

THEORETICAL APPROACHES TO THE INTEGRATIVE DEVELOPMENT OF PROFESSIONAL COMPETENCE

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Annotation. The evolving prospect of education requires that the professional competence of the future language educators acquires a set of competencies. This article attempts to improve our comprehending of the nature of professional competence through integrative framework. It explores the theoretical foundations of the integrative professional competence development, including four main interconnected modules: motivational-value, pedagogical, activity-oriented, cognitive, and reflective-evaluative. Continuously, it offers several strategies for educators organizing project-based programs in order to integrate language, technology and methodology. The article aimed to demonstrate integrative development as a complex acquisition of discrete aspects, as well as combine language learning with extensive educational purposes.

Keywords: professional competencies, social competence, integrative module, activity oriented, future language educators, activity-oriented learning, personal training and reflective practice.

Annotatsiya. Ta'lim sohasining jadal rivojlanishi kelajakdagi til o'qituvchilaridan keng qamrovli kasbiy kompetensiyalar majmuasiga ega bo'lishni talab etmoqda. Mazkur maqolada integrativ yondashuv asosida kasbiy kompetensiya mohiyatini chuqurroq anglash masalasi yoritiladi. Unda integrativ kasbiy kompetensiyani rivojlantirishning nazariy asoslari tahlil qilinib, o'zaro bog'liq bo'lgan to'rtta asosiy modul: motivatsion-qadriyatli, pedagogik, faoliyatga yo'naltirilgan, kognitiv hamda refleksiv-baholovchi modullar ko'rib chiqiladi. Shuningdek, maqolada til, texnologiya va metodikani uyg'unlashtirishga qaratilgan loyiha asosidagi ta'lim dasturlarini tashkil etishda o'qituvchilar uchun bir qator amaliy strategiyalar taklif etiladi. Tadqiqot integrativ rivojlanishni alohida jihatlarning murakkab uyg'unlashuvi sifatida talqin etish bilan birga, til o'rganishni kengroq ta'limiy maqsadlar bilan bog'lash imkoniyatlarini namoyish etadi.

Kalit so'zlar: kasbiy kompetensiyalar, ijtimoiy kompetensiya, integrativ modul, faoliyatga yo'naltirilgan yondashuv, bo'lajak til o'qituvchilari, faoliyatga yo'naltirilgan ta'lim, shaxsiy rivojlanish, refleksiv amaliyot.

Аннотация. Развивающаяся перспектива образования требует, чтобы профессиональная компетенция будущих преподавателей языка включала в себя ряд компетенций. Данная статья направлена на улучшение нашего понимания природы профессиональной компетенции через интегративный подход. В ней исследуются теоретические основы развития интегративной профессиональной компетенции, включающие четыре основных взаимосвязанных модуля: мотивационно-ценностный, педагогический, деятельно-ориентированный, когнитивный и рефлексивно-оценочный. Кроме того, в статье предлагаются несколько стратегий для преподавателей по организации проектных программ с целью интеграции языка, технологий и методологии. Статья призвана продемонстрировать интегративное развитие как сложное освоение отдельных аспектов, а также объединить изучение языка с широкими образовательными целями.

Ключевые слова: педагогические компетенции, социальная компетенция, интегративный модуль, деятельно-ориентированный подход, будущие преподаватели языка, деятельностное обучение, подготовка учителей и рефлексивная практика.

Introduction. In the fast-paced contemporary environment, the standard of foreign language instruction is important for professionals to efficiently integrate and develop in the international community. The role of language teacher are no longer involves to

transmit a lexical knowledge; they are transformative instructors who promote student learning. Within this context, several mechanisms for acquiring a foreign language are embedded into the learning process, fostering both educators' and learners' skills through pedagogical and methodological resources. Learning how to teach a language effectively, instructors need to understand their learners' needs and objectives, as well as to provide key principles of input appropriate their language proficiency level. [92-94]

Continuous transformations and reforms within higher education systems ultimately lead to the improvement of both society and academic system as a whole. In this context, the integrative approach serves as a form of theoretical foundation for solving the complex and diverse aspects of pedagogical and educational issues. Indeed, the content of an integrative module indicates the demand for enrichment and development through a set of mixed units. Integration of academic subjects involves a number of specific goals: aligning broad conceptualizations, integrating cross-disciplinary elements, specifying the activity techniques, and applying those techniques to other fields domains. [68-71] Language teaching demands a knowledge base gained through theoretical study and practice experience, and it is mostly operates based on entry-level standards and requirements.

The development of professionally and creatively initiative teachers, as well as fostering their capability to acquire new knowledge are prioritized in Uzbekistan. According to the Presidential Decree "On Approving the Concept for the Development of the Higher Education System until 2030" outlines strategic goals and priorities for enhancing professional competence, utilizing modern digital tools based on international standards, and introducing updated methodological resources. This demonstrates that organizing the learning environment on the basis of an integrative approach enhances its effectiveness. Consequently, it fosters the potential for directing technological process into educational settings. As an integrative orientation requires systematic, comprehensive and logically organized nature of academic subject, it necessitates the improvement of a unified model for its application in real world.

