствования учебных программ и дальнейших эмпирических исследований, а не как доказательство измеренных улучшений в результатах студентов.

Ключевые слова: интегративный подход, дидактическая компетентность, подготовка учителей английского языка, педагогические условия, междисциплинарная интеграция, рефлексивная практика, микропреподавание, формирующее оценивание, педагогическая практика, многоязычные классы.

INTRODUCTION

Preparing future English teachers requires more than developing language proficiency or introducing classroom techniques. Students must learn to connect linguistic knowledge with educational objectives, learner characteristics, instructional decisions, and assessment evidence. This capacity constitutes an essential dimension of didactic competence. Within pedagogical university education, an integrative approach offers a framework for developing these connections deliberately. It brings together knowledge and practices that might otherwise remain separated across courses, assignments, and school placements, enabling prospective teachers to understand how different components of professional preparation contribute to meaningful language learning.^[1]

Didactic competence involves the ability to select appropriate content, formulate achievable objectives, organize learning activities, explain language features, and evaluate learners' progress. It also requires teachers to justify their decisions and revise instruction when classroom evidence indicates difficulties. Shulman's (1987) account of teaching emphasizes comprehension, reasoning, transformation, and reflection, providing a conceptual foundation for understanding this competence. Applied to English teacher education, this perspective directs attention to how students transform their knowledge of language into explanations, tasks, and learning opportunities appropriate for particular learners.^[2]

Integration therefore concerns relationships among elements of professional learning rather than simply combining several subjects within one assignment. A linguistics course, for example, can contribute to didactic development when students use their understanding of grammar to anticipate learner errors and design supportive activities. Educational psychology becomes professionally relevant when students apply concepts of motivation and development to classroom participation. Assessment knowledge becomes integrated when prospective teachers align evaluation criteria with lesson objectives and use learner responses to determine subsequent instructional steps.^[3]

For pedagogical universities in Uzbekistan, this framework can be considered in relation to the preparation of English teachers for linguistically diverse educational settings. Prospective teachers need opportunities to examine how learners' existing languages, English proficiency, prior experiences, and participation patterns affect instructional choices. Such contextual considerations should enter lesson planning and reflection throughout university preparation. They can also inform decisions about teaching materials, classroom interaction, differentiated support, and the appropriate use of digital resources.

Teacher learning additionally depends on the social settings in which professional knowledge develops. Johnson (2009) presents a sociocultural perspective that connects language teacher education with teachers' learning, thinking, and wider institutional circumstances. This perspective supports examining collaboration, mentoring, and reflective dialogue as components of professional preparation. Within an integrative framework, university educators and school mentors can help students interpret classroom experiences through relevant theoretical concepts and explore alternative responses to instructional problems.^[4]

The central issue addressed in this article is which pedagogical conditions can make these connections systematic. Particular attention is given to curriculum coordination, links between coursework and practicum, collaborative lesson design, microteaching, digital resources, and formative feedback. The article examines their relationships through conceptual analysis and proposes a framework for English teacher education. Its purpose is to clarify how these conditions may support the development of students' didactic competence and provide a basis for subsequent empirical investigation within pedagogical universities, with attention to the educational context of Uzbekistan and the professional responsibilities of future English teachers.

LITERATURE REVIEW

The literature provides complementary foundations for an integrative approach to developing prospective English teachers' didactic competence. Shulman (1987) connects teaching with comprehension, transformation, and reflection, supporting the integration of subject knowledge and pedagogical reasoning. Borg (2006) examines relationships between teachers' knowledge, beliefs, and classroom practices, highlighting the importance of understanding the reasoning underlying instructional decisions. ^[5-6]

Johnson (2009) situates language teacher learning within social and institutional contexts. Similarly, Lave and Wenger (1991) conceptualize learning through participation, offering a basis for connecting university preparation with professional practice. Darling-Hammond (2006) emphasizes coherent teacher education, while Freeman and Richards (1996) address teacher learning in language teaching. ^[7-8]

Curriculum integration draws support from Biggs and Tang (2011), whose constructive alignment connects intended outcomes, learning activities, and assessment. Wiggins and McTighe (2005) provide a complementary framework through backward design. Richards (2001) and Nation and Macalister (2010) extend curriculum considerations to language education. ^[9-10]

