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COMPETENCE-BASED APPROACH TO DEVELOPING AUTOMETHODOLOGICAL SKILLS OF FUTURE ENGLISH TEACHERS

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Annotatsiya: Mazkur maqolada kelajakdagi ingliz tili o‘qituvchilarida avtomethodologik ko‘nikmalarni rivojlantirishda kompetensiyaga asoslangan yondashuvning ahamiyati tahlil qilinadi. Zamonaviy ta‘lim tizimida o‘qituvchilardan nafaqat nazariy bilimlarga ega bo‘lish, balki o‘qitish jarayonini mustaqil rejalashtirish, samarali metodlarni tanlash va o‘z pedagogik faoliyatini tahlil qilish ko‘nikmalariga ega bo‘lish talab etiladi. Shu sababli kelajakdagi ingliz tili o‘qituvchilarini tayyorlash jarayonida kompetensiyaga asoslangan yondashuv muhim o‘rin tutadi. Maqolada ushbu yondashuvning nazariy asoslari, avtomethodologik ko‘nikmalarning mazmuni hamda ularni rivojlantirishga qaratilgan pedagogik shart-sharoitlar yoritiladi. Shuningdek, o‘qituvchilarning metodik mustaqilligini shakllantirish, innovatsion o‘qitish usullarini qo‘llash va o‘quv jarayonini samarali tashkil etish bo‘yicha ilmiy-amaliy tavsiyalar beriladi.

Kalit so‘zlar: kompetensiyaga asoslangan yondashuv, avtomethodologik ko‘nikmalar, ingliz tili o‘qituvchilari tayyorlash, pedagogik kompetensiya, metodik mustaqillik, innovatsion o‘qitish, kasbiy rivojlanish, ta‘lim texnologiyalari.

Annotation: This article examines the competence based approach to developing automethodological skills among future English teachers. Modern education requires teachers not only to possess theoretical knowledge but also to be capable of independently planning the teaching process, selecting effective teaching methods, and critically analyzing their own pedagogical activities. Therefore, the competence based approach plays a crucial role in the professional training of future English teachers. The article discusses the theoretical foundations of this approach, the concept and structure of automethodological skills, and the pedagogical conditions necessary for their development. Particular attention is given to the formation of methodological independence, the use of innovative teaching strategies, and the improvement of the effectiveness of the language teaching process. The study also provides practical recommendations for integrating competence based principles into teacher education programs.

Keywords: competence based approach, automethodological skills, future English teachers, pedagogical competence, methodological independence, innovative teaching, professional development, educational technologies.

Аннотация: В данной статье рассматривается компетентностный подход к развитию автометодологических навыков будущих учителей английского языка. Современная образовательная система требует от преподавателей не только наличия теоретических знаний, но и способности самостоятельно планировать учебный процесс, выбирать эффективные методы обучения и анализировать собственную педагогическую деятельность. В связи с этим компетентностный подход занимает важное место в профессиональной подготовке будущих учителей английского языка. В статье раскрываются теоретические основы данного подхода, содержание и структура автометодологических навыков, а также педагогические условия их формирования. Особое внимание уделяется развитию методической самостоятельности, применению инновационных методов обучения и повышению эффективности образовательного процесса. В работе также представлены практические рекомендации по внедрению компетентностного подхода в систему подготовки педагогических кадров.

Ключевые слова: компетентностный подход, автометодологические навыки, будущие учителя английского языка, педагогическая компетентность, методическая самостоятельность, инновационное обучение, профессиональное развитие, образовательные технологии.

The rapid development of modern education has significantly influenced the requirements placed on teachers and the structure of teacher training programs. In contemporary educational systems teachers are expected not only to possess strong subject knowledge but also to demonstrate the ability to design effective learning environments, apply innovative teaching methods, and continuously improve their professional practice. In the context of English language education these expectations are particularly important because language teaching requires flexibility, creativity, and a deep understanding of communicative learning processes. One of the most important concepts that has emerged in modern pedagogy to address these requirements is the competence based approach. This approach emphasizes the development of practical competencies and professional abilities rather than the simple accumulation of theoretical knowledge. Within this framework the development of automethodological skills among future English teachers has become an essential aspect of teacher education.

Automethodological skills can be understood as the ability of teachers to independently analyze, select, design, and evaluate teaching methods according to specific educational goals and learning contexts. These skills involve critical thinking, reflection, and methodological independence. Teachers who possess automethodological competence are capable of adapting their teaching strategies to the needs of their students and the demands of the educational environment. They are also able to evaluate the effectiveness of their teaching practices and make necessary improvements. The development of such skills is particularly important in English language teaching because language learning environments are dynamic and require teachers to respond to diverse learner needs and communication situations.

