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PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

**Ijtimoiy-gumanitar
fanlarning dolzarb
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SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 1 (5) - 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahammadovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafuz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalar oliy kengashi huzuridagi Sudyalar oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O‘zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo‘limi psixologik xizmat boshlig‘i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayeov Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

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THE ROLE OF METHODOLOGICAL TRAINING IN ENHANCING PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

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Abstract. Methodological training is essential for educators, integrating theory with practice to enhance lesson planning, innovative teaching, and instructional strategies. This study, conducted across five universities, examines its impact on master's students' pedagogical competence, emphasizing individualized teaching and technology integration. Findings highlight its transformative role in improving teaching effectiveness in higher education.

Keywords: methodological training, pedagogical content knowledge, Zone of Proximal Development, scaffolded learning, student-centered teaching, professional development, task-based learning, reflective practices, digital tools, innovative teaching strategies.

CHET TILI O'QITUVCHILARINING KASBIY KOMPETENTLIGINI OSHIRISHDA METODIK TAYYORGARLIKNING O'RNI

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Is'hoqhon Ibrat nomidagi Namangan davlat chet tillar instituti

Annotatsiya. Metodik tayyorgarlik o'qituvchilar uchun muhim bo'lib, nazariya va amaliyotni uyg'unlashtirib, dars rejalashtirish, innovatsion o'qitish usullari va ta'lim strategiyalarini takomillashtirishga xizmat qiladi. Besh universitetda olib borilgan tadqiqot magistratura talabalari pedagogik kompetensiyasiga ta'sirini tahlil qilib, individual yondashuv va raqamli texnologiyalarning ahamiyatini ta'kidlaydi. Natijalar ta'lim samaradorligini oshirishdagi o'zgarishlarni ko'rsatadi.

Kalit so'zlar: metodik tayyorgarlik, pedagogik kontent bilimi, yaqin rivojlanish zonasi, bosqichma-bosqich o'rganish, talaba markazli ta'lim, kasbiy rivojlanish, topshiriq asosida o'qitish, reflektiv amaliyotlar, raqamli vositalar, innovatsion o'qitish strategiyalari.

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Introduction. Methodological training is a cornerstone of effective teacher education, playing a pivotal role in shaping the professional competencies of educators. It bridges the critical gap between theoretical frameworks and their practical implementation, ensuring that educators are not only knowledgeable but also capable of applying their understanding to real-world classroom settings. The core purpose of methodological training is to develop skills that enable teachers to design and deliver well-structured lessons, cater to the diverse needs of individual learners, and create engaging, application-oriented learning experiences.

Methodological training serves as a fundamental pillar of pedagogical processes, integrating theoretical knowledge with practical skills essential for the professional development of educators. This study explores the significance of methodological training in structuring effective lesson plans, implementing innovative teaching approaches, and developing tailored instructional strategies. Grounded in the theoretical perspectives of Vygotsky, Shulman, Brown, J. Jalolov, S. Misirov, and others, the research examines how methodological training aligns with contemporary educational demands, particularly in fostering individualized teaching practices and integrating advanced technological tools. The research is conducted across five universities, including Uzbekistan World Languages University, Samarkand State Institute of Foreign Languages, Kokand Pedagogical University, Andijan State Institute of Foreign Languages, and Namangan State Institute of Foreign Languages. The primary subjects of the study are master's students, whose experiences and professional development serve as the focal point for analyzing the impact of methodological training on pedagogical competence. The findings of this study highlight the transformative potential of methodological training in enhancing teaching effectiveness and addressing the diverse needs of learners within higher education settings.

Renowned educational theorists, including Vygotsky, Shulman, and Brown, have highlighted the indispensable nature of methodological training in achieving teaching excellence. Vygotsky's sociocultural theory underscores the importance of scaffolding and collaborative learning, enabling teachers to support students within their Zone of Proximal Development (ZPD). Shulman's concept of Pedagogical Content Knowledge (PCK) emphasizes the fusion of subject matter expertise with effective instructional strategies, allowing educators to convey complex ideas in an accessible manner. Brown's student-centered approach advocates for innovative and adaptive teaching methods that prioritize learner engagement and interaction.

