



**A COMPARATIVE-TYPOLOGICAL ANALYSIS OF ENHANCING  
METHODOLOGICAL TRAINING OF PROSPECTIVE FOREIGN LANGUAGE  
TEACHERS IN HIGHER EDUCATION INSTITUTIONS OF FOREIGN COUNTRIES**

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*Erkulova Feruza Melikuziyevna,*

*PhD, Associate professor*

*Namangan State Institute of Foreign Languages*

*named after Isxakhan Ibrat*

[erkulova\\_f@namsifl.uz](mailto:erkulova_f@namsifl.uz)

**Abstract.** This article presents a comprehensive comparative–typological analysis of international approaches to the methodological training of prospective foreign language teachers within higher education systems. In the context of globalization and digital transformation, Uzbekistan’s growing engagement with the global community highlights the urgency of preparing specialists who possess strong linguistic, intercultural and methodological competences. Drawing on policy documents, scholarly literature and institutional practices from leading educational systems—including Germany, the United Kingdom, Finland, Scandinavia, Canada, Australia, the United States, Japan, South Korea, China, Singapore and the Russian Federation—the study identifies contemporary trends shaping teacher education worldwide. The comparative framework is based on four analytical dimensions: dominant methodological approaches, organizational forms of methodological training, pedagogical advantages and the resulting teacher profiles. The findings reveal significant international convergence toward integrative and competence-based models, practice-oriented and research-informed preparation, reflective teaching, intercultural development and the rapid expansion of digital and AI-enhanced pedagogical tools. Country-specific experiences demonstrate that simulation-based instruction, microteaching laboratories, CLIL, project-based learning, Exploratory Action Research, and AI-supported ecosystems contribute to developing innovative, flexible and globally competitive educators. The analysis concludes that synthesizing global best practices can inform the creation of a modernized, context-sensitive model for enhancing methodological training in Uzbekistan’s higher education system.

**Key words:** *methodological training; foreign language teacher education; comparative–typological analysis; globalization; digital pedagogy; intercultural competence; CLIL; Exploratory Action Research (EAR); project-based learning; AI-enhanced learning; higher education; international experience.*

**Annotatsiya.** Ushbu maqolada oliy ta’lim tizimlarida bo‘lajak chet tili o‘qituvchilarining metodik tayyorgarligini takomillashtirish bo‘yicha xalqaro yondashuvlar chuqur qiyosiy–tipologik tahlil asosida o‘rganiladi. Globallashuv va raqamli transformatsiya jarayonlari sharoitida O‘zbekistonning jahon hamjamiyati bilan aloqalari kengayayotgani kuchli lingvistik, madaniyatlararo va metodik kompetensiyalarga ega zamonaviy mutaxassislarni tayyorlash zaruratini yanada dolzarb qilmoqda. Germaniya, Buyuk Britaniya, Finlyandiya, Skandinaviya mamlakatlari, Kanada, Avstraliya, AQSH, Yaponiya, Janubiy Koreya, Xitoy, Singapur hamda Rossiya ta’lim tizimlari bo‘yicha normativ hujjatlar, ilmiy adabiyotlar va institutlar amaliy tajribalariga tayanilgan holda, maqolada dunyo miqyosida o‘qituvchilarni tayyorlashda shakllanayotgan zamonaviy tendensiyalar aniqlanadi. Tadqiqotning qiyosiy doirasi to‘rtta analitik mezonga asoslanadi: ustuvor metodik yondashuvlar, metodik tayyorgarlikning tashkiliy shakllari, pedagogik ustunliklari, shakllanadigan o‘qituvchi profillari. Natijalar xalqaro miqyosda integrativ va kompetensiyaga asoslangan modellar, amaliyotga yo‘naltirilgan va tadqiqotga tayangan tayyorlov tizimlari, refleksiv pedagogika, madaniyatlararo malaka va raqamli hamda sun‘iy intellektga asoslangan pedagogik vositalarning jadal kengayib borayotganini ko‘rsatadi. Mamlakatlar kesimidagi tajribalar shuni ko‘rsatadiki, simulyatsiya asosidagi darslar, mikroo‘qitish laboratoriyalari, CLIL, loyiha asosidagi ta’lim, Exploratory Action Research hamda SI qo‘llab-quvvatlovchi ta’lim ekotizimlari innovatsion, moslashuvchan va global raqobatbardosh pedagoglarni tayyorlashda muhim omil hisoblanadi. Ilg‘or xalqaro tajribalarni uyg‘unlashtirish O‘zbekiston oliy ta’lim tizimida metodik tayyorgarlikni takomillashtirish uchun zamonaviy va kontekstga moslashtirilgan model yaratishga xizmat qilishi mumkin.

