

INNOVATIVE APPROACHES TO DEVELOPING SELF-METHODOLOGICAL COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

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Annotation: In the contemporary educational landscape, the development of self-methodological competence is crucial for future English language teachers. This competence encompasses the ability to analyze, design, and adapt teaching strategies independently while considering students' psychological and social dynamics. This article proposes a holistic and innovative approach integrating philosophical reflection, radical mindset, metacognition, intuition, subconscious awareness, worldview expansion, and student ego regulation. A conceptual model is presented that links cognitive, affective, and philosophical dimensions to enhance methodological autonomy, creativity, and emotional intelligence in teacher trainees. Practical recommendations for teacher education programs are provided.

Key words: self-methodological competence, philosophical reflection, radical mindset, metacognition, intuition, subconscious awareness, worldview expansion

Аннотация: В современном образовательном пространстве саморазвитие методологической компетенции имеет решающее значение для будущих преподавателей английского языка. Данная компетентность включает в себя

способность самостоятельно анализировать, разрабатывать и адаптировать стратегии обучения с учётом психологических и социальных особенностей учащихся. В статье предлагается целостный и инновационный подход, интегрирующий философскую рефлексию, радикальное мышление, метакогницию, интуицию, подсознательное осознание, расширение мировоззрения и регуляцию этого учащихся. Представлена концептуальная модель, связывающая когнитивные, аффективные и философские измерения для повышения методологической автономии, креативности и эмоционального интеллекта будущих педагогов. Даны практические рекомендации для программ подготовки учителей.

Ключевые слова: саморазвитие методологической компетенции, рефлексию, радикальное мышление, метакогницию, интуицию, подсознательное осознание, расширение мировоззрения

Annotatsiya: Zamonaviy ta’lim makonida bo’lajak ingliz tili o‘qituvchilar uchun o‘z-metodologik kompetensiyani rivojlantirish nihoyatda muhimdir. Ushbu kompetensiya o‘quvchilarning psixologik va ijtimoiy xususiyatlarini inobatga olgan holda o‘quv strategiyalarini mustaqil tahlil qilish, ishlab chiqish va moslashtirish qobiliyatini o‘z ichiga oladi. Maqolada falsafiy refleksiya, radikal fikrlash, metakognitsiya, intuitsiya, ongostiga xos anglash, dunyoqarashni kengaytirish va o‘quvchi egosini tartibga solishni birlashtiruvchi yaxlit va innovatsion yondashuv taklif etiladi. Keltirilgan kontseptual model kognitiv, affektiv va falsafiy o‘lchovlarni bog‘lab, bo’lajak pedagoglarning metodologik avtonomiyasi, ijodkorligi va emotsiyonal intellektini rivojlantirishga xizmat qiladi. O‘qituvchilarni tayyorlash dasturlari uchun amaliy tavsiyalar beriladi.

Kalit so`zlar: metodologik kompetensiyani o‘z ustida ishlash, refleksiya, radikal fikrlash, metakognitsiya, intuitsiya, ongostiga xos anglash, dunyoqarashni kengaytirish.

Introduction

Effective language teaching requires more than mastery of prescribed methods; it demands the ability to reflect critically, innovate, and adapt pedagogical strategies autonomously. This ability, known as self-methodological competence, is increasingly

important in a rapidly evolving educational context influenced by globalization, digitalization, and learner diversity. Traditional teacher education programs often focus on applying standard methods rather than fostering teacher autonomy, critical reflection, and inner cognitive and emotional development. Therefore, innovative approaches are needed to prepare future English teachers who are not only method users but also method creators and evaluators. This article integrates previously underexplored elements—philosophical thinking, radical mindset, purpose awareness, metacognitive reflection, intuition, subconscious awareness, worldview expansion, and student ego regulation—to propose a holistic model for developing self-methodological competence.

Theoretical Background

Overall, the development of innovative teachers requires a holistic integration of cognitive, affective, philosophical, and intuitive dimensions. Strengthening these components of self-methodological competence fosters educators who are analytical, adaptable, emotionally grounded, and capable of generating meaningful methodological innovations. Self-methodological competence refers to a teacher's internally developed capacity to understand, select, apply, and refine pedagogical methods in a deliberate and context-sensitive manner.

Methodological awareness involves a comprehensive understanding of the principles, theoretical foundations, and pedagogical rationales that underpin various teaching methods. A teacher with strong methodological awareness is able to explain *why* a particular method is appropriate, how it aligns with learning theories, and what outcomes it is expected to achieve.

Autonomy in method selection denotes the ability to independently choose, modify, or design instructional strategies based on the needs of learners, curriculum demands, and situational constraints. It emphasizes the teacher's capacity to act as a self-directed professional who does not rely solely on prescribed techniques but can make informed methodological decisions.