In the context of modern education, the importance of methodological training extends beyond traditional classroom strategies. The integration of technology, differentiated instruction, and reflective practices has become essential for addressing the evolving needs of diverse student populations. This study explores the multifaceted components of methodological training, evaluating its impact on teaching effectiveness through the lens of established pedagogical theories. By investigating its role in lesson organization, student engagement, and the application of innovative teaching techniques, this research provides valuable insights into how methodological training can enhance the quality of education in contemporary classrooms.

Methods. This study employs a comprehensive qualitative approach to investigate the multifaceted dimensions of methodological training in foreign language teaching. A range of methodological tools was utilized to ensure a holistic understanding of the topic, focusing on theoretical exploration, practical classroom observations, educator perspectives, and professional development experiences.

A thorough examination of foundational educational theories was conducted to establish the core principles underlying methodological training. This analytical process encompassed key theoretical frameworks that have significantly contributed to the field of pedagogy and teacher education. Vygotsky's Sociocultural Theory underscores the pivotal role of social interaction in cognitive development particularly through the mechanism of scaffolded

learning within the Zone of Proximal Development ZPD.[1] This theoretical lens provides a foundation for understanding how educators facilitate learning by structuring collaborative tasks and guided instruction to optimize students' cognitive and linguistic growth. Shulman's Pedagogical Content Knowledge PCK framework highlights the interplay between subject matter expertise and the ability to effectively convey complex concepts to learners.[2] Through this perspective the study examined the extent to which teachers integrate disciplinary knowledge with pedagogical strategies to enhance instructional clarity and effectiveness.

Brown's Student-Centered Teaching Models emphasize the necessity of learner engagement differentiated instruction and the contextualized application of language skills.[3] This framework was analyzed in relation to its implications for fostering an interactive and adaptive learning environment that responds to diverse student needs. Nation's theoretical contributions to vocabulary acquisition were explored to assess effective vocabulary learning strategies and their role in methodological training.[4] This perspective provided insights into evidence-based approaches for vocabulary instruction and their integration into broader pedagogical frameworks. Richards and Rodgers' Communicative Language Teaching CLT framework underscores the importance of interactive and communication-driven instruction in language education.[5] This study considered its application in facilitating meaningful language use fostering linguistic competence and enhancing communicative proficiency in diverse learning contexts.

These theoretical perspectives collectively informed the conceptual foundation of the study guiding both the research design and the interpretation of findings within the broader discourse on methodological training and pedagogical development.

Jalolov J and S Misirov have made significant contributions to the field of methodological training for foreign language teachers particularly in Uzbekistan. Their research and pedagogical approaches emphasize the integration of theoretical knowledge with practical skills aiming to enhance teachers' professional competence in foreign language education. Jalolov J is recognized for his work on foreign language teaching methodology focusing on communicative competence language acquisition strategies and teacher training. His research has explored the importance of methodological competence in foreign language teaching stressing the role of systematic training in improving teachers' instructional effectiveness. He has examined principles of communicative language teaching CLT and their application in Uzbekistan's educational context providing models for interactive and learner-centered instruction. His work has contributed to the development of teaching strategies that integrate modern pedagogical techniques including differentiated instruction active learning methods and the use of authentic materials. He has also designed teacher training programs aimed at equipping educators with the necessary methodological skills to foster language proficiency among students. His studies focus on aligning foreign language teaching methodologies with national education standards ensuring that methodological approaches meet the evolving needs of the educational system.

S Misirov has contributed to the advancement of methodological training by focusing on innovative approaches in language pedagogy and teacher education. His research has addressed the role of cognitive and metacognitive strategies in language learning and teaching emphasizing the need for methodological training that incorporates these elements.[9] He has explored the use of technology-enhanced learning tools to support language acquisition

promoting digital literacy and the integration of ICT Information and Communication Technologies in foreign language instruction. His contributions include the development of assessment and evaluation methodologies in foreign language education providing frameworks for effectively measuring language proficiency and instructional effectiveness. He has also designed contextualized methodological training programs tailored to the specific needs of foreign language teachers in Uzbekistan bridging theoretical knowledge with real-world teaching applications.[10]

Their work has contributed significantly to improving the quality of foreign language education in Uzbekistan by providing teachers with the methodological foundation necessary for effective instruction. Their research highlights the importance of integrating theoretical and practical aspects of language pedagogy influencing curriculum development teacher training programs and educational policies in the country

