

THE METHODOLOGY OF DEVELOPING PEDAGOGICAL SKILLS OF FUTURE ENGLISH LANGUAGE SPECIALISTS

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Abstract: *The development of pedagogical skills is a crucial aspect of training future English language specialists. This study explores effective methodological approaches to forming professional, communicative, and reflective teaching abilities in pre-service English teachers. The main goal is to determine how theoretical knowledge and practical experience can be integrated to ensure successful pedagogical competence.*

Keywords: *pedagogical skills, methodology, English language teaching, teacher education, reflective practice, communicative approach.*

Introduction. In the 21st century, the role of the English teacher has evolved significantly. Teachers are no longer seen as mere transmitters of knowledge but as facilitators who guide students toward independent learning and critical thinking. Therefore, the methodology of developing pedagogical skills among future English language specialists has become an essential part of higher education programs.

Pedagogical skills are a set of professional competencies that allow teachers to organize, motivate, and manage the educational process effectively. For English language specialists, these skills are closely connected with linguistic competence, intercultural awareness, and the ability to create a communicative environment in the classroom. The main goal of modern teacher education is to prepare graduates who are flexible, creative, and capable of lifelong learning.

The purpose of this study is to explore the methodological basis for developing pedagogical skills among future English language specialists and to identify effective techniques that connect theory and practice in teacher training.

Pedagogical skills can be defined as the teacher's ability to plan, organize, and implement educational activities that promote students' intellectual and emotional development. They include didactic, communicative, organizational, diagnostic, and reflective abilities.

The theoretical framework for developing these skills is grounded in several major educational theories:

Constructivist Theory – emphasizes the learner’s active role in knowledge construction. Teachers should guide students to discover meaning through interaction and reflection.

Communicative Language Teaching (CLT) – prioritizes communication and authentic language use as the main goals of English instruction. It develops not only linguistic accuracy but also fluency and confidence.

Humanistic Approach – focuses on personal growth, motivation, and emotional engagement in learning.

Reflective Teaching Theory – promotes constant self-evaluation, critical analysis of one’s teaching, and continuous improvement.

By combining these theoretical foundations, teacher education programs can develop comprehensive pedagogical competence among future English specialists.

Methodological Approaches :The methodology of developing pedagogical skills involves a systematic and multi-stage process that connects theoretical preparation with practical experience.

Theoretical Preparation: At the initial stage, students study the fundamentals of pedagogy, psychology, and teaching methodology. They learn how learners acquire a foreign language, how to design lessons, and how to assess student progress. Key components include: learning about teaching principles and approaches, Studying classroom management and motivation techniques, analyzing model lessons and lesson plans, understanding the psychological characteristics of learners.

Practical experience is essential for forming pedagogical competence. It is carried out through: Microteaching sessions, where students teach short lessons to peers and receive constructive feedback; Peer observation, which allows them to analyze others’ teaching and reflect on best practices; Teaching practicum (internship) in schools, where students work under the supervision of experienced mentors.

The success of developing pedagogical skills depends on the balance between theory and practice. Too much theoretical focus without practical application may lead to poor classroom performance, while practice without theory results in random and inconsistent teaching methods. Therefore, an effective methodology must integrate: Experiential learning, where students learn by doing Collaborative learning, through group discussions and peer feedback; Reflective analysis, ensuring professional self-awareness. Moreover, the inclusion of digital literacy and intercultural competence makes the preparation of future English teachers relevant to global educational standards.

The development of pedagogical skills among future English language specialists is a continuous and multi-dimensional process. It requires the integration of theoretical knowledge, practical teaching experience, and reflective self-evaluation.

Effective methodology should: Encourage creativity and independence in teaching, foster professional reflection and self-improvement, integrate modern technologies and communicative teaching approaches.

As a result, future English teachers become competent, innovative, and responsible professionals capable of meeting the challenges of modern education and shaping the next generation of learners.