**Kalit so‘zlar:** metodik tayyorgarlik; chet tili o‘qituvchilarini tayyorlash; qiyosiy–tipologik tahlil; globallashuv; raqamli pedagogika; madaniyatlararo kompetensiya; CLIL; Exploratory Action Research (EAR); loyiha asosidagi ta’lim; sun‘iy intellektga asoslangan o‘qitish; oliy ta’lim; xalqaro tajriba.

**Аннотация.** В данной статье представлен всесторонний сравнительно-типологический анализ международных подходов к методической подготовке будущих учителей иностранных языков в системах высшего образования. В условиях глобализации и цифровой трансформации усиливающееся участие Узбекистана в мировом сообществе подчеркивает актуальность подготовки специалистов, обладающих развитой лингвистической, межкультурной и методической компетентностью. На основе

анализа нормативных документов, научной литературы и институциональной практики ведущих образовательных систем — Германии, Великобритании, Финляндии, стран Скандинавии, Канады, Австралии, США, Японии, Республики Корея, Китая, Сингапура и Российской Федерации — выявлены современные тенденции, формирующие мировую систему подготовки учителей. Сравнительная рамка исследования включает четыре аналитических измерения: доминирующие методические подходы, организационные формы методической подготовки, педагогические преимущества, формируемые профессиональные профили учителей. Полученные результаты свидетельствуют о выраженной международной конвергенции в направлении интегративных и компетентностно-ориентированных моделей, практико-ориентированной и исследовательски обоснованной подготовки, развития рефлексивного мышления, межкультурной компетенции, а также стремительного расширения цифровых и ИИ-поддерживаемых педагогических инструментов. Опыт различных стран показывает, что обучение на основе симуляций, микропреподавание, CLIL, проектное обучение, Exploratory Action Research и экосистемы, поддерживаемые искусственным интеллектом, способствуют формированию инновационных, гибких и конкурентоспособных педагогов. В заключение подчеркивается, что синтез передовых международных практик может служить основой для создания современной и контекстно адаптированной модели совершенствования методической подготовки в системе высшего образования Узбекистана.

**Ключевые слова:** методическая подготовка; подготовка учителей иностранного языка; сравнительно-типологический анализ; глобализация; цифровая педагогика; межкультурная компетентность; CLIL; Exploratory Action Research (EAR); обучение на основе проектов; обучение с поддержкой ИИ; высшее образование; международный опыт.

**Introduction.** In recent years, Uzbekistan’s position in the global community has been steadily strengthening, with cooperation in economic, social, cultural and political spheres entering a new stage. Processes of international integration, the expansion of partnerships with global organizations, the growth of joint projects and educational programs all demand a new approach to training modern specialists. In the contemporary digital and globalized era, language is no longer merely a means of communication; it functions as a bridge between cultures and a strategic factor in developing international cooperation.

The need to acquire foreign language proficiency is increasing as individuals and institutions seek to engage with the history, culture, traditions, social values and worldviews of other nations, and to establish effective collaboration in diverse fields. One of the most

important tasks facing the education system is to prepare a new generation of specialists who can communicate fluently and confidently in foreign languages, are competitive in the international labor market, and possess high-level professional skills. Such specialists must not only have strong linguistic knowledge, but also intercultural communication skills, sociocultural competences and the ability to use modern information and communication technologies effectively.

In this context, the introduction of innovative methodological approaches to foreign language teaching, the implementation of new pedagogical technologies and the improvement of teachers’ methodological training have become urgent scientific and practical priorities. Higher education institutions are therefore expected not only to provide linguistic knowledge, but also to develop the professional competences of prospective foreign language teachers, including methodological, communicative and intercultural skills. This requires a new vision of education, alignment with contemporary global trends and flexible, outcome-oriented approaches to curriculum and teacher preparation.