Classroom Observation

Real-life classroom dynamics were analyzed through video recordings and direct observations of language classes. This approach provided an in-depth understanding of how methodological principles are applied in actual teaching environments. The study focused on several key areas to assess the effectiveness of various instructional strategies. Digital integration was examined by observing the use of language learning applications, online collaboration tools, and other digital resources. The study aimed to determine how technology enhances student engagement, supports language acquisition, and facilitates interactive learning experiences. Classroom management strategies were evaluated to understand how educators address diverse learner needs and create inclusive learning environments. Special attention was given to techniques for maintaining student participation, managing classroom interactions, and adapting instruction to accommodate different learning styles. Practical implementation of methodological training was reviewed through the observation of differentiated instruction techniques and scaffolded learning in action. The analysis focused on how teachers adjust their instructional methods to meet students' varying levels of proficiency and learning needs.

This methodological approach provided a practical perspective on how theoretical principles are enacted in everyday teaching scenarios, offering valuable insights into the relationship between methodological training and classroom practice.

Teacher Interviews

Fifteen experienced foreign language teachers participated in semi-structured interviews designed to explore their perspectives on methodological training and instructional practices. These interviews aimed to gather qualitative data on the practical implementation of pedagogical theories in real-life teaching contexts, the integration of innovative tools, and the challenges educators face in aligning theoretical frameworks with classroom realities.

The interview process followed a structured yet flexible format, allowing participants to elaborate on key themes while also providing opportunities for follow-up discussions. Questions were designed to address several core areas of interest, including the effectiveness of methodological training, technological integration, and student engagement strategies. A mixed-methods approach was adopted, incorporating both qualitative and quantitative survey elements to enhance the depth of analysis. In addition to open-ended interview questions,

participants completed structured surveys with Likert-scale and multiple-choice questions to quantify their experiences and perceptions. The survey covered key areas such as:

How well do you think your methodological training prepared you for real classroom teaching?

Which aspects of your training were most useful in your teaching practice?

What gaps do you perceive in your methodological training, and how would you suggest addressing them?

What are the biggest challenges you face in aligning theoretical knowledge with practical teaching?

Can you provide specific examples where theoretical models did not translate effectively into classroom practice?

How do you adapt methodological frameworks to fit the needs of your students?

What digital tools or technological resources do you incorporate into your lessons?

How effective do you find these tools in enhancing student learning outcomes?

What are some success stories where you used an innovative method to improve student engagement?

What strategies do you use to keep students actively engaged in the learning process?

How do you differentiate instruction to meet the diverse needs of your students?

Can you share an example of an interactive activity that significantly improved student participation?

What are the main obstacles to implementing methodological training effectively in your institution?

What institutional or professional development support would enhance your ability to apply methodological principles?

How do you perceive the role of ongoing training and collaboration in improving teaching methodology?

The interviews and surveys provided a comprehensive understanding of how foreign language teachers navigate the complexities of modern classroom instruction. Findings revealed common challenges such as limited access to technological resources, rigid curriculum structures, and the need for more hands-on training in pedagogical techniques. However, they also highlighted opportunities for enhancing methodological training through continuous professional development, peer collaboration, and curriculum innovation.

By synthesizing qualitative insights from interviews with quantitative data from surveys, this study offers a multi-dimensional analysis of the role of methodological training in foreign language education. The results contribute to the broader discourse on teacher education, providing evidence-based recommendations for improving methodological preparation in both pre-service and in-service teacher training programs.

Professional Development Workshops

Participation in and analysis of professional development programs constituted a fundamental component of the study, providing insights into the effectiveness of contemporary teacher training initiatives. The study focused on structured workshops and training sessions designed to equip foreign language educators with advanced pedagogical strategies, technological competencies, and reflective teaching methodologies. The selection of

professional development programs was based on their relevance to methodological training and their potential to enhance instructional effectiveness in diverse educational contexts.

The study examined multiple professional development programs implemented at national and international levels, including:

- Programs organized by the Uzbekistan World Languages University aimed at strengthening teachers' methodological competencies in foreign language education.

