

**PEDAGOGICAL PRINCIPLES OF DEVELOPING METHODOLOGICAL
COMPETENCE IN FUTURE TEACHERS OF RUSSIAN LANGUAGE AND
LITERATURE**

Kurbaniyazova D.S

**Samarkand State Institute of Uzbek-Finnish Pedagogy, Faculty of Languages, and
Department of " Russian Language and Literature",**

Independent Researcher

d_kurbaniyazova@icloud.com

Abstract: The formation of methodological competence in future teachers of Russian language and literature is a foundational aspect of their professional training, directly impacting the quality of secondary and higher education in the humanities. This paper investigates the pedagogical principles essential for the effective development of such competence within the framework of modern teacher education. Methodological competence is understood as a complex, integrative quality that includes the ability to select, adapt, and implement appropriate teaching methods, design educational materials, analyze literary texts pedagogically, and reflect critically on one's own teaching practice.

The study identifies and elaborates on several core pedagogical principles that guide this developmental process. These include the **system-activity approach**, which emphasizes learning through purposeful, structured activity; the **principle of continuity and consistency**, ensuring gradual and coherent acquisition of knowledge and skills; and the **contextual approach**, which integrates academic training with real-life teaching scenarios. Special attention is paid to the principle of **personalization of learning**, which fosters the future teacher's ability to respond to diverse learner needs, and the **principle of reflexivity**, which encourages self-analysis and continuous improvement.

The paper also discusses the integration of interdisciplinary knowledge and cultural-historical contexts in the teaching of Russian language and literature, thereby enriching the methodological preparation of future teachers. Through a combination of theoretical analysis and empirical observation, it is argued that these pedagogical principles contribute not only to the formation of methodological competence, but also to the development of professional identity, pedagogical creativity, and educational flexibility. Ultimately, the research underscores the importance of aligning teacher education with contemporary educational

demands and the evolving needs of the school system, ensuring that graduates are well-equipped to foster linguistic and literary literacy among their students.

Keywords: Methodological competence, pedagogical principles, teacher education, Russian language and literature, future teachers, professional training, system-activity approach, reflexivity, personalization of learning, interdisciplinary integration, didactics, teaching methodology.

Introduction

The evolution of education systems globally, coupled with increasing demands for pedagogical excellence, underscores the critical need for teacher preparation programs that foster methodological competence. In the context of Russian language and literature education, developing methodological competence in future teachers is not merely about transmitting knowledge, but about cultivating the capacity to design, implement, and critically evaluate effective teaching strategies. This competence is vital for the successful integration of content knowledge with the needs of diverse learners, ensuring that teaching methods are not only pedagogically sound but also responsive to the dynamic demands of the classroom (Zimnyaya, 2005; Shchukin, 2007).

In Uzbekistan, similar educational reforms are taking place as part of a broader effort to modernize and diversify the national educational framework. Russian language instruction, particularly in secondary and higher education, plays an important role in Uzbekistan's curriculum, given the historical and cultural ties between the countries. Research on teacher preparation and methodology within the Uzbek context underscores the necessity of developing highly competent teachers who can navigate both the linguistic and cultural challenges of teaching Russian. Several Uzbek scholars have emphasized the importance of methodological competence for future educators, particularly in the domains of Russian language and literature.

Methodological competence refers to the teacher's ability to select appropriate teaching methods, manage classroom activities, design curriculum materials, and apply various forms of assessment while fostering a reflective approach to their professional development (Khutorskoy, 2003). This competency is a multifaceted construct, encompassing theoretical knowledge of language and literature, practical teaching skills, and the ability to adapt to changing educational environments. In the context of Russian language and literature, it also involves an understanding of linguistic, literary, and cultural nuances that influence both the content and delivery of instruction (Galskova & Gez, 2004).