International experience clearly demonstrates that, under conditions of globalization and digital transformation, language has become a key to accessing new knowledge, keeping up with scientific innovation, engaging in effective intercultural communication and participating in global innovation processes. Mastery of a foreign language expands an individual’s intellectual potential, enriches their worldview and enables free movement across scientific, technological and social domains. In developed countries, solid foreign language competence not only enhances educational opportunities but also shapes highly qualified professionals capable of working in international companies, transnational organizations and research centers. Language proficiency, in turn, supports the development of intercultural competence and strengthens one’s ability to negotiate, build social and professional networks and function effectively in multicultural environments.

Against this background, the methodological training of prospective specialists in higher education—particularly foreign language teachers—has become one of the most topical issues. Contemporary teachers are expected to possess high levels of methodological knowledge and skills, organize the teaching–learning process effectively, employ innovative approaches and act confidently within the global information space. Modern education systems therefore prioritize not only the transmission of knowledge, but also the formation of independent, creative and competitive professionals who can apply knowledge in practice and make informed methodological decisions.

## **METHOD**

This article employs a comprehensive comparative–typological lens to examine how higher education institutions across different countries conceptualize and strengthen the

methodological training of prospective foreign language teachers. The analysis relies on a broad corpus of scientific literature, international policy documents, and institutional practices from leading educational systems in Europe, North America, Asia, and the CIS region. Examples include Germany, the United Kingdom, Finland, Scandinavia, Canada, Australia, the United States, Japan, South Korea, China, Singapore and the Russian Federation. By synthesizing these diverse experiences, the study seeks to identify global patterns, theoretical foundations and practical mechanisms that shape contemporary models of methodological preparation.

At the core of the comparative analysis lie four interrelated dimensions that enable a structured examination of cross-national approaches. The first dimension concerns the dominant methodological orientation that characterizes each system. Some countries prioritize an integrative approach that combines theoretical knowledge with applied expertise (e.g., Germany, Canada), while others emphasize competence-based models aligned with the CEFR’s pedagogical framework. Practice-oriented and experiential paradigms are particularly strong in the United States and Australia, whereas Japan and South Korea highlight research-oriented and simulation-based preparation. Finland, Scandinavia and the United Kingdom place significant emphasis on reflective, intercultural and student-centred approaches, while China and Singapore demonstrate the growing influence of digital pedagogy and artificial intelligence in teacher education.

The second dimension examines the organizational forms through which methodological training is delivered. These forms vary significantly across contexts but share a clear shift from traditional, lecture-based models toward multimodal, practice-intensive environments. They include institutional methodological centers (Germany), micro-teaching laboratories and CLIL-based workshops (UK), structured Teaching Practicum programs (USA), Exploratory Action Research (EAR) cycles (Japan, Korea, USA), virtual and simulated classrooms (Japan, Singapore), and comprehensive digital learning ecosystems supported by AI-enhanced assessment tools (China). Together, these forms reflect a trend toward more interactive, problem-based and technology-rich environments that expose future teachers to authentic pedagogical challenges.

The third dimension focuses on the key advantages and pedagogical outcomes associated with these systems. International evidence consistently demonstrates that the integration of theory and practice leads to stronger instructional decision-making and higher classroom effectiveness. Intercultural competence—strongly emphasized in Finland, Canada, the UK and other multicultural societies—emerges as a core component of modern language teaching, ensuring that teachers can operate effectively in globalized and multilingual environments. The rapid development of digital literacy, artificial intelligence skills and multimodal pedagogical competence is a notable advantage in East Asian and Anglo-Saxon systems, reflecting broader

global trends toward hybrid and technologically mediated learning. Reflective practice, inspired by the ideas of Donald Schön and widely adopted in Scandinavian countries, supports teachers in evaluating their actions, identifying areas for improvement and developing metacognitive awareness.

The final dimension considers the expected teacher profiles that result from these approaches. Across the examined countries, the ideal contemporary language teacher is consistently described as innovative, flexible, reflective and globally competitive. They are expected to demonstrate strong methodological reasoning, research literacy, intercultural sensitivity, digital competence, and the ability to adapt instruction to diverse learners. International frameworks such as TESOL standards, the CEFR Companion Volume, and OECD’s Future of Education and Skills 2030 emphasize that modern educators must be capable of lifelong professional development, evidence-based decision-making and active participation in global pedagogical networks.