- In-service training sessions at the Samarkand State Institute of Foreign Languages and Andijan State Institute of Foreign Languages focusing on communicative language teaching and student-centered methodologies.

- Participation in TESOL and IATEFL workshops, which provided exposure to global best practices in language pedagogy, including innovative assessment methods, differentiation strategies, and curriculum design.

- Engagement in the OPEN (Online Professional English Network) Program, offering specialized courses in technology-enhanced language instruction and task-based learning methodologies.

- Institutional training programs at Kokand Pedagogical University and Namangan State Institute of Foreign Languages focusing on evidence-based teaching practices, integration of research into pedagogy, and cross-cultural communication in language instruction.

- The study identified several core themes within the professional development programs that directly contribute to enhancing teachers' methodological competencies. These themes were analyzed through direct participation, session recordings, and post-training reflections from participants.

- The study examined workshops emphasizing the design of lessons centered around real-life communicative tasks. These sessions explored how teachers can structure activities to promote meaningful language use, facilitate student autonomy, and create authentic learning experiences.

- Training sessions highlighted the significance of peer collaboration in instructional design and lesson delivery. Educators engaged in team-based lesson planning exercises and co-teaching demonstrations, showcasing the benefits of shared expertise and mutual pedagogical support.

- A critical component of the professional development programs involved structured reflection on teaching methodologies. Teachers participated in guided self-evaluation exercises, classroom observation discussions, and peer feedback sessions to refine their instructional techniques based on experiential learning.

- Digital literacy workshops demonstrated the practical application of technology in enhancing lesson delivery and student engagement. Participants explored the use of online collaboration tools, interactive assessment platforms, and language learning applications to support differentiated instruction and promote student interaction.

The study employed a qualitative research design to assess the impact of professional development programs. Data collection methods included: Pre- and Post-Training Surveys. Structured questionnaires were administered to participants before and after attending professional development programs to measure changes in their perceptions of methodological training, instructional strategies, and technological competencies.

Participating educators engaged in structured discussions to reflect on their professional growth, the applicability of training content to their classroom practices, and challenges encountered in implementing new methodologies.

Workshop sessions were recorded and analyzed to identify recurrent themes, instructional best practices, and key takeaways relevant to methodological training. Session transcripts were coded to examine patterns in teacher engagement, instructional adaptation, and innovation in lesson planning.

The analysis of professional development programs revealed several key insights:

Teachers demonstrated increased confidence in implementing task-based learning and collaborative teaching strategies, emphasizing student interaction and real-world application of language skills.

Technology-enhanced instruction emerged as a critical area for further professional training, with educators expressing a need for continuous support in integrating digital tools effectively.

Reflective teaching practices were identified as instrumental in refining methodological approaches, with structured reflection exercises contributing to sustained pedagogical improvement.

Institutional support and access to professional development programs significantly influenced teachers' ability to adopt innovative teaching strategies, highlighting the importance of policy-level investments in continuous teacher training.

The study underscores the transformative role of professional development programs in strengthening the methodological competence of foreign language educators. By aligning teacher training initiatives with contemporary pedagogical trends and technological advancements, these programs contribute to the enhancement of instructional quality, ultimately improving language learning outcomes in diverse educational settings.

Data Collection Instruments

A multi-method approach was adopted to ensure comprehensive data collection, integrating qualitative and quantitative tools. These instruments provided in-depth insights into teaching methodologies, professional development experiences, and the application of methodological training in foreign language education. Classroom sessions and professional development workshops were recorded to document real-time teaching practices and participant interactions. These recordings captured teachers' instructional strategies, student engagement patterns, and the effectiveness of different pedagogical techniques. For example, during an observed lesson on task-based learning, a teacher at the Uzbekistan World Languages University conducted a role-play activity where students simulated a real-life job interview. The audio recording preserved the dialogue, including teacher prompts, student responses, and feedback exchanges. Meanwhile, field notes captured additional observations, such as the teacher's use of non-verbal cues to guide students and the level of student enthusiasm in the task.

Structured feedback forms were distributed after each professional development session to assess teachers' perceptions of the training content. The forms included:

Likert-scale questions (e.g., On a scale from 1 to 5, how useful was the session on collaborative teaching?)

Open-ended questions (e.g., What was the most valuable insight you gained from this session?)

