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An Integrative Approach to Enhancing Communicative and Methodological Competence in English Language Teacher Education

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Abstract: This article explores an integrative approach to developing both communicative and methodological competence in English language teacher education. Recognizing the interconnectedness of language proficiency and pedagogical skills, the study proposes a holistic framework that merges language development with instructional practice. The approach emphasizes task-based learning, reflective teaching, and the integration of authentic communication scenarios within teacher training programs. Drawing on contemporary theories of language acquisition and teacher development, the article outlines strategies for fostering professional growth through experiential learning, collaborative activities, and formative assessment. Case studies and empirical data support the effectiveness of this model in preparing future educators to meet the dynamic demands of English language teaching in diverse classroom contexts.

Keywords: English language teacher education, communicative competence, methodological competence, integrative approach, task-based learning, reflective teaching, language pedagogy, teacher training, experiential learning.

Introduction: The integration of communicative and methodological competence in English language teacher education is essential for preparing educators who can effectively navigate the complexities of modern classrooms. An integrative approach that combines

language proficiency with pedagogical skills ensures that teachers are not only linguistically adept but also pedagogically sound.

Communicative competence encompasses the ability to use language effectively and appropriately in various contexts. In the realm of teacher education, it is crucial for educators to model authentic language use and foster environments where students can engage in meaningful communication. This involves not only linguistic knowledge but also sociolinguistic, discourse, and strategic competencies. Teachers who possess strong communicative competence are better equipped to facilitate interactive learning experiences and address the diverse needs of their students.

Methodological competence refers to a teacher's ability to apply pedagogical theories and strategies effectively in the classroom. This includes selecting appropriate teaching methods, designing curricula, and assessing student learning. An integrative approach emphasizes the importance of aligning teaching methods with communicative goals, ensuring that instructional practices support the development of both language skills and critical thinking.

Task-Based Learning (TBL) serves as an effective pedagogical framework within an integrative approach. TBL focuses on the use of authentic tasks that mirror real-world activities, promoting active engagement and practical language use. Research indicates that TBL enhances student motivation and language acquisition by providing context-rich learning experiences.

Reflective teaching involves educators critically examining their teaching practices to improve effectiveness. This process encourages continuous professional development and adaptation to diverse classroom contexts. Incorporating reflective practices into teacher education programs fosters a culture of self-assessment and lifelong learning, essential components of both communicative and methodological competence.

Mastering of languages is based on the application of successive systems in cognitive strategies. This happens through the use of a set of cognitive techniques, such as metacognitive, cognitive and social. Talking about various areas of professional activity, according to J. Richards [2], they are considered as special cognitive-communicative systems. The base of each system is a complex of significant concepts, categories, and subcategories. D. Nunan tries to answer the question, what cognitive skills provide the internal processes of successful movement of thought to the word [3]. Another problem is the implementation of the communicative intention of the writer and whether it is important in the creation of the text. D. Nunan

determines that in writing a whole range of cognitive skills relate to inner speech and it is important: to set a goal and plan its achievement using imagination, forming and formulating a thought, choosing a language form and orthographic spellings and punctuation for its adequate graphic design. Further it is also critical to anticipate the choice of writing and prepare for it; to stop on «thinking», relying on reflection.

The following stage should be choosing consciously the necessary forms and using rational-logical thinking, or intuition, relying on the «sense of language» in activating long-term memory and operational memory in correct spelling.

The final stage might be to control the image of the result with the real incarnation and to correct and edit the message created by the course in the written paper, combining verbal self-control with spelling control. These skills are formed in written speech as activities based on cognitive mechanisms: goal setting, planning, preliminary assessment, choice and control [3].

Before considering these skills some mention should be made on the practical material to teach the skills and the teaching techniques as such.

In some of his works, D. Freeman attempts to consider the integration of cognitive and communicative approaches in textual activity [4]. The functions of each of the approaches should be defined as well as the aspects that unite them. The communicative approach in teaching English using textual activity is understood as the orientation of learning on the semantic perception of formation a text by students. Understanding a text while reading and learning linguistic material, to construct speech utterances is important to aim at the final result in the text discussion. The cognitive approach as a learning procedure for isolating semantic support is directed at processing the information contained while producing speech is sufficient to perceive the meaning of the text at a deeper level, using keywords and activating basic knowledge in the form of situational models: So, we might deal with extra linguistic factors of speech activity as important elements outlining the language design of speech.

The cognitive approach is realized mainly in the classroom and is aimed at determining how students receive information about reality, the way they decode it, conduct comparisons, make the necessary decisions, or resolve problems that arise in the process of reading and interpreting the text. In this respect, communication strategies are aimed at making the cognitive information from the text using communication tools. In order to manage reading comprehension, process it is necessary for the trainee to work on updating and identifying relevant knowledge and ideas about the information

embedded in the text. Communicative attitudes, which students receive immediately before reading the text, make the process of thinking purposeful; help to predict the topic or idea of the text. Many methodologists attach special importance to cognitive strategies of comprehending the names of topics that often have great informative value. The cognitive communicative approach to textual activity is determined by three types of communicative needs - contact-setting, information and impact, and also with three aspects of cognition that are viewed in the process of perception, cognition, and presentation.

According to U. Superman [8] the activity of the teacher and students in information processing is expressed in the cognitive strategy of the lesson, which allows the teacher to mobilize the necessary amount of local and global information in order to implement a dialogical strategy for its interpretation, taking into account the following moments of the discursive organization of the text:

- the general composition of the text, which requires the student to identify the author's techniques for promoting the most important information and creating a background;
- the unity of the text, which is denoted by the terms "cohesion" and "coherence".

It is the teaching of foreign languages (in common with the teaching of the national language) that acts as an effective means of developing the communicative abilities of trainees, preparing them for interpersonal and intercultural interaction/cooperation, both within their own country and at the international level. It develops value orientations, including, on the basis of the involving students in the dialogue of cultures, contributing to the formation of a person of culture, striving for self-development and self-realization, which can avoid and overcome conflicts. The main objective of modern foreign language education is not only the formation of effective communication skills, but also the social and personal development of students - the development of independent critical thinking, the culture of cognition and mental work among the students, the training in self-education skills, associated with the search for information and its processing and implying the variability of the approaches used to implement the learning process. The implementation of innovative approaches to teaching a foreign language today should be seen as a way of innovative transformation of modern pedagogical reality and the educational environment by a teacher. It is the teacher who designs and implements various forms of the organization of the learning process in general and the learning sessions as its individual elements. As for T.

Farrell [5] the teacher may use a variety of methods, forms, means, and technologies, ensuring the gradual movement of the students thought along the path of cognition and creating a varied educational environment.

It should be noted that the traditional methods of teaching a foreign language at school imply the assimilation of knowledge in artificial situations so that the student does not have the opportunity to see the connection of the studied subject with his life or to correlate it with his future. In this regard, in recent years, the modernization of scientific approaches to the teaching of a foreign language in schools has been aimed at the direction of a cultural dialogue.

An integrative approach to teacher education involves the simultaneous development of communicative and methodological competencies. This can be achieved through curricula that blend language instruction with pedagogical theory, collaborative learning environments, and opportunities for practical application. Such integration ensures that prospective teachers are well-prepared to meet the dynamic demands of the classroom and effectively support student learning.

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