Reflective development is informed by Schön (1983), Farrell (2015), and Mann and Walsh (2017). Black and Wiliam (1998) and Hattie and Timperley (2007) establish foundations for formative assessment and feedback, while Mishra and Koehler (2006) connect technology, pedagogy, and content. Together, these perspectives inform the proposed conditions, although their combined application requires investigation within Uzbekistan's pedagogical universities. ^[10-11]

RESEARCH METHODOLOGY

This article uses a conceptual and analytical methodology to examine the pedagogical conditions for establishing an integrative approach to developing students' didactic competence. The analysis focuses on English language teacher education at pedagogical universities, with Uzbekistan serving as the intended context of application. It does not report an intervention, participant observations, questionnaire responses, or measured learning outcomes. Instead, it develops a theoretically informed framework that connects professional knowledge, university learning activities, and teaching practice. The methodological purpose is to identify relationships among these components and translate them into pedagogical conditions. ^[12]

The conceptual scope encompasses didactic competence, integration in teacher preparation, reflective practice, collaborative professional learning, and assessment. Didactic competence is operationally defined as the capacity to plan, enact, evaluate, and adapt instruction by connecting subject knowledge with pedagogical reasoning and evidence of learner understanding. Integration is understood as purposeful coordination across these activities, rather than the simultaneous inclusion of unrelated content. These definitions establish the analytical boundaries of the article and distinguish professional integration from curricular arrangements in which subjects remain separate despite sharing an institutional programme.

The literature is used interpretively to establish conceptual foundations and examine their relevance to prospective English teachers. Sources concerning teacher knowledge, language teacher education, and professional learning inform the discussion of how theoretical understanding can become usable pedagogical knowledge. The article does not claim an exhaustive literature search or a systematic review. No database coverage, screening counts, or formal quality appraisal procedures are reported. Its source engagement therefore supports conceptual argumentation rather than estimates of intervention effectiveness or claims about the prevalence of particular teaching practices.

Analysis proceeds through three connected operations: conceptual clarification, relational interpretation, and pedagogical translation. Conceptual clarification distinguishes the knowledge, abilities, and reflective processes included within didactic competence. Relational interpretation examines connections between linguistic coursework, educational theory, lesson planning, classroom interaction, and assessment. Pedagogical translation considers which learning arrangements could make those connections visible and practicable. For example, knowledge about language structures is connected with anticipating learner difficulties, while assessment knowledge is connected with interpreting responses and adjusting subsequent instruction. ^[13]



Candidate pedagogical conditions are considered according to their coherence with the operational definitions, relevance to English teaching, and applicability within university preparation. A condition is included when it establishes an identifiable connection between professional knowledge and instructional action. Curriculum coordination links course objectives; practicum integration links university learning with classroom experience; collaborative tasks connect individual reasoning with peer feedback. Digital resources are considered through their instructional purpose, and formative assessment through its contribution to reflection, revision, and professional judgement.

Contextual interpretation addresses multilingual classrooms, differences in English proficiency, mentor support, and access to teaching resources. These considerations are treated as factors requiring local examination, rather than established findings about every pedagogical university in Uzbekistan. The framework remains adaptable to institutional circumstances.

Analytical credibility rests on explicit definitions, traceable reasoning, and separation of proposed relationships from demonstrated outcomes. The resulting framework is intended to guide curriculum discussion and empirical research. Testing its effectiveness would require a specified institutional setting, ethically approved data collection, and appropriate measures of student development.^[14]

ANALYSIS AND RESULTS

The conceptual analysis identified five interrelated pedagogical conditions for establishing an integrative approach to developing students' didactic competence: curriculum coordination, systematic connections between coursework and teaching practice, collaborative professional learning, purposeful digital resource use, and continuous formative assessment. These conditions represent components of the proposed framework rather than experimentally verified effects. Their common function is to connect what prospective English teachers know with how they plan, conduct, interpret, and revise instruction. The analysis also indicated that integration depends on relationships among these conditions, rather than their isolated presence within programmes.

