

**ENHANCING PROFESSIONAL AND METHODOLOGICAL TRAINING OF
PROSPECTIVE ENGLISH LANGUAGE TEACHERS**

Imamova Gulrukh Latifovna
Bukhara State Pedagogical Institute

Abstract. This article examines the critical aspects of enhancing professional and methodological training for prospective English language teachers in contemporary educational contexts. The article emphasizes the necessity of systematic methodological preparation that addresses both traditional teaching principles and modern educational demands, including communicative approaches, digital literacy, and learner-centered methodologies.

Keywords: English language teacher training, methodological competence, professional development, pedagogical preparation

Аннотация. В данной статье рассматриваются критические аспекты совершенствования профессиональной и методической подготовки будущих преподавателей английского языка в современных образовательных условиях. Подчеркивается необходимость систематической методической подготовки, учитывающей как традиционные принципы обучения, так и современные образовательные требования, включая коммуникативные подходы, цифровую грамотность и методики, ориентированные на обучающегося.

Ключевые слова: подготовка преподавателей английского языка, методическая компетентность, профессиональное развитие, педагогическая подготовка, коммуникативная компетентность

Annotatsiya. Ushbu maqolada bo'lajak ingliz tili o'qituvchilarining zamonaviy ta'lim muhitida kasbiy va uslubiy tayyorgarligini takomillashtirishning muhim jihatlari ko'rib chiqiladi. Unda ham an'anaviy o'qitish tamoyillari, ham zamonaviy ta'lim talablari, jumladan, kommunikativ yondashuvlar, raqamli savodxonlik va o'quvchiga yo'naltirilgan usullarni hisobga olgan holda tizimli uslubiy tayyorgarlik zarurligi ta'kidlanadi.

Kalit so'zlar: Ingliz tili o'qituvchisi malakasini oshirish, metodik kompetensiya, malaka oshirish, pedagogik tayyorgarlik, kommunikativ kompetensiya

Introduction. Ensuring the right teachers for English language classes is a major problem faced by educational systems globally. Quality of language teaching depends solely on the language teacher's competence and training. The training of professional and motivational skills of future English language teachers has become a vital concern in educational institutions, mainly due to the increasing demand for qualified language teachers in conventional and online modes of learning [1]. The present-day English language teacher has to be not only an expert in the language but also fully aware of the second language acquisition theories, the different teaching methods, the assessment strategies, and the ability to create inclusive, engaging, and suitable for all kinds of learners environments that take into account the differences in the abilities, backgrounds, and learning styles of the learners [2]. As part of Uzbekistan's educational reforms, improving the quality of the training of foreign language teachers to meet international standards and national development goals has been a focal point [3].

Methodology and Literature Review. In the present research, a detailed literature survey, which was synonymously with review, was the first step in the process, to analyze the professional and methodological training enhancement in the English language teacher education. The research has already reported that the integration of content knowledge, pedagogical knowledge, and pedagogical content knowledge is the basis of effective language teacher education, which combined, thus, constitutes the very competency framework for language educators [4]. At this point, research has shown teacher cognition—the complex system of beliefs, knowledge, and thought processes that inform teaching practice—as the crucial factor in the teachers' interpretation and implementation of the methodological approaches and, therefore, it is also implied that in-service teacher training must attend both to the explicit methodological instruction and to the development of reflective thinking skills that allow teachers to critically evaluate and adapt pedagogical strategies [5].

The Communicative Language Teaching method, which places authentic communication and meaningful interaction at the very center of the language learning process, has brought about a revolution in teacher preparation, which now requires future teachers to acquire the following skills: guiding student-centered learning, facilitating communication activities, and providing opportunities for real language use, plus attending to grammatical correctness and linguistic forms [6]. Uzbek scholars have emphasized the importance of adapting international best practices in teacher education to local contexts while maintaining cultural and linguistic specificity in teacher preparation programs [7]. Recent developments in Uzbekistan's higher education system have placed increased emphasis on modernizing foreign language teacher training programs through curriculum reform, enhanced practical training components, and integration of contemporary pedagogical approaches that align with global standards while addressing specific national educational priorities [8].

Results and Discussion. The examination of literature and recent practices in the training of English language teachers reveals a number of important aspects concerning the improvement of the professional and methodological preparation, which in turn, significantly affect the teacher education programs and the educational policy. The first point that comes out from the research is that the teacher training program which is based on systematic integration of theory and practice with special consideration for the long-time practicum, will be the best option for the future teachers to get their hands on methodology in real classroom settings and to be guided by experts [1]. The findings indicate that the conventional teacher training methods, which keep the separation between theory and practical teaching experience, result in less being effective when compared to the integrated ones, which have the practice-based learning as a core part throughout the whole preparation program and continuous reflection on the relationship between the theoretical principles and practical application.

Second, the development of reflective practice emerges as a fundamental component of professional competence, with successful teachers demonstrating the ability to critically examine their own teaching practices, analyze student learning outcomes, identify areas for improvement, and continuously adapt their methodological approaches based on contextual factors and student needs [4]. Third, the analysis reveals that technological competence has become indispensable for contemporary English language teachers, requiring that teacher preparation programs systematically develop prospective teachers' abilities to integrate digital tools, online resources, and educational technology platforms into language instruction in pedagogically sound ways that enhance rather than merely supplement traditional teaching methods [2].

Fourth, the research indicates that collaborative learning experiences, including peer observation, collaborative lesson planning, and professional learning communities, contribute significantly to the development of methodological competence by providing opportunities for prospective

teachers to learn from experienced practitioners, share strategies and resources, and engage in collective problem-solving around instructional challenges [5]. In the Uzbek context, the integration of national pedagogical traditions with contemporary international approaches presents both opportunities and challenges for teacher education reform, requiring careful consideration of how to preserve valuable aspects of existing practice while incorporating innovative methodologies that enhance teacher effectiveness [7]. The discussion of these findings reveals that enhancement of professional and methodological training requires comprehensive reform of teacher education programs to address persistent gaps between theoretical preparation and practical competence.

Conclusion. The enhancement of professional and methodological training for prospective English language teachers represents a complex, multifaceted challenge that requires coordinated attention to theoretical knowledge, practical skills, reflective capabilities, and adaptive competencies. This analysis demonstrates that effective teacher preparation must transcend traditional approaches that emphasize knowledge transmission to embrace comprehensive, integrated models that develop methodological competence through sustained engagement with theory, practice, and reflection. The findings underscore the necessity of systematic program development that addresses linguistic proficiency, pedagogical knowledge, technological competence, intercultural awareness, assessment literacy, and reflective practice as interconnected dimensions of professional preparation.

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