Reflective practice is central to continuous professional growth. This dimension includes critically evaluating one's own teaching experiences, assessing the effectiveness of employed methods, identifying areas for improvement, and systematically implementing changes. Reflective practitioners engage in ongoing analysis that strengthens their instructional judgment.

Creative methodological thinking. Teachers with this competence are able to generate innovative solutions, experiment with novel approaches, and creatively adapt methods to diverse educational conditions. Creative methodological thinking supports flexibility and responsiveness, especially in dynamic or non-standard teaching environments.

Emotional and subconscious self-regulation involves awareness and management of one's emotional states, personal values, and intuitive responses that may influence pedagogical choices. Effective self-regulation allows teachers to maintain professional balance, remain sensitive to contextual cues, and make decisions that are both ethically grounded and pedagogically appropriate.

Philosophical and Radical Thinking

Philosophical reflection helps teachers explore deeper meanings in teaching and learning. Key elements include:

- Dialectical thinking – understanding teaching as a dynamic process.
- Existential inquiry – questioning the purpose and value of educational actions.
- Moral and social evaluation – reflecting on ethical implications.

A radical mindset complements philosophical thinking by encouraging teachers to challenge conventional methods, embrace uncertainty, and innovate responsibly.

Metacognition and Reflection

Metacognition, or “thinking about thinking,” enables teachers to:

- Analyze lesson planning and decision-making processes.
- Objectively evaluate teaching outcomes.
- Develop reflective journals or digital portfolios.
- Engage in self-questioning frameworks.

These strategies enhance critical awareness and methodological autonomy.

Intuition and Subconscious Awareness

Experienced teachers often rely on intuition and subconscious cues to make rapid, context-sensitive decisions. Developing these skills involves:

- Observing learner behavior and classroom dynamics.
- Recognizing emotional cues and social interactions.
- Participating in scenario-based simulations and mindfulness exercises.

Integrating intuition and subconscious awareness ensures adaptive and sensitive teaching practices.

Worldview Expansion

A broad worldview enables teachers to understand cultural, social, and cognitive diversity, leading to creative and inclusive teaching. Strategies include:

- Intercultural communication programs.
- Analysis of social and generational phenomena (e.g., Gen Z psychology).
- Exposure to global pedagogical practices and challenges.

This fosters methodological innovation while promoting cultural sensitivity.

Student Ego Regulation

Student ego—their self-concept and emotional stability—directly affects learning outcomes. Teachers maintaining balanced ego dynamics help students:

- Accept feedback constructively.
- Engage confidently without fear of failure.
- Participate actively in collaborative activities.

Strategies include supportive challenges, self-reflection dialogues, mistake-friendly environments, peer encouragement, and value-based teaching. Ego regulation contributes to a psychologically safe and productive learning environment.

Integrative Model of Self-Methodological Competence

The Holistic Self-Methodological Competence (HSMC) Model integrates cognitive, affective, philosophical, and subconscious dimensions:

Component	Description	Outcome
Philosophical Thinking	Deep reflection on teaching, learning, and values	Critical autonomy, ethical decision-making
Radical Mindset	Challenge traditional methods and beliefs	Innovative methodological practice
Purpose Awareness	Clarifying professional goals	Goal-directed teaching, reflective planning
Metacognition, Reflection	Evaluate own practice and decisions	Improved methodological clarity
Intuition, Subconscious Insight	Recognize classroom patterns and emotional cues	Adaptive, context-sensitive teaching

Worldview Expansion	Understand global, cultural, and social contexts	Inclusive, creative methodology
Student`s Ego- Regulation	Support learner self-concept and emotional stability	Confident, resilient, and engaged learners

This model positions future English teachers as autonomous, reflective, emotionally intelligent, and philosophically grounded professionals.

Practical Recommendations for Teacher Education

1. Introduce courses in philosophical pedagogy to cultivate critical thinking and ethical reasoning.
2. Incorporate reflective digital portfolios to develop metacognitive and subconscious awareness.
3. Implement mindfulness and emotional intelligence programs to enhance intuition and ego-regulation.
4. Organize intercultural workshops and dialogue clubs to broaden worldview and cultural awareness.
5. Train teachers in ego-regulative strategies to maintain a psychologically safe classroom environment.
6. Encourage creation and experimentation with original teaching methods, aligned with the HSMC model.

Conclusion

Developing self-methodological competence is essential for preparing future English teachers to navigate complex and dynamic educational environments. The HSMC model integrates philosophical thinking, radical mindset, purpose awareness, metacognition, intuition, subconscious insight, worldview expansion, and student ego regulation into a

holistic framework. This innovative approach enhances methodological autonomy, creativity, emotional intelligence, and reflective capacity, producing a new generation of teachers capable of lifelong pedagogical growth.

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