Curriculum coordination emerged as the condition through which linguistic, methodological, psychological, and pedagogical knowledge can contribute to shared professional objectives. Within the framework, coordination requires assignments that draw explicitly on knowledge developed across courses. For example, students studying grammar can analyse how a grammatical feature affects communication, identify possible learning difficulties, and develop a lesson addressing those difficulties. The resulting connection makes subject knowledge relevant to instructional planning. Shared assessment criteria can further establish expectations concerning accuracy, accessibility, learner participation, and alignment between objectives and activities.

Connections between coursework and teaching practice constitute the second condition. The framework positions school experience as material for analysis before, during, and after teaching placements. Students can examine classroom scenarios, prepare lessons, teach selected activities, collect appropriate evidence of learner responses, and reconsider their decisions with mentors. This sequence creates opportunities to relate theoretical concepts to observable instructional events. Its proposed contribution is greater continuity between university preparation and classroom responsibilities, without assuming that participation in a placement automatically produces integrated professional understanding.^[15]

Collaborative learning constitutes the third condition and includes joint lesson design, microteaching, peer observation, and structured feedback. These activities require students to explain their instructional choices and consider alternative interpretations. In a collaborative planning task, students might compare approaches to teaching vocabulary, evaluate their suitability for particular learners, and agree on evidence of achievement. Microteaching then provides a bounded setting for enacting and revising those choices. The analysis identifies dialogue around teaching decisions as the principal connection between collaboration and the development of didactic reasoning.

Purposeful use of digital resources forms the fourth condition. Integration occurs when students select technologies according to learning objectives, accessibility, interaction requirements, and assessment purposes. A digital quiz, for instance, becomes pedagogically relevant when its questions reveal specific misunderstandings and its results inform follow-up instruction. The framework therefore treats technological selection as an instructional decision requiring justification.

Continuous formative assessment constitutes the fifth condition. Feedback on lesson plans, teaching performances, and reflective accounts can help students identify discrepancies between intended objectives and actual instructional processes. Revision provides evidence of how feedback enters subsequent decisions.^[16]

Across these conditions, the analysis identifies a recurring sequence of planning, enactment, evidence interpretation, feedback, and revision. Didactic competence is represented through the quality of students' explanations and adaptations across this sequence. For English teacher education in Uzbekistan, the frame-

work specifies possible learning arrangements while leaving their feasibility and effectiveness open to institutional investigation. No numerical gains, causal effects, or comparative performance differences are established by this conceptual analysis.

The proposed framework suggests that developing didactic competence requires deliberate connections between knowledge acquisition and instructional decision-making. Its significance lies in treating integration as a continuing feature of professional preparation. Students may demonstrate strong English proficiency yet experience difficulty explaining language, sequencing activities, or interpreting learner responses. Conversely, familiarity with teaching techniques does not ensure that students understand when those techniques are appropriate. The pedagogical conditions identified in this article address this relationship by creating opportunities to connect knowledge, action, evidence, and revision throughout university learning.^[17]

Curriculum coordination raises questions about how responsibility for professional development is distributed among university educators. If integration depends entirely on students independently connecting separate courses, those connections may remain implicit or incomplete. Shared assignments and assessment criteria could make expectations more visible. However, coordination should preserve the distinctive contributions of linguistics, psychology, pedagogy, and methodology. The practical challenge is to establish meaningful relationships among disciplines while allowing sufficient depth within each. This requires educators to identify common professional problems through which students can apply different forms of knowledge.

The relationship between coursework and practicum also requires attention to the quality of mediation. Classroom experience can provide examples of teaching, but experience alone does not explain why an activity succeeds or fails. Mentor questions, observation tasks, and reflective discussions can direct students towards evidence of learner understanding. For prospective English teachers, this might involve examining whether learners use target language meaningfully or merely reproduce a model. Such analysis could strengthen the connection between lesson objectives and instructional choices, although its effectiveness remains an empirical question.^[18]

Collaborative learning offers another route for making pedagogical reasoning explicit. Explaining a lesson plan to peers requires students to articulate assumptions that may otherwise remain unexamined. Nevertheless, collaboration can become superficial when feedback consists mainly of approval or general criticism. Tasks therefore need clear criteria and expectations for evidence. Microteaching also requires cautious interpretation: performance with university classmates cannot fully represent instruction with school learners. Its value within this framework concerns rehearsal, discussion, and revision, while school practice provides opportunities to examine decisions under different classroom conditions.

