

## COGNITIVE, ACTIVITY-BASED, COMMUNICATIVE, AND REFLECTIVE DETERMINANTS IN METHODOLOGICAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

*Erkulova Feruza Melikuziyevna*

*Namangan state institute of foreign languages  
associated prof., PhD*

**Abstract.** *This thesis discusses the methodological preparation of future foreign language teachers in the context of globalization, the rapid development of information technologies, and integration into the international educational environment. The study emphasizes that teacher training today should not be limited to the acquisition of theoretical knowledge, but must ensure the development of communicative, digital, cultural, and social competencies. The research explores modern pedagogical approaches that integrate innovative technologies, reflective practice, and competence-based learning to enhance the professional readiness of prospective teachers. Furthermore, the thesis highlights the importance of lifelong learning, intercultural communication, and creative problem-solving as key factors in forming a modern language educator. The findings suggest that improving methodological preparation through innovative and learner-centered approaches contributes to the development of teachers capable of meeting the dynamic requirements of global education.*

**Keywords:** *methodological preparation, foreign language teaching, professional competence, digital literacy, globalization, innovative pedagogy.*

In the modern context of globalization and technological advancement, the methodological training of future foreign language teachers is deeply influenced by cognitive development factors. These factors determine how effectively teachers integrate theoretical knowledge with pedagogical practice and develop the intellectual flexibility required in diverse teaching contexts.

Thus, the quality of methodological training is closely connected to the teacher's cognitive and intellectual readiness to transform theoretical principles

### 2. Activity-Based Determinants in Methodological Training

The effectiveness of methodological preparation is directly linked to the teacher's activity-based determinants — that is, the capacity to plan, manage, and evaluate the teaching process effectively. According to V. A. Slavenin (1997), the success of pedagogical activity depends on how well a teacher can organize and manage their work. If these determinants are underdeveloped, the practical application

of theoretical knowledge becomes problematic, and learners' engagement tends to decline.

D. Schön's (1983) "Reflective Practitioner" model highlights that methodological competence involves not only theoretical mastery but also the ability to make quick, informed decisions in real teaching situations. Similarly, Richards and Farrell (2005) identify lesson design as the central element of methodological competence, emphasizing the continuous improvement of teaching practice.

Uzbek scholars also underline the importance of these determinants. Jalolov (2012) views activity-based determinants as the foundation for organizing effective English lessons, while Saidaliyev (2020) links them to the practical application of innovative pedagogical technologies, which increase a teacher's professional efficiency.

Hence, activity-based determinants ensure the harmony between theory and practice, raising the overall quality of education and accelerating professional development.

### 3. Communicative Determinants in Methodological Training\*\*

Communicative determinants play a central role in shaping a teacher's professional and methodological competence. They involve the ability to identify learners' linguistic needs, create an effective language environment, manage classroom interaction, and develop intercultural communicative competence.

Richards and Rodgers (2014) established communicative language teaching (CLT) as the core of modern language pedagogy, emphasizing the importance of real-life language use. Borg (2006) connects communicative determinants with reflective competence, urging teachers to analyze their interactional styles. Burns (2010) supports the view that communicative competence grows through interactive classroom activities.

Uzbek researchers have also contributed significantly to this domain. Jalolov (2012) emphasizes the adaptation of communicative methods to the national educational context, while Ahmedova (2021) highlights the importance of integrating cultural and national values in developing communicative competence.

Thus, communicative determinants help future teachers develop the ability to organize meaningful communication, foster intercultural understanding, and ensure learner-centered, interactive education.

### 4. Reflective Determinants in Methodological Training

Reflective determinants are essential for the professional growth of teachers, as they promote critical analysis of teaching practices and continuous improvement. Dewey (1933) describes reflection as a deliberate process of thinking about experiences to draw meaningful conclusions for future practice. Schön (1983) further distinguishes between "reflection-in-action" (during practice) and "reflection-on-

action” (after practice), arguing that both are necessary for a teacher’s professional evolution.

Reflection is not simply self-observation; it is a structured, research-based, and strategic process that fosters innovation and lifelong learning. Through reflection, teachers become capable of identifying their strengths and weaknesses, adapting to new challenges, and designing innovative strategies for improved teaching performance.

Consequently, reflective determinants not only support the development of critical and analytical thinking but also transform teachers into adaptive, research-oriented professionals capable of responding effectively to the dynamic needs of modern education.

### **CONCLUSION**

In summary, cognitive, activity-based, communicative, and reflective determinants collectively form the methodological foundation of foreign language teacher education. They ensure the integration of theory and practice, enhance professional competence, and foster innovation and adaptability. The systematic development of these determinants allows future teachers to become reflective practitioners, capable of organizing effective, interactive, and culturally responsive language teaching.

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