Literature review. Currently, the field of education is experiencing dynamic changes where a competency-based approach is one of the most urgent issues, requiring scholarly research in this area. For many years, researchers have concentrated on the scientific-pedagogical foundations of professional competence through an integrative approach. Specifically, the research works of N.M. Muxtorjonova, Sh. Qodirova, O.X. Ibrohimova, L.A. Petrovskiy, E.A. Kagakina, and L.S. Petrova have addressed this issue.

Their findings indicate a key role of an integrative approach in facilitating professional competence among future professionals within pedagogical contexts. The collective contributions of researchers assist in comprehending a theoretical and practical framework of integrative approach, where the content, methods, or linguistic knowledge helps to improve graduates' professional competence. However, applying those principles as a unified system has not been remains underexplored.

Research Methodology. It is obviously necessitating the training of future language instructors be determined toward technological and practical activities. In this regard, the initial objective of higher education institutions is to enhance learners' theoretical awareness and skills important to be competent, competitive and qualified for continuous professional growth and mobility. These abilities together are indicating as "professional competence".

Analysis and Results. Perhaps the development of the specialist's professional competence as a unified system, where person's general and specific capabilities are combined for improving their progress and competitiveness. Based on the systematic nature of competence it has an integral character, where its not considered as an isolated sum of the knowledge, skills and abilities; rather must be highlighted as a confirmation of various, interrelated domains. [283-285]

In the context of foreign language teacher education, we functionalize them by five comprising integrated modules:

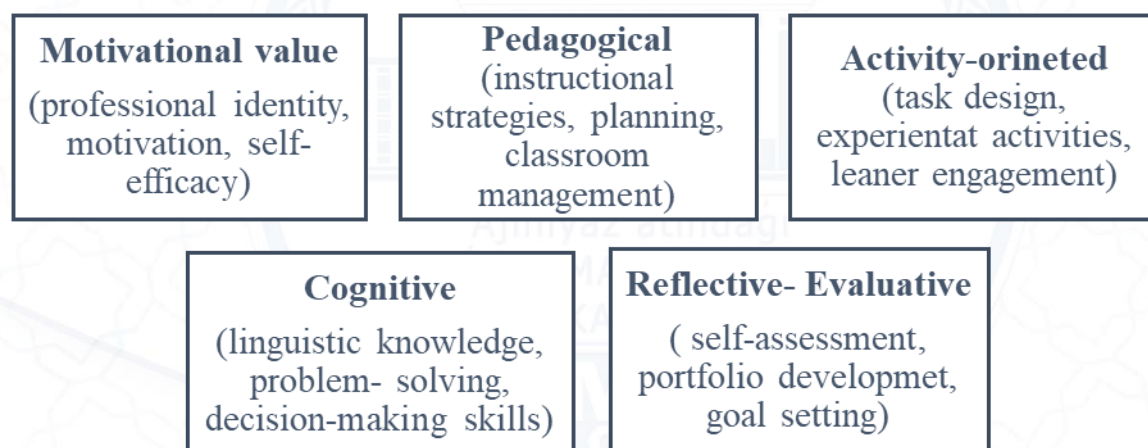


Figure 1. Integrative module of the professional competence specifically for future language instructors.

All illustrated modules enable continuous development of the future language educators' professional competence, training them to adapt to evolving higher education standards, implement up-to date methodologies, and support ongoing professional development throughout their career.

The improvement of personality-based professional competence depends on four main factors, including:

- The regularity of development periods
- The processes of modification and adaptation of the changing demands
- Balanced self-control and self-regulation

- The fulfillment of the personal needs (such as purpose, relatedness, autonomy, motivation and e.g.).

Together, these factors help to identify whether personality-based professional competence remains stable and effective over time.

The main aim of proposed five module is to emerge from dynamic relation with various interconnected domains rather than the simple set of isolated skills. Moreover, they are forming a truly integrative system to improve in parallel and power one another reciprocally. [45] the **pedagogical module** involves multiple instructional strategies, lesson planning, differentiation and technology implementation. [46-47] The **activity-oriented module** based on experiential learning,[2] and task-based learning (Kolb, 1984), links the theory-practice gap by maintaining real-world task organization and encouragement. The **cognitive module** emphasizes different knowledge including, SLA theory, content, linguistic and pedagogical knowledge. [49] Finally, the **reflective-evaluative** module addresses self-monitoring, feedback usage and goal setting.

Conclusion. In conclusion, this study proposed an integrative five-module framework for improving professional competence in future language teachers. The framework outlines multiple practical implications where the curriculum should be organized as an integrated courses instead of stand-alone and fragmented modules. Moreover, it serves as a tool for identifying weaknesses in current curricula, as well as encouraging teachers to develop own professional and pedagogical competences.

To sum up, the five integrated module provides a strong theoretical basis for preparing language educators who are not only qualified and experienced but also motivated, flexible, self-conscious and faithful to lifelong professional advancement.

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