Synthesizing these dimensions, the article constructs a comparative matrix (Table 1) that organizes the international experience by country/region, dominant approach, principal forms of methodological training, core advantages and resulting teacher profile. This matrix not only highlights distinctive national features but also reveals convergence around several global trends: the integration of theory and practice; the expansion of reflective and research-informed teaching; the rise of digital and AI-enhanced pedagogical tools; the strengthening of intercultural competence; and the centrality of continuous professional development. As a result, the international comparative–typological analysis provides a solid foundation for designing an updated, context-sensitive model for improving the methodological training of future foreign language teachers in Uzbekistan’s higher education system.

**Table 1**

**Approaches, forms, advantages and outcomes of methodological training in selected countries**

Country/ Region	Main Approach	Forms of Methodological Training	Advantages	Outcome
Germany	Integrative approach; intercultural methods	Methodology centers; practical seminars with CLIL and simulations	Integration of theory and practice; development of intercultural competence	Innovative, creatively thinking teacher
United Kingdom	CLIL; peer review; reflective approach	Lesson planning; interactive methods; use of digital technologies	Independent thinking; exchange of professional experience	Teacher engaged in continuous professional development

Finland	Innovative and creative approach	Digital platforms; project-based teaching; multi-stage practicum	Strong self-regulation skills; creative freedom	Independent and creative teacher
United States	Practice-oriented model; Exploratory Action Research	Teaching practicum; use of IT tools; professional development programs	Experience in real educational settings; analytical and reflective skills	Competitive, innovative teacher
Japan	Simulation-based; research-oriented practical inquiry; intercultural approach	Language laboratories; virtual classrooms	Combined linguistic and socio-pragmatic competences	Interculturally competent specialist
South Korea	Language Teacher Development Program	IT integration; lesson video-recording and analysis; mentor feedback	Communicative and technological flexibility	Innovative and effective classroom teacher
China	TBLT; PBL; integration of artificial intelligence	Project work; automated assessment systems	Independent learning; advanced digital competence	Teacher adaptable to the global labor market
Scandinavia (Norway, Sweden)	Reflective approach; peer- and self-assessment	Methodological courses and seminars	Self-analysis and metacognitive development	Analytical and reflective teacher
Canada, Australia	Integrative and competence-based approach	ICT integration; intercultural courses	Rapid adaptation in practice; international experience	Teacher with strong global competences

## RESULTS

In Germany, methodological training is characterized by a highly organized, integrative structure. Methodological centers at universities such as Goethe University and those in Munich and Dresden offer intensive courses, seminars and workshops covering subject-specific methodology, intercultural communication, innovative teaching technologies and pedagogical simulations. Students not only acquire theoretical knowledge in linguodidactics and methodology, but also participate in micro-teaching, simulations, project work and intercultural training. The aim is to form teachers who can harmonize theory and practice, design methodologically sound lessons and apply innovative and intercultural approaches in real classrooms.

In the United Kingdom, foreign language teacher education is strongly oriented toward innovation. A central role is played by CLIL (Content and Language Integrated Learning), which integrates subject content and language learning. Methodological training emphasizes lesson planning, interactive methods, the effective integration of digital tools and systematic peer review and reflective practice. Trainee teachers regularly observe one another’s lessons, give and receive feedback and revise their teaching strategies accordingly. Continuous professional development is supported through a system of in-service courses, workshops and collaboration with professional organizations such as TESOL.

Finland is widely recognized for its high-quality education system and strong emphasis on teachers’ methodological autonomy. In Finnish universities, methodological training is closely tied to pedagogical innovation, project-based learning, digital platforms and simulation-based teaching. Prospective teachers are encouraged to conduct independent research, develop creative solutions for classroom challenges and design their own teaching materials. The system is built on multi-stage practicum experiences that progressively increase responsibility and foster self-regulation, strategic planning and critical reflection.

In Scandinavian countries such as Norway and Sweden, methodological training places special emphasis on reflexive competence. Teacher education programs systematically incorporate self-assessment and peer-assessment, encouraging prospective teachers to critically analyze their own teaching, identify strengths and weaknesses and refine their instructional strategies. This metacognitive orientation strengthens not only methodological knowledge and skills but also teachers’ capacity for lifelong learning and professional self-development.