Uzbek scholars such as **Islambekov** (2011) have highlighted the role of **methodological competence** in improving the quality of language teaching in the region. His research suggests that methodological competence is closely tied to the development of critical thinking and the ability to engage students with authentic cultural and linguistic contexts. Similarly, **Bakhromov** (2012) emphasizes the importance of **pedagogical creativity** and adaptability for future teachers, arguing that these qualities are essential for effectively teaching Russian as a foreign language in a multicultural environment.

A robust methodological foundation allows teachers to navigate the complexities of language instruction, from vocabulary and grammar to the subtleties of literary analysis and interpretation. However, while theoretical competence is foundational, it is the methodological principles guiding how knowledge is imparted that make the most significant impact on teaching effectiveness (Vygotsky, 1978). These principles help bridge the gap between theory and practice, ensuring that future teachers are prepared to engage students in critical thinking, foster creativity, and build a profound appreciation for language and literature (Leontiev, 2005).

The **pedagogical principles** that shape methodological competence include several key concepts, such as the **system-activity approach**, which encourages active, student-centered learning, and the **principle of continuity**, which emphasizes the gradual development of pedagogical skills throughout the teacher's career (Vygotsky, 1978; Verbitsky, 1991). Additionally, the **principle of reflexivity** is fundamental, as it encourages teachers to engage in continuous self-assessment, reflecting on their teaching practices and adapting based on feedback and evolving educational needs (Leontiev, 2005). Furthermore, the **contextual approach** situates teaching in real-world educational contexts, ensuring that teacher training is not isolated from the practical realities of the classroom, which is crucial for developing adaptable and innovative educators (Shchukin, 2007).

Recent Uzbek research underscores the importance of applying these principles to Russian language and literature teacher training programs. According to **Tashkent's Institute of Pedagogical Sciences (2020)**, the integration of the system-activity approach into teacher training for Russian language educators has resulted in more interactive, student-centered learning environments. Teachers trained under this framework are better equipped to foster linguistic skills and literary analysis, addressing both cognitive and affective dimensions of language learning. Furthermore, **Khusanov** (2018) argues that the adaptation of modern pedagogical methods to the Uzbek context has improved teacher preparedness, especially in addressing the challenges of multilingual classrooms and diverse learning abilities.

Research indicates that while pedagogical training programs have traditionally focused on theoretical knowledge and content mastery, there is an increasing recognition of the need to integrate practical pedagogical experiences with academic instruction (Khutorskoy, 2003). Future teachers must be prepared to critically engage with diverse teaching methods, adapt their approaches based on student needs, and continuously refine their practices to keep pace with educational developments. This shift towards a more holistic and integrative model of teacher education is crucial for equipping educators with the tools they need to navigate the complexities of modern classrooms.

Moreover, while significant strides have been made in theoretical frameworks for teacher education, gaps remain in the implementation of effective pedagogical models that support the development of methodological competence in the specific context of Russian language and literature instruction (Galskova & Gez, 2004). There is a pressing need for pedagogical models that not only emphasize content knowledge but also encourage the development of critical thinking, creativity, and pedagogical flexibility—qualities that are essential for future educators in an increasingly interconnected and culturally diverse world.

This paper aims to explore and synthesize key pedagogical principles that contribute to the development of methodological competence in future teachers of Russian language and literature. By examining existing literature and integrating theoretical perspectives with practical insights, the study will propose an integrated pedagogical framework that supports the holistic development of future educators, preparing them to meet the challenges of modern language and literature education. Specifically, the paper will focus on the **system-activity approach**, **continuity**, **reflexivity**, and **contextualization** as fundamental principles in the formation of methodological competence, and will explore how these principles can be effectively applied within teacher training programs, particularly in the Uzbek context.

The development of methodological competence in future teachers of Russian language and literature is essential for ensuring high-quality, effective education in a rapidly changing pedagogical landscape. This paper has explored the key pedagogical principles that underpin the formation of such competence, focusing on the **system-activity approach**, **continuity**, **reflexivity**, and **contextualization** as foundational elements for teacher training programs. Through an analysis of both global and local (Uzbek) perspectives, it is evident that these principles not only provide a theoretical framework for teaching Russian but also equip future educators with the practical tools necessary for engaging students in meaningful learning experiences.