Ranking tasks (e.g., Rank the following teaching strategies based on their applicability in your classroom: project-based learning, differentiated instruction, flipped classroom, scaffolding techniques.)

For example, after a workshop on integrating digital tools in language teaching at Samarkand State Institute of Foreign Languages, participants provided feedback on their experiences using language learning apps like Quizlet and Padlet. Several teachers reported that Quizlet's flashcard system significantly improved vocabulary retention, while Padlet's collaborative features enhanced interactive writing activities.

Teachers submitted lesson plans before and after attending methodological training sessions to analyze how they adapted instructional methods based on professional development experiences. The comparison of these documents demonstrated the evolution of teaching approaches.

For instance, before attending a session on differentiated instruction, a teacher at Namangan State Institute of Foreign Languages prepared a one-size-fits-all reading comprehension exercise for her students. However, after training, her revised lesson plan included tiered reading passages, where students were given texts of varying complexity based on their proficiency levels. Additionally, she incorporated think-pair-share activities to encourage peer-supported learning.

Reflective journals provided further qualitative data by documenting teachers' personal insights, challenges, and successes in implementing new methodologies. In one journal entry, a teacher from Kokand Pedagogical University wrote:

"After implementing scaffolded learning techniques, I noticed a significant improvement in student participation. Initially, many of my students struggled with writing complex sentences. However, after using guided writing activities and sentence starters, they gradually became more confident in expressing their ideas in English."

To ensure reliability and validity, multiple data sources were cross-referenced. For example: Classroom recordings were compared with lesson plans to verify whether the planned teaching strategies were executed as intended. Field notes were reviewed alongside feedback forms to identify recurring themes in participant reflections.

Reflective journal entries were analyzed for patterns in teachers' self-reported experiences, providing deeper insights into how methodological training influenced their instructional practices. This triangulated approach strengthened the credibility of the study's findings, ensuring that conclusions were based on diverse and well-documented data sources.

Data Analysis

The data was subjected to thematic analysis to identify recurring patterns and connections between methodological training and observed teaching outcomes. Specific analytical steps included:

-Cross-referencing interview findings with observed classroom practices to validate insights.

-Creating case studies to illustrate how theoretical principles were applied in real-world teaching scenarios.

-Triangulating data from observations, interviews, and reflective journals to ensure robustness in findings.

-The analysis provided a comprehensive understanding of the practical impact of methodological training on teaching effectiveness and its alignment with theoretical models.

Results and discussions. The findings from the study highlight the impact of methodological training on foreign language teachers' professional development, focusing on instructional adaptation, engagement with contemporary teaching methodologies, and the integration of innovative strategies into classroom practice. The results are categorized into several key areas based on the collected data from audio recordings, field notes, feedback forms, lesson plans, and reflective journals.

One of the primary findings of the study was the extent to which teachers effectively translated theoretical methodological principles into practice. Analysis of lesson plans before and after professional development training revealed a noticeable shift from traditional teacher-centered approaches to more interactive and student-centered methodologies. For instance, prior to attending a task-based learning workshop, many teachers relied heavily on textbook-based instruction with limited student engagement activities. However, post-training lesson plans demonstrated an increased emphasis on real-world simulations, group discussions, and problem-solving tasks. For example, at Uzbekistan World Languages University, a teacher initially designed a reading comprehension lesson using a standard question-answer format. After participating in the training, the same teacher revised the lesson to include a task-based activity, where students assumed roles as journalists conducting interviews based on the text. Classroom observations showed increased student participation, as students were required to interact, formulate questions, and summarize responses rather than passively answering comprehension questions.

Reflective journals further supported these observations, with teachers reporting that students appeared more motivated when engaged in real-life simulations rather than routine exercises. One teacher from Namangan State Institute of Foreign Languages noted:

"When I started using role-play activities, my students became much more confident in speaking. They even started using idiomatic expressions naturally, which was difficult to achieve through traditional drilling exercises."