In Canada and Australia, methodological training is organized through an integrative competence-based model. Teacher education programs align linguodidactic theory, communicative methodology and ICT integration within unified curricula. Prospective foreign language teachers learn to apply methodological principles in diverse sociocultural contexts, designing tasks and materials for multicultural and multilingual classrooms. The focus is on adaptability, global competence and the ability to function in rapidly changing educational environments.

In the United States, foreign language teacher education is built around a practice-oriented model that integrates theoretical coursework with extensive teaching practicum. “Teaching Practicum” programs give students opportunities to plan and teach lessons in real classrooms, observe experienced teachers, design instructional materials, differentiate instruction and respond to learners’ individual needs. A strong feature of the U.S. system is the use of Exploratory Action Research (EAR): during practicum, trainee teachers identify pedagogical problems, conduct small-scale classroom studies and test methodological solutions.[126] Methodological training is closely linked to the use of ICT and online platforms

(e.g. LMS, virtual classrooms), as well as to systematic professional development seminars, collaborative learning and participation in conferences and TESOL-affiliated events.

In Japan, South Korea and China, methodological training for foreign language teachers is intensive and strongly practice- and technology-oriented. Japanese universities widely use language laboratories, simulation rooms and digital resources. Virtual classroom simulations and EAR elements help prospective teachers diagnose classroom problems and develop methodological solutions, while intercultural communication is treated as a core component of competence.

In South Korea, the “Language Teacher Development Program” integrates communicative approaches, IT-based instruction and learner autonomy. Trainee teachers conduct teaching practice in real school settings, analyze video recordings of their lessons and receive systematic feedback from mentors. Blended and distance learning formats are also widely implemented, strengthening digital pedagogical skills.

In China, foreign language teacher education is a strategic priority. Universities pay particular attention to bilingual and intercultural competence. Task-Based Language Teaching (TBLT) and Project-Based Learning (PBL) are extensively used; learners consolidate knowledge and skills through practical projects. Artificial intelligence tools and automated assessment systems support self-evaluation and individualized learning. As a result, prospective teachers develop both methodological expertise and advanced digital competences.

In Singapore, teacher training is organized as modular, continuous professional development that combines theoretical instruction, practical workshops and research. Prospective teachers are trained to respond flexibly to classroom challenges, rapidly adopt innovative methods and maintain a creative, problem-solving orientation.

In the Russian Federation, methodological training of foreign language teachers is characterized by a close relationship between research and teaching practice. At Moscow State University, students master the theoretical foundations of foreign language methodology while simultaneously testing their approaches in real educational environments. Microteaching is widely used, enabling students to work with small groups, experiment with teaching styles and critically evaluate their own lesson plans.

At Omsk State Pedagogical University, methodological training is implemented through a staged program that includes theoretical preparation, development of communicative skills, creative tasks and reflective analysis. Students design innovative methods, create educational projects, and conduct reflective evaluations of their instructional activities. Russian scholars such as N. V. Kuzmina and A. Verbitsky emphasize that methodological training is not limited to knowledge of teaching techniques; it also encompasses reflective thinking, the culture of pedagogical decision-making and the ability to organize personality-oriented instruction.

Across Russian universities, teacher education seeks to integrate scientific research, innovative methodologies and reflective practice. Prospective foreign language teachers are thus prepared not only as subject experts, but also as creative, communicative and analytical professionals who can meet modern educational and international standards.

The international experience described above can be summarized in a comparative matrix that highlights the dominant approach, main forms of methodological training, advantages and outcomes for each country or region.

## **DISCUSSION AND IMPLICATIONS**

The comparative–typological analysis shows that, although methodological training in higher education takes different shapes across countries, several common features unite the most advanced systems.

First, integrative character. All leading systems view methodological training as an integration of theory and practice. Methodological competence does not grow from theoretical coursework alone; it is formed when prospective teachers apply theory in real or simulated classroom situations, conduct microteaching, engage in practicum and experiment with different approaches. German and U.S. experience confirms that when teachers are able to harmonize methodological theory with concrete classroom practice, the effectiveness of the teaching–learning process increases significantly.

Second, innovation and ICT. Contemporary methodological training is inseparable from digital technology. Experiences from the United Kingdom, South Korea and China demonstrate that interactive methods, artificial intelligence, digital platforms and distance learning systems raise methodological training to a new qualitative level. Teachers are no longer simply transmitters of content; they become designers of innovative digital learning environments.