The competence based approach in education focuses on the formation of practical abilities that allow individuals to apply knowledge effectively in real life situations. In teacher education this approach shifts the focus from passive learning to active engagement with professional tasks. Future English teachers are encouraged to participate in activities that simulate real teaching experiences, including lesson planning, classroom management, assessment design, and reflective analysis. Through these activities students develop the capacity to make independent methodological decisions and to take responsibility for their professional development. As a result the competence based approach supports the formation of automethodological skills by creating learning environments that encourage experimentation, reflection, and problem solving.

One of the key aspects of developing automethodological skills is the integration of theoretical knowledge with practical teaching

experience. While theoretical understanding of language teaching methods remains important, future teachers must also learn how to apply this knowledge in real classroom situations. Teacher education programs therefore need to provide opportunities for students to practice designing lessons, selecting appropriate teaching techniques, and evaluating the effectiveness of their instructional strategies. Teaching practice and microteaching sessions are valuable components of this process because they allow future teachers to test their ideas in controlled environments and receive constructive feedback from instructors and peers.

Reflection plays a crucial role in the development of automethodological competence. Reflective practice allows future teachers to analyze their teaching experiences, identify strengths and weaknesses, and develop strategies for improvement. Through reflection teachers become more aware of their methodological choices and the impact these choices have on student learning. Reflective activities may include keeping teaching journals, participating in peer discussions, and conducting self evaluations of lesson outcomes. Such practices encourage future teachers to think critically about their professional actions and to continuously refine their teaching approaches.

Another important element of the competence based approach is the emphasis on learner centered teaching. In modern language education the focus has shifted from teacher centered instruction to approaches that prioritize the active participation of learners. Future English teachers must therefore develop the ability to design activities that encourage communication, collaboration, and problem solving among students. Communicative language teaching, task based learning, and project based instruction are examples of methodologies that support this learner centered orientation. By engaging with these approaches during their training future teachers learn how to create interactive learning environments that support the development of language skills in authentic contexts.

The integration of digital technologies into education has also influenced the development of automethodological skills among future English teachers. Digital tools provide new opportunities for lesson design, resource development, and student interaction. Through the use of multimedia materials, online communication platforms, and digital assessment tools teachers can create dynamic learning experiences that extend beyond traditional classroom boundaries. The competence based approach encourages future teachers to explore these technological possibilities and to develop the skills necessary for integrating digital resources into their teaching practice. As a result teachers become more

capable of designing innovative learning activities that respond to the needs of modern learners.

Collaboration and professional communication are also essential components of automethodological competence. Teaching is not an isolated activity but a collaborative profession in which educators learn from each other and share methodological experiences. Teacher education programs should therefore encourage students to participate in collaborative projects, group discussions, and peer evaluation activities. Through collaboration future teachers can exchange ideas about teaching strategies, discuss methodological challenges, and develop solutions together. Such interactions contribute to the development of professional confidence and methodological independence.

Another important factor in developing automethodological skills is the cultivation of creativity and flexibility in teaching practice. Language learning often involves unpredictable situations that require teachers to adapt their strategies and respond to learners' needs in real time. Teachers who possess automethodological competence are able to modify their lesson plans, introduce alternative activities, and create supportive learning environments that encourage experimentation and exploration. Creativity in teaching also helps maintain student motivation and interest, which are essential factors in successful language learning.

Assessment practices also play an important role in the competence based development of future English teachers. Traditional forms of assessment often focus primarily on measuring theoretical knowledge. However the competence based approach requires evaluation methods that reflect practical teaching abilities and professional skills. Performance based assessment, teaching portfolios, project work, and classroom observation are examples of evaluation strategies that provide a more comprehensive picture of students' methodological competence. Such forms of assessment encourage future teachers to demonstrate their ability to apply theoretical knowledge in practical contexts and to reflect on their professional growth.

Teacher educators themselves play a significant role in supporting the development of automethodological skills. Instructors must create learning environments that encourage independence, critical thinking, and experimentation. Rather than presenting teaching methods as fixed rules teacher educators should guide students in analyzing different methodological approaches and evaluating their effectiveness. By modeling reflective practice and innovative teaching strategies instructors can inspire future teachers to develop their own professional identities and methodological preferences.

