



EFFECTIVE PEDAGOGICAL TOOLS AND INFLUENTIAL ASPECTS FOR STRENGTHENING PROFESSIONAL READINESS IN ENGLISH LANGUAGE EDUCATION

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Annotation This article analyzes modern technologies and pedagogical factors that contribute to the development of professional competence among students learning English as a foreign language. The study highlights the effectiveness of blended learning, the TPACK model, the CLIL method, as well as digital tools (LMS platforms, mobile applications). Socio-psychological factors — motivation, autonomy, and a collaborative environment — are also considered as essential components. The results indicate that the integration of these technologies and factors yields high outcomes in forming students' professional competence.

Keywords: professional competence, English language, blended learning, TPACK, CLIL, digital technologies.

Introduction

In the contemporary global education system, the professional competence of students learning English plays a crucial role. Professional competence encompasses not only linguistic knowledge but also pedagogical, methodological, and technological skills [1]. In the context of digital transformation, higher education institutions are compelled to implement innovative approaches to prepare students for their future professional activities. The purpose of this article is to identify the most effective technologies and factors for enhancing the professional competence of English language students and to demonstrate their interrelationship. A considerable amount of research is currently underway in language education, offering diverse teaching and learning methodologies. For students studying English as an international language, trying out and applying these innovative approaches is both valuable and interesting. In what follows, I will discuss several techniques and methods that have been successfully tested in practice and have shown strong performance.



Main Technologies

1. Blended Learning

Blended learning technology integrates traditional classroom instruction with online education. Research indicates that this method develops students' independent learning skills and self-improvement abilities [2]. In particular, working through LMS platforms such as Moodle and Google Classroom positively influences students' professional competence.

2. TPACK Model

TPACK (Technological Pedagogical Content Knowledge) is a framework that integrates technological, pedagogical, and content knowledge. Through this model, students learn not only language proficiency but also how to use technology in language teaching [3]. Applying TPACK in practical training enhances students' skills in designing lesson plans and utilizing modern tools.

3. CLIL Method

CLIL (Content and Language Integrated Learning) is an approach that integrates subject content and language learning. This method enables students to work with professionally oriented texts (e.g., economic, technical, or pedagogical content) [4]. Through CLIL, students simultaneously develop both language and subject-specific knowledge.

Key Factors

In addition to technologies, psychological and social factors play a significant role in enhancing professional competence:

- Motivation: intrinsic and extrinsic motives lead students to deeper language acquisition [5].
- Autonomy: the ability to manage one's own learning process ensures independent professional development.
- Collaborative environment: group projects, pair work, and discussions strengthen communicative competence.

Research Results



An experiment was conducted during the 2024–2025 academic year at the Faculty of English Philology of Uzbek State world languages University with the participation of 120 students. A combined model integrating the above-mentioned technologies and factors was tested. The control group was taught using traditional methods, while the experimental group received instruction based on blended learning, TPACK, CLIL integration, and motivation-enhancing activities. The final assessment (including a proficiency test, portfolio, and simulated pedagogical situations) revealed that the experimental group outperformed the control group by an average of 32% in professional competence indicators ($p < 0.05$).

Conclusion

The methods outlined above not only serve to enhance professional competence but also provide considerable convenience for the instructors delivering the lessons. This is because these technologies and methodologies are specifically designed to foster professional proficiency within the language domain.

The integration of technologies (blended learning, TPACK, CLIL) and factors (motivation, autonomy, collaboration) represents the most effective approach to developing the professional competence of students learning English. Higher education institutions are advised to apply these technologies methodologically soundly while taking into account students' psychological needs.

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