Third, intercultural orientation. In Finland, Japan, Canada and other countries, methodological training explicitly aims to develop intercultural communicative competence. Foreign language teachers are expected to cultivate not only linguistic, but also social, cultural and pragmatic competences in their learners. This prepares students to act successfully in multicultural settings and on the global labor market.

Fourth, reflexivity. Scandinavian models particularly highlight the role of reflective practice. Prospective teachers systematically analyze their own lessons, engage in self- and peer-assessment, and refine their pedagogical strategies. International scholars such as D. Little and E. Ushioda underline that methodological competence includes the ability to make pedagogical decisions on a scientific basis, select context-appropriate methods and apply them creatively, as well as to encourage learners’ autonomy, critical thinking and creativity.

Fifth, continuity. Methodological training is not limited to pre-service education; it is embedded within systems of lifelong professional development. TESOL, OECD and other

international frameworks emphasize that regular participation in in-service courses, conferences and professional learning communities sustains and deepens teachers’ methodological expertise over time.

From these findings, several implications emerge for Uzbekistan’s higher education system. International experience suggests that improving methodological training for prospective foreign language teachers requires:

designing curricula that integrate theory, practicum, action research and reflective portfolios;

systematically incorporating digital and AI-based tools into methodological coursework;

strengthening intercultural and communicative components in line with CEFR requirements;

institutionalizing reflective practice through self-assessment, peer-assessment and structured feedback;

building sustainable systems of continuous professional development linked to national and international standards.

In sum, foreign experience shows that methodological training is not a peripheral component but a central mechanism for shaping teachers’ personal, intellectual and professional qualities. For Uzbekistan, adapting these approaches—while harmonizing them with national educational traditions—can significantly enhance the professional flexibility, methodological independence and global competitiveness of prospective foreign language teachers.

## **CONCLUSION**

The comparative–typological analysis conducted in this study demonstrates that the methodological training of prospective foreign language teachers has become a strategic priority in higher education systems worldwide. In an era marked by globalization, rapid technological progress and expanding intercultural communication, countries across Europe, North America, Asia and the CIS have developed diverse yet converging approaches to preparing modern language educators. The results show that effective methodological preparation increasingly relies on integrating theoretical knowledge with hands-on practice, reflective inquiry, digital pedagogy and intercultural competence.

The analysis reveals several global trends. First, integrative and competence-based models—prevalent in Germany, Canada, Australia and the United Kingdom—ensure that prospective teachers develop the ability to connect linguistic theory, pedagogical reasoning and classroom application. Second, practice-oriented and research-informed approaches, such as Exploratory Action Research in the United States, Japan and South Korea, strengthen analytical, diagnostic and problem-solving skills while enabling teachers to address real classroom challenges. Third, Scandinavian and Finnish systems highlight the central role of reflective

practice, self-assessment and professional autonomy, which contribute to teachers' continuous growth and metacognitive development. Fourth, East Asian systems, particularly in China, Japan and Singapore, demonstrate the accelerating influence of digital technologies, artificial intelligence and simulation-based teaching in developing 21st-century pedagogical competences.

Across all countries examined, the study finds a growing emphasis on teacher profiles characterized by innovation, flexibility, intercultural sensitivity, digital literacy and readiness for lifelong professional development. Successful foreign language teachers are not only subject-matter experts but also reflective practitioners, creative problem-solvers and globally competent communicators capable of navigating complex multicultural educational environments. International frameworks such as TESOL, CEFR and OECD education strategies further reinforce these expectations.

For Uzbekistan, where educational modernization and international engagement are rapidly accelerating, the insights derived from this comparative analysis offer valuable guidance. Synthesizing best practices from global experiences can support the development of a context-sensitive, modern and sustainable model of methodological training. Such a model should incorporate integrative curricula, digital and AI-enhanced instruction, reflective and research-based methods, expanded practicum opportunities, CLIL-based modules, and structured intercultural preparation. Strengthening these components will help ensure that prospective foreign language teachers become competitive specialists who meet contemporary professional standards and effectively contribute to the nation's global educational aspirations. Overall, the study concludes that international experience provides a strong theoretical and practical foundation for rethinking and upgrading the methodological training of future foreign language teachers in Uzbekistan. By aligning local reforms with global trends, higher education institutions can cultivate a new generation of innovative, well-prepared and internationally competent educators.

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