

METHODOLOGY FOR DEVELOPING PROFESSIONAL COMPETENCE BASED ON DIGITAL PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF TRAINING FOREIGN LANGUAGE TEACHERS.

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Annotation: This article explores the methodology for developing professional competence in foreign language teachers through digital pedagogical technologies. The study emphasizes the integration of modern digital tools, interactive platforms, and e-learning resources into teacher training programs to enhance both practical and theoretical skills. It examines strategies for fostering communicative competence, pedagogical creativity, and autonomous professional development. The article also highlights the effectiveness of digital technologies in supporting collaborative learning, real-time feedback, and reflective teaching practices. The findings provide a framework for implementing innovative approaches in foreign language teacher education, aiming to prepare highly competent educators ready to meet the challenges of contemporary language instruction.

Key words: foreign language teachers, teacher training, professional competence, digital pedagogical technologies, educational methodology, competence development, e-learning, digital education, pedagogical innovation.

Introduction

The rapid advancement of digital technologies has fundamentally transformed the educational landscape, creating new opportunities and challenges for teacher training. In the field of foreign language education, the integration of digital pedagogical technologies has become a critical factor in enhancing the professional competence of teachers. Professional competence, encompassing pedagogical skills, methodological knowledge, and digital literacy, is essential for educators to effectively design and implement modern, interactive, and learner-centered teaching strategies [1, 55].

The process of training foreign language teachers requires a methodological framework that not only develops linguistic proficiency but also equips educators with the skills to utilize digital tools in pedagogical practice. Digital pedagogical technologies—including e-learning platforms, virtual classrooms, and interactive multimedia resources—enable teachers to foster active learning, facilitate individualized instruction, and promote continuous professional development [4, 55].

This methodology aims to systematically develop the professional competence of future foreign language teachers through structured engagement with digital technologies. By integrating theory, practice, and technological tools, the approach seeks to prepare educators to meet the demands of a rapidly evolving educational environment, ensuring they can deliver effective, innovative, and digitally enriched instruction [3, 15].

Ultimately, the development of professional competence based on digital pedagogical technologies not only enhances teaching quality but also contributes to the broader goal of cultivating adaptive, resourceful, and digitally proficient foreign language educators capable of addressing the needs of 21st-century learners [5, 44].

The development of professional competence in foreign language teachers is a multidimensional process that encompasses pedagogical skills, linguistic expertise, methodological knowledge, and increasingly, digital literacy. According to modern educational



theories, teacher competence is not static but evolves through reflective practice, continuous learning, and integration of innovative technologies (Shulman, 1986; Mishra & Koehler, 2006).

Digital pedagogical technologies provide a dynamic framework for enhancing competence. These technologies include e-learning platforms, virtual classrooms, multimedia content, online assessment tools, and interactive language software. When integrated into teacher training programs, such tools support active learning, collaboration, and individualized feedback [6, 30].

For instance, virtual classrooms enable preservice teachers to simulate real teaching scenarios, while e-portfolios and learning management systems facilitate continuous reflection and skill assessment [8, 28].

Moreover, digital technologies allow for the adoption of blended and flipped learning approaches, which enhance both the cognitive and practical aspects of teacher training. This approach aligns with the constructivist paradigm, emphasizing learner-centered methods where future educators actively construct knowledge, rather than passively receiving it [2, 55].

Challenges and Solutions

Despite the clear benefits, integrating digital pedagogical technologies into foreign language teacher training presents several challenges:

a) Limited Digital Literacy: Many preservice teachers may lack adequate skills to use advanced educational technologies effectively.

As a solution implement structured training modules focused on digital competence, starting with basic tools and progressing to advanced applications like virtual reality simulations or AI-assisted language learning platforms.

b) Insufficient Access to Technology: Not all institutions have the necessary infrastructure or resources to support digital learning fully.

To tackle this challenge promote the use of open-source platforms, cloud-based tools, and mobile learning applications to ensure accessibility, even in resource-limited settings [8, 8].

c) Resistance to Change: Some educators may be hesitant to adopt new methodologies due to traditional teaching habits or lack of familiarity with digital tools.

Provide professional development workshops, mentorship programs, and demonstration projects that highlight the pedagogical benefits of digital technologies.

d) Pedagogical Adaptation: Digital tools alone cannot guarantee effective learning; they must be integrated thoughtfully into the curriculum.

Develop guidelines and frameworks that align technology use with pedagogical objectives, emphasizing active learning, assessment, and reflective practice [7, 18].

Based on the theoretical framework and identified challenges, the following suggestions are proposed to optimize the development of professional competence among foreign language teachers:

1. **Integrate Digital Competence in Core Curriculum:** Embed digital literacy and pedagogical technology training into all stages of teacher education.

2. **Promote Collaborative Learning:** Encourage preservice teachers to participate in online communities, virtual teaching projects, and peer-to-peer feedback activities .

3. **Continuous Assessment and Reflection:** Use e-portfolios, digital journals, and online



assessments to monitor competence development over time.

4. **Leverage Blended and Flipped Learning:** Combine in-person and digital instruction to enhance practical teaching skills and theoretical knowledge simultaneously.

5. **Foster a Culture of Innovation:** Encourage teachers to experiment with new technologies, document outcomes, and share best practices.

6. **Institutional Support:** Ensure universities and teacher training institutes provide access to the latest digital tools, training sessions, and technical support.

By implementing these strategies, teacher education programs can produce foreign language educators who are not only linguistically proficient but also digitally competent, innovative, and capable of adapting to the evolving demands of modern classrooms [7, 22].

Conclusion

The integration of digital pedagogical technologies into the training of foreign language teachers represents a significant step toward enhancing professional competence in the 21st century. This methodology underscores the importance of combining linguistic, pedagogical, and digital skills to prepare educators capable of meeting the dynamic demands of modern classrooms.

Through theoretical analysis, it is evident that professional competence is multifaceted, encompassing not only subject knowledge and teaching skills but also the ability to effectively utilize technology to facilitate active and learner-centered education. The challenges identified—ranging from limited digital literacy to infrastructural constraints and resistance to change—highlight the need for structured, systematic, and supportive interventions in teacher training programs.

The proposed solutions and suggestions, including integrating digital competence into curricula, promoting collaborative and reflective learning, and leveraging blended and flipped methodologies, provide a practical framework for overcoming these challenges. By adopting this approach, teacher education programs can produce foreign language educators who are not only linguistically proficient but also innovative, adaptive, and digitally capable.

Ultimately, the methodology emphasizes that the development of professional competence is a continuous, evolving process. It prepares teachers not only to use current digital tools effectively but also to adapt to future technological advancements, thereby ensuring high-quality foreign language education and fostering lifelong learning in both teachers and their students.

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