Digital resources introduce similar questions of purpose and context. The availability of an application does not establish its suitability for a lesson. Prospective teachers need to consider access, learner demands, language objectives, and the usefulness of generated information. In multilingual classrooms, resource selection should also reflect learners' comprehension and opportunities for participation.

For pedagogical universities in Uzbekistan, implementation would require local examination of curriculum arrangements, placement partnerships, educator workload, and available resources. The framework should support contextual adaptation rather than uniform adoption across institutions. Differences between settings may affect which conditions can be introduced together and which require gradual development.^[19]

The conceptual nature of the article limits the strength of its claims. It establishes plausible relationships but cannot determine their effects on student competence. Future investigation could examine lesson plans, observed teaching, reflective explanations, and responses to feedback over time. Such evidence would clarify whether students connect professional knowledge with instructional decisions and identify how institutional conditions support or constrain that development.^[20]

CONCLUSION AND SUGGESTIONS

Establishing an integrative approach to developing students' didactic competence requires purposeful coordination of the knowledge, activities, and experiences involved in teacher preparation. For prospective English teachers, this means connecting language knowledge with instructional objectives, learner needs, classroom interaction, and assessment. The article has proposed a conceptual framework in which integration develops through opportunities to plan teaching, explain decisions, examine learner responses, and revise instruction. Its contribution is to specify pedagogical conditions that can support these connections within university programmes, while distinguishing their theoretical relevance from evidence of demonstrated effectiveness.

The five conditions identified are curriculum coordination, systematic connections between coursework and teaching practice, collaborative professional learning, purposeful use of digital resources, and continuous formative assessment. Each addresses a different relationship within professional preparation. Curriculum coordination connects disciplinary knowledge with shared teaching problems. Practicum integration connects university study with classroom experience. Collaboration makes instructional reasoning available for discus-



sion. Digital resource selection connects technological possibilities with pedagogical purposes. Formative assessment connects feedback with subsequent improvement. Their combined value lies in creating continuity across professional learning rather than treating competence as the accumulation of separate achievements.

For pedagogical universities in Uzbekistan, the framework provides a basis for reviewing how English teacher education programmes organize these relationships. Institutions can examine whether course assignments require students to apply knowledge across disciplines, whether placement activities connect with university objectives, and whether assessment captures the reasoning behind teaching decisions. Such examination should consider local resources, educator responsibilities, mentor participation, and learners' linguistic backgrounds. Implementation therefore requires institutional interpretation and adaptation. The proposed conditions do not establish a single programme model suitable for every university or school partnership.

Students' developing competence should be considered through the quality of their instructional judgments as well as their observable performance. A lesson plan becomes evidence of integration when its objectives, content, activities, and assessment procedures form a defensible relationship. Reflection becomes professionally useful when students identify specific problems, interpret relevant evidence, and propose justified changes. Teaching performance becomes informative when observers consider how students respond to learners during instruction. These forms of evidence offer possible directions for evaluating the framework, although their reliability and suitability would require investigation.

The article's conclusions remain bounded by its conceptual methodology. No participants were studied, no intervention was implemented, and no improvement in didactic competence was measured. Accordingly, the framework should be understood as an informed proposal for programme development and research. Empirical studies could examine its feasibility, investigate student learning over time, and explore how different institutional arrangements influence integration. Comparisons should account for contextual differences rather than attributing outcomes solely to the presence of selected activities.

Ultimately, the proposed approach places coherence at the centre of professional preparation. Future English teachers need supported opportunities to connect what they understand with what they do and with what learners demonstrate. Organizing those opportunities through coordinated coursework, practice, collaboration, resource selection, and feedback can provide a foundation for developing didactic competence. The next step is to examine this foundation through contextually appropriate research and sustained dialogue among university educators, students, and school mentors.

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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

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