The study revealed that digital tools played a crucial role in enhancing language instruction, particularly for vocabulary retention, collaborative writing, and formative assessment. Data collected from feedback forms and lesson plan revisions indicated that after training, teachers increasingly incorporated technology-based resources such as Quizlet, Kahoot, Padlet, and Google Classroom into their lessons. For example, before professional development sessions on technology-enhanced learning, a teacher at Samarkand State Institute of Foreign Languages designed vocabulary lessons using printed word lists. Following training, the teacher integrated Quizlet flashcards, allowing students to engage in self-paced vocabulary review. Observations showed that students responded positively to this approach, with one teacher noting in their reflective journal:

"Students were much more engaged when using Quizlet compared to traditional paper-based word lists. They particularly enjoyed the game-like features, which motivated them to review vocabulary more frequently."

Similarly, observations at Andijan State Institute of Foreign Languages demonstrated an increase in interactive writing exercises using Padlet, where students could collaboratively build mind maps and share responses. In feedback surveys, 80% of teachers reported that students exhibited greater enthusiasm for writing tasks when using digital platforms compared to traditional methods. Despite the positive impact of digital integration, some challenges were reported. Limited access to technology in some institutions and varying levels of digital literacy among teachers were identified as barriers. One teacher from Kokand Pedagogical University mentioned in a focus group discussion:

"While I see the benefits of digital tools, many students struggle with internet connectivity at home, which limits their ability to complete online assignments."

This finding suggests that institutional support for digital infrastructure and teacher training in technology use remains a critical factor in the successful implementation of digital tools in language teaching.

A recurring theme across audio recordings, field notes, and teacher interviews was the gap between theoretical methodological training and real classroom challenges. Teachers consistently reported difficulties in implementing some pedagogical strategies due to classroom constraints such as large class sizes, limited teaching materials, and diverse proficiency levels. For example, at Namangan State Institute of Foreign Languages, teachers found it difficult to implement scaffolded learning techniques in large classes. While training encouraged individualized support based on student needs, teachers reported in feedback forms that they often lacked sufficient time to provide one-on-one guidance in classrooms with more than 30 students.

Similarly, differentiated instruction was widely recognized as an effective teaching strategy, yet observations in classrooms revealed inconsistent application. Some teachers successfully tiered reading materials and used flexible grouping, while others struggled to manage the logistics of providing customized instruction. In post-training reflections, a teacher from Samarkand State Institute of Foreign Languages commented:

"Differentiation is important, but realistically, it's challenging to prepare multiple versions of lesson materials for every class session. More practical guidance is needed on managing differentiation in large classrooms."

This result highlights the need for methodological training programs to include hands-on workshops on implementing pedagogical strategies in real classroom conditions rather than focusing solely on theoretical models.

Data from reflective journals and focus group discussions indicated that engaging teachers in structured reflection on their teaching methods significantly contributed to their professional growth. Teachers who regularly documented their challenges and successes demonstrated a greater willingness to adjust and refine their instructional strategies. For example, at Kokand Pedagogical University, one teacher described in their journal how they struggled with student participation in speaking activities. After reflecting on classroom recordings, they realized that their instructions were too rigid and did not allow for spontaneous student interaction. They subsequently modified their approach by incorporating open-ended discussion prompts, leading to higher levels of student engagement in later sessions.

Additionally, in focus group discussions, several teachers acknowledged that maintaining a teaching journal helped them critically assess their methodologies. One participant noted:

"Writing reflections helped me see patterns in my teaching that I never noticed before. I realized that I was favoring stronger students during discussions and needed to find ways to involve quieter learners."

These findings reinforce the importance of reflective practices in professional development and suggest that incorporating reflection into teacher training programs can lead to sustained improvements in teaching methodology.

Conclusion and implications. The study's findings emphasize the positive impact of methodological training on teaching effectiveness while also highlighting challenges that need to be addressed for greater implementation success. Key conclusions include:

-Methodological training leads to a shift toward more student-centered instruction, particularly through task-based learning and collaborative teaching techniques.

-Technology integration enhances engagement and language acquisition, but institutional support and teacher training are crucial for its effective implementation.

There is a gap between theoretical methodological models and classroom realities, particularly in large classes and resource-limited settings, necessitating more context-specific training.

-Reflective practices contribute to professional growth, with teachers who engage in structured self-assessment demonstrating greater adaptability in their instructional strategies.

These results suggest that future professional development programs should prioritize hands-on training, practical classroom management strategies, and continuous reflection opportunities to bridge the gap between theory and practice in language teaching.

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