Institutional support is another important element in implementing a competence based approach in teacher education. Universities and teacher training institutions must provide appropriate resources, including modern teaching technologies, access to professional literature, and opportunities for practical training in real classroom environments. Partnerships between universities and schools can also support the professional development of future teachers by providing authentic teaching experiences. These experiences allow students to observe experienced teachers, participate in classroom activities, and gradually assume greater responsibility for teaching tasks.

The development of automethodological skills among future English teachers also contributes to their lifelong professional learning. Education is a dynamic field in which teaching methods and educational technologies continue to evolve. Teachers who possess strong methodological autonomy are more likely to engage in continuous professional development, explore new pedagogical ideas, and adapt their teaching practices to changing educational contexts. The competence based approach therefore not only prepares teachers for their initial professional roles but also equips them with the skills necessary for ongoing growth and innovation.

In addition to professional competencies the development of automethodological skills also involves the formation of positive attitudes toward teaching and learning. Future teachers must develop a sense of responsibility for their students' progress and a commitment to creating supportive and inclusive learning environments. By engaging in reflective and collaborative activities teacher trainees learn to appreciate the complexity of the teaching profession and the importance of continuous self improvement. These attitudes contribute to the formation of dedicated educators who are motivated to improve their teaching practices and support their students' learning success.

The implementation of a competence based approach in the development of automethodological skills ultimately leads to more effective and adaptive teachers. Such educators are capable of analyzing educational challenges, selecting appropriate teaching methods, and designing innovative learning experiences. In the context of English language teaching this competence is particularly valuable because language learning requires flexible approaches that accommodate diverse learner backgrounds, communication needs, and cultural contexts. Teachers who possess strong automethodological skills are better prepared to create dynamic language learning environments that promote meaningful communication and intercultural understanding.

In conclusion the competence based approach provides a valuable framework for developing automethodological skills among future

English teachers. By emphasizing practical experience, reflective practice, collaborative learning, and innovative teaching strategies this approach prepares educators to meet the complex demands of modern language education. Through the integration of theoretical knowledge and practical training future teachers develop the ability to independently design and evaluate their teaching methods. The formation of automethodological competence supports methodological independence, professional confidence, and lifelong learning. As educational environments continue to evolve the competence based approach will remain an essential component of teacher education programs that aim to prepare effective and innovative English language teachers.

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DISCOURSE ANALYSIS OF TEACHER-STUDENT INTERACTION IN EFL CLASSROOM

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Annotatsiya. Sinfdagi muloqot xorijiy tilni o‘rganishda juda muhim ahamiyatga ega. Ushbu maqolada ingliz tilini xorijiy til sifatida o‘qitish (EFL) darslarida o‘qituvchi va o‘quvchilar orasidagi muloqot diskurs tahlili yordamida ko‘rib chiqiladi. Tadqiqot o‘qituvchilarning qanday qilib ko‘rsatmalar berishi, savollar berishi va fikr-mulohazalarini taqdim etishi, shuningdek, o‘quvchilar qanday javob berishi va muloqotga qanday kirishi ko‘rsatilgan.

Darslar yozuvlariga asoslangan material diskursning muhim xususiyatlarini ajratib ko‘rishga imkon beradi: so‘z almashish tartibi, o‘zaro ta‘sir turlari va qatnashish modellari. Natijalar o‘qituvchining aniq muloqoti — tushunarli ko‘rsatmalar, ochiq savollar va qo‘llab-quvvatlovchi fikr-mulohaza — o‘quvchilarning ishonchini oshirishga, materialni yaxshiroq tushunishga va faoliyatda faol ishtirok etishga yordam berishini ko‘rsatadi.

Biroq, o‘qituvchining ortiqcha so‘zlashuvi, o‘quvchilar javoblarining kamligi va xavotir yoki til darajasining pastligi sababli yuzaga keladigan muloqot muammolari kabi qiyinchiliklar ham qayd etilgan. Maqolada o‘quvchilarning tashabbuskor nutqini rag‘batlantirish, o‘qituvchining so‘zlashish vaqtini qisqartirish va muloqot uchun qulay muhit yaratish kabi o‘zaro ta‘sirni yaxshilash uchun amaliy tavsiyalar taqdim etiladi.

Shuningdek, diskurs tahlilining o‘qituvchilarga o‘z amaliyotini tahlil qilishda qanday yordam berishi tushuntiriladi. Xulosa qilib, diskursni yaxshilash bo‘yicha tavsiyalar va kelajakdagi tadqiqot yo‘nalishlari — raqamli vositalar, multimodal muloqot va EFL sinflarida madaniyati xisobga olingan muloqot kabi takliflar taqdim etiladi.