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**FORMATION OF METHODOLOGICAL
CULTURE AND PROFESSIONAL
COMPETENCE OF A FOREIGN LANGUAGE
TEACHER**

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Abstract

In contemporary education, the development of foreign language teachers' professional competence has become one of the priority areas of pedagogical research. Modern educational approaches require teachers not only to possess strong linguistic knowledge but also to demonstrate methodological literacy, communicative competence, and innovative thinking. Therefore, methodological culture is considered an essential component of professional teacher development, as it integrates pedagogical, psychological, and linguistic competencies into a unified system.

The modernization of foreign language education emphasizes the importance of communicative approaches, innovative teaching technologies, and learner-centered instruction. In this regard, the formation of methodological mastery, creativity, and research competence plays a significant role in improving the quality of foreign language teaching. This article examines the theoretical foundations of methodological culture and analyzes its role in the development of teachers' professional competence.

Keywords: Methodological culture, professional competence, foreign language teaching, methodological mastery, communicative competence, pedagogical creativity, innovative technologies, organizational skills, motivational competence, research activity, pedagogical professionalism.

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Main Part

The process of developing teachers' professional competence is one of the priority directions of the modern educational system. In particular, a specialist working in the field of foreign language teaching methodology should not only possess a thorough knowledge of language material but also master effective teaching technologies. Therefore, methodological culture is interpreted as a fundamental component of a teacher's general professional preparation.

Methodological culture is an important factor that integrates psychological-pedagogical knowledge, linguistic competencies, and communicative activity into a unified professional system. This concept reflects the body of socio-pedagogical experience accumulated in the field of foreign language education and serves to ensure the effectiveness of pedagogical activity.

The substantive foundations of methodological culture are determined by the system of methodological education. In turn, methodological education is closely connected with the goals and objectives of education. Under the conditions of globalization, teachers are expected to demonstrate not only communicative competence but also methodological thinking, innovative approaches, and reflective activity. Modern educational environments require teachers to function not only as providers of knowledge but also as organizers, managers, and facilitators of the educational process.

One of the important methodological principles of educational management is the principle of the "delayed result." According to this principle, students are not expected to master educational material perfectly at the initial stages of learning. Consequently, excessive control and rigid monitoring mechanisms are considered inappropriate. This approach can be applied to all types of speech activity and contributes to the gradual development of students' knowledge and skills. Along with this, the principle of "material redundancy" is also of particular importance. According to this principle, learners work with a larger volume of material than they are expected to master immediately. This creates favorable conditions for

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strengthening knowledge and activating it naturally at subsequent stages of learning.

A teacher's methodological mastery is one of the key indicators of professional development. The formation of methodological mastery occurs through several stages. The initial stage is methodological literacy, characterized by the acquisition of a system of methodological knowledge. At the next stage, teachers carry out professional activities through the reproductive application of existing methods and technologies. However, achieving genuine methodological mastery is closely related to the development of teachers' creative potential. Creativity enables pedagogical activity to acquire an innovative character, contributes to the creation of new methods and technologies, and enhances the effectiveness of the educational process. Therefore, methodological mastery is recognized as the highest stage of a teacher's continuous professional development and self-improvement.

The formation of methodological culture and professional competence largely depends on teachers' individual characteristics, professional interests, styles of activity, and personal qualities. The presence of an individual approach in pedagogical activity allows for the selection of various methods and technologies. For example, teachers with highly developed communicative abilities tend to use interactive methods, collaborative activities, and oral communication tasks effectively. Teachers whose linguistic and philological thinking is more pronounced often focus on text analysis, reading competence, and the observation of language phenomena. However, effective foreign language teaching requires not the isolated use of methods but their integration. The development of speaking, reading, writing, and listening competencies is closely connected with grammatical knowledge, analysis, synthesis, and imitation activities.

Methodological mastery also includes teachers' innovative and research competencies. In addition, organizational and communicative abilities are important components of methodological activity. Organizational competence is

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manifested in a teacher's ability to plan, manage, and coordinate the educational process effectively. A teacher's organizational potential is expressed through understanding the psychological state of others, accurately assessing communicative situations, demonstrating confidence in students' abilities, and selecting optimal forms of pedagogical influence.

Furthermore, motivational competence is a significant factor determining educational effectiveness. Teachers should be able to develop students' interest in and need for learning a foreign language and explain its practical significance. Motivation, as an internal driving force of educational activity, increases students' cognitive engagement and strengthens their aspiration for independent learning.

Several fundamental abilities play an important role in foreign language teaching. These include auditory perception, imitation, the formation of speech units, comprehension of semantic meaning, analysis of language phenomena, generalization, logical thinking, and memory retention. The development of these abilities is directly related to teachers' methodological preparation and professional mastery.

Original thinking and a creative approach possess particular scientific and practical significance in pedagogical activity. Independent thinking enables teachers to make effective decisions in non-standard pedagogical situations. At the same time, interest in research activity is considered one of the primary factors contributing to the development of methodological culture. Creative thinking is manifested through divergent thinking, the analysis of problematic situations, and the development of innovative solutions. The history of pedagogy demonstrates that educators who successfully combine scientific research with practical teaching activity achieve high professional results. Therefore, research activity is regarded as the highest level of methodological culture and professional competence.

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Conclusion

The findings of this study demonstrate that methodological culture is a crucial factor in the formation and development of foreign language teachers' professional competence. Methodological culture integrates linguistic, psychological-pedagogical, communicative, and innovative competencies into a unified system, thereby ensuring the effectiveness of the educational process. In modern educational conditions, teachers are expected not only to possess methodological literacy but also to demonstrate creative thinking, reflective practice, research readiness, and the ability to utilize innovative technologies effectively.

Moreover, the development of methodological mastery is directly connected with continuous professional growth, self-improvement, and the aspiration to enhance educational practice. The harmonious development of organizational, communicative, and motivational competencies contributes significantly to improving the quality of foreign language education. Therefore, special attention should be paid to the development of methodological culture in the preparation and professional training of foreign language teachers. This will facilitate the formation of competitive, creative, and highly qualified teaching professionals capable of meeting the demands of contemporary education.

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