

THE STRUCTURE OF DEVELOPING INNOVATIVE COMPETENCE IN FUTURE FOREIGN LANGUAGE TEACHERS

Orifjonova Madinabonu Mirzohid qizi ¹

¹ 2nd-year Master's student, Termiz Institute of Economics and Service

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ABSTRACT:

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This article discusses the effective implementation of innovative technologies in teaching foreign language competencies and the new technological processes and modern methods of teaching. It also includes the enhancement of students' interest in the foreign language they are learning, engaging their internal cognitive potential, and fostering self-confidence.

INTRODUCTION. In higher education institutions of our country, expanding the opportunities for teaching the English language subject through modern educational technologies and innovative approaches, developing systematic analysis skills in students, and revising the curricula for education directions and specialties where knowledge, skills, and competencies in English are required, particularly in the "Foreign Language and Literature" bachelor's program, in accordance with current requirements, are considered priority tasks. In this regard, investigating methodological approaches aimed at improving the quality and effectiveness of English language teaching, clarifying the psychological-pedagogical characteristics and methodological opportunities for developing innovative competence in future foreign language teachers, studying modern methods for developing innovative competence in students, and developing its pedagogical model are crucial.

The modern era of innovation-based development of a healthy society is characterized by significant socio-economic changes involving the deep integration of information and communication technologies (ICT) into all sectors of production, human values, role, science, and education. In this context, American scholar A. Toffler in his book "Future Shock" emphasizes that "the transformation of a person into a perfect person, the modern conditions of society, and the exemplary society that society demands. Today's modern

individual needs not only scientific knowledge but also subject knowledge and skills integrated with international experience" [4]. Furthermore, it is appropriate to mention the scholar's views on the concept of knowledge, where he states, "in the modern information world, knowledge is increasingly turning into death because today's reality may become tomorrow's lie, and the knowledge we acquire indiscriminately may become our enemy. Schoolchildren and students, above all, need to master the skills of learning, unlearning, and relearning... The illiterate person of tomorrow will not be the one who cannot read, but the one who is unable to acquire the skills of learning" [4, p. 273].

Today's education system is rapidly evolving in response to globalization and technological advancements. The competencies of educators, the application of innovative methods, and the integration of modern technologies into the teaching process have become crucial. Specifically, the development of innovative competence in future foreign language teachers is essential for enhancing the effectiveness of their pedagogical activities. These processes not only open up new opportunities for educators but also for students. The introduction of innovative methods in the educational process improves not only the quality of education but also ensures that students actively and independently engage in their learning.

Innovative competence involves not only acquiring new knowledge and skills but also adopting a creative approach to applying various methods. In order to stimulate students' interest in the foreign language they are learning and encourage them to apply their knowledge in practice, it is necessary to develop new methods using innovative technologies. Through these methods, students can develop critical thinking, independent work skills, and the ability to quickly assimilate new knowledge. The use of innovative methods also enhances students' self-confidence and makes the learning process more engaging and effective.

Furthermore, the psychological and pedagogical aspects of developing competence in future foreign language teachers are of particular importance in the modern educational process. Pedagogical expertise, mastering innovative technologies, and effectively applying them play a significant role not only for educators but also for improving students' educational outcomes. Understanding the methodological and psychological foundations of applying modern pedagogical technologies helps improve the overall quality of the education system.

To achieve the goals of modern educational development, it is necessary to train teachers in innovative methods, enhance their pedagogical competence, and foster a stronger demand

for and interest in learning foreign languages. Therefore, developing a methodology for cultivating innovative competence in future foreign language teachers and effectively implementing it into the educational process is one of the most pressing tasks today.

In the new phase of development in Uzbekistan, a significant focus is placed on expanding the content of educational trajectories, aiming to prepare individuals with exemplary worldviews, highly developed competencies in various activities, and a dedication to societal progress and personal growth. The ultimate goal is to nurture responsible leaders who will guide the future direction of the country.

In this context, the educational approach aimed at solidifying the foundations of the Third Renaissance, particularly through the incorporation of innovative teaching methods, emphasizes not just the imparting of systematic knowledge but also the enrichment of students' spiritual and moral values, fostering a deep sense of patriotism. It also aims to develop competencies that enable students to utilize their professional potential effectively in unexpected situations, critically evaluate and analyze ongoing processes in their environment, and forecast future developments.

We believe that "every educational institution, every classroom should aim to turn knowledge into competence, which is the ultimate goal of modern education." This means that the ultimate purpose of education in the Third Renaissance era is to cultivate knowledgeable, independent thinkers, competitive, patriotic, and adaptable youth who are capable of thriving in the modern world [75; 296].

Uzbekistan's President Shavkat Mirziyoyev, deeply aware of this necessity, emphasized, "We will achieve the noble goal of raising our New Uzbekistan to a higher level of development by nurturing young people who think independently, are devoted to their country, and serve its bright future with dedication" [1].

As part of this vision, it is crucial to reform the linguistic competence of future foreign language teachers to align with the ongoing innovative processes in the modern foreign language education system. Additionally, it is essential to develop pedagogical mechanisms for shaping linguistic competence among students who have demonstrated basic knowledge.

There are varying perspectives among scholars regarding the concepts of competence and competency. For example, in his 2002 work *Competence in Modern Society: Identification, Development, and Realization*, D. Raven suggested that "competency consists of many components, many of which are independent of each other. Some competencies pertain to the cognitive domain, while others relate to the emotional domain... these competencies self-manage and complement each other" [2].

The competency-based approach to education is aimed at training highly qualified future foreign language teachers who will make a significant contribution to the sustainable development of the social and economic sectors and will find their place in the labor market.

In the field of education, innovative pedagogy is continuously evolving. Experts are sharing substantial insights regarding this new discipline. The main task of this discipline is to reorganize the prevailing educational system theory based on innovation. According to innovators, traditional pedagogical theories have become outdated, and it is impossible to educate the current generation using these old methods. Pedagogy is a system of knowledge based on objectivity, appropriateness to goals, stability, and non-contradiction. The principles that form the foundation of any scientific theory also apply to the design of pedagogical systems. The main principle of the objective theory is that it must be scientific in nature and free from any ideological bias. The adequacy of knowledge related to human intellectual development and education is the only requirement for objectivity.

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