

COMPONENTS OF LINGUISTIC AND METHODOLOGICAL COMPETENCE IN THE PROCESS OF TRAINING A FOREIGN LANGUAGE TEACHER

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Abstract. *This paper shows a structural analysis of developing methodological competence in prospective foreign language teachers. In the context of educational system modernization and the implementation of new educational standards, there is a increasing need for educators possessing a high level of methodological competence. This research aims to develop and substantiate the structure of a model that considers current trends in foreign language teaching methodology. Particular attention is paid to the interrelationships between these components and their influence on the competence formation process. The research findings can be used to optimize curricula and programs for training future foreign language teachers, as well as to develop practical recommendations for fostering their methodological competence.*

Keywords: *communicative skill, linguistic and methodological competence, lexical competence, discourse competence, strategic competence, pedagogical skills, assessment and evaluation.*

INTRODUCTION.

In a world where globalization has spread to all spheres of society, foreign language education has assumed a number of important tasks. Today, the effectiveness of the practical use of a foreign language has become a fundamental problem of both the subject of foreign language education and education. The main task of foreign language education is not only to provide students with knowledge, but also to improve their communicative skills through this knowledge. At this time, a structural step was also implemented in foreign language education: a step was taken from reproductive to cognitive. This means that in teaching reproductive English, the teacher acts as an observer, and the student acts as an active subject rather than passively as a guide.

While preparing foreign language teachers, linguistic and [methodological competence](#) are very crucial in education system. When I come to speak about linguistic competence, it is the ability to use a language correctly according to its rules, while [methodological competence](#) is the ability to apply specific procedures and methods in a given context, such as a profession. Together, they form a combined competency that allows a person to not only communicate effectively (linguistic) but also to perform tasks and manage situations professionally (methodological)

As for speaking about language competence, it is the study of punctuation and spelling rules is improved.

Lexical competence is based on the ability to correctly use relevant words in a simple text, word formation (compound words and affixation), and the formation of initial concepts about words from other languages (international words).

In terms of grammatical competence, students in grades 5-7 study several grammatical phenomena in stages based on competencies.

In the process of training a foreign language teacher, the core professional competence is developed through the integration of linguistic competence (language proficiency and awareness) and methodological competence (pedagogical skills and knowledge). These two competencies are intrinsically interconnected, with a strong foundation in one supporting the development and application of the other.

Linguistic competence for a foreign language teacher involves mastery of the language's phonetics, vocabulary, and grammar, while methodological competence includes pedagogical knowledge, skills in lesson planning, classroom management, and the ability to use language teaching theories to create effective learning experiences. Together, these competences are crucial for developing a teacher's ability to both use and teach a foreign language effectively, covering how to instruct, explain, and provide opportunities for students to practice the language in a communicative and effective way.

Linguistic Competence Components

Linguistic competence involves the ability to use the target language correctly and effectively in various social and professional situations. Its key components include:

Grammatical/Syntactic Competence: Knowledge of the rules governing sentence structure, morphology (word formation), and the ability to form grammatically correct and meaningful sentences.

Lexical/Semantic Competence: A broad vocabulary base, knowledge of word meanings, collocations, idioms, and the ability to use words appropriately in context.

Phonetic/Phonological Competence: Mastery of the sound system, including pronunciation, stress, rhythm, and intonation, enabling clear and accurate spoken communication. Besides that it includes the ability to distinguish sounds in speech and when listening to them alone, the correct use of rhythm and intonation in speech in accordance with communicative types of speech (declarative, interrogative, imperative), the development of speech sounds, and the development of speech skills, as well as the ability to practice their use in speech. Exercises that strengthen speaking competence - such exercises can also be used to strengthen language competence. It is recommended to use these exercises when reading small texts. For example,

1. “Read the following Passage and select 2 correct answers from 5 options (A-E)”, “Match the beginning of each sentence (A-E) with the correct endings (1-7)”,

“Select the word in each group that does not have the same meaning”,

“Before you read the text you should ask yourself or from your partner a few questions: Does the title give me/you a clear idea of the content?”

2. Do I/you know anything about this topic?

3. What kind of information can I/you expect to find from the text?

4. Can I/you predict the structure of the text from the title?

-Short answer questions.

-Read the passage on the following page and answer the questions (A-E) with the words from the text.

-Write NO MORE THAN TWO WORDS or A NUMBER”.

When completing such an exercise, the student must use the text and fill in the required number of words based on the requested information. When performing this exercise, students are explained the sequence of answers in the text and the need to answer by filling in the necessary numbers or words. Based on the above ideas and methodological recommendations, if the development of competencies in teaching English to students is organized using practical exercises and technologies, as well as multimedia educational programs, the issue of improving the existing methodological support is resolved.

Discourse Competence: The ability to connect sentences and organize ideas into coherent and cohesive longer stretches of language (e.g., conversations, articles, reports).

Sociolinguistic/Pragmatic Competence: Understanding how language use varies across different social contexts, including the ability to select appropriate language for a given setting, topic, or relationship (e.g., formal vs. informal, politeness strategies).

Strategic Competence: The ability to use verbal and non-verbal communication strategies to overcome language gaps, repair communication breakdowns, and keep the conversation flowing (e.g., paraphrasing, asking for clarification, using gestures).

Methodological Competence Components

Methodological competence relates to the teacher's professional knowledge, skills, and values required for effective language instruction. Its main components include:

Content Knowledge: A deep understanding of language learning theories, different language analyses, and various language teaching methodologies (e.g., Communicative Language Teaching, Task-Based Learning).

Pedagogical Skills: The practical abilities related to the act of teaching, such as planning lessons, managing the classroom, organizing learning activities, presenting information clearly, and giving effective feedback.

Material Selection and Design: Skills in evaluating, selecting, adapting, and designing appropriate learning resources and materials, including authentic texts and digital tools.

Assessment and Evaluation: The ability to design and adapt tests, and to evaluate both student learning outcomes and one's own teaching performance.

Learner-Focused Teaching Skills: The ability to understand students' needs, detect learning problems, adapt instruction to different learning styles and backgrounds, and foster a supportive learning environment.

Reflection and Professional Development: The capacity to critically analyze one's own teaching practices, identify areas for improvement, and engage in continuous professional development and self-development.

Intercultural Awareness: The knowledge and sensitivity to cultural factors, enabling effective intercultural communication and an understanding of the national and social identities of diverse learners.

Together, these components ensure that foreign language teachers are not only proficient in the language but are also equipped with the pedagogical expertise to guide their students towards effective and appropriate communication in the target language.

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