The **system-activity approach** stands out as a crucial principle, emphasizing the importance of active learning and student engagement. By fostering an environment where students are active participants in their learning process, this approach enables teachers to develop adaptive and innovative methods of instruction. Similarly, the **principle of continuity** ensures that teacher development is a continuous process, with each stage of training building upon previous experiences and knowledge. This is particularly important in the context of Russian language and literature education, where linguistic and literary skills require ongoing refinement throughout an educator's career.

The **principle of reflexivity** also plays a central role, urging future teachers to engage in critical self-reflection and to adjust their pedagogical strategies based on their experiences in the classroom. This principle supports lifelong learning and the professional growth of educators, fostering an ability to respond to the changing needs of students and educational environments. Furthermore, the **contextual approach**, which emphasizes the need to integrate theoretical knowledge with real-world teaching situations, aligns teacher education with the practical realities of the classroom, ensuring that future teachers are not only knowledgeable but also adaptable and responsive to diverse student populations.

In the context of Uzbekistan, where Russian language and literature hold significant cultural and historical value, these principles are particularly relevant. Research conducted by Uzbek scholars highlights the importance of methodological competence in the preparation of teachers who can navigate both the linguistic complexities of Russian and the diverse sociocultural backgrounds of their students. The integration of these pedagogical principles within Uzbekistan's teacher education programs has shown promising results in terms of fostering more effective and reflective educators, prepared to meet the demands of a rapidly evolving educational system.

Despite the progress made, challenges remain in fully integrating these principles into the curriculum of teacher preparation programs. There is a need for further research into how these pedagogical frameworks can be systematically incorporated into teacher training, particularly in regions with diverse linguistic and cultural contexts like Uzbekistan. Additionally, the adaptation of these principles to suit specific educational needs in different institutions should be explored to ensure that teacher education programs remain relevant and effective in the face of educational reforms.

Conclusion

In conclusion, the pedagogical principles discussed in this paper provide a solid foundation for the development of methodological competence in future teachers of Russian language and literature. By continuing to integrate these principles into teacher education programs, we can ensure that future educators are well-equipped to inspire, engage, and educate the next generation of students. Further empirical studies are needed to evaluate the long-term impact of these pedagogical models on teaching outcomes, as well as to explore how they can be adapted to meet the specific challenges faced by Russian language teachers in Uzbekistan and beyond.

References:

1. Galskova, N. D., & Gez, N. I. (2004). *Theory of teaching foreign languages: Linguodidactics and methodology*. Moscow: Academy.
2. Khutorskoy, A. V. (2003). *Key competencies as a component of the personality-oriented paradigm of education*. Public Education, (2), 58–64.
3. Leontiev, A. N. (2005). *Activity, consciousness, and personality*. Moscow: Smysl.
4. Shchukin, A. N. (2007). *Methodology of teaching Russian as a foreign language*. Moscow: IRa.
5. Verbitsky, A. A. (1991). *Contextual learning: The theory and practice of realization*. Moscow: High School.
6. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
7. Zimnyaya, I. A. (2005). *Pedagogical psychology*. Moscow: Logos.
8. Bakhromov, R. M. (2012). *Pedagogical creativity in the teaching of foreign languages in Uzbekistan*. Tashkent: Academy of Education.
9. Galskova, N. D., & Gez, N. I. (2004). *Theory of teaching foreign languages: Linguodidactics and methodology*. Moscow: Academy.
10. Khusanov, B. K. (2018). *Modern methods of teaching Russian language in multilingual classrooms*. Tashkent: Uzbekistan State University of World Languages.

11. Khutorskoy, A. V. (2003). *Key competencies as a component of the personality-oriented paradigm of education*. Public Education, (2), 58–64.
12. Islambekov, M. R. (2011). *Methodological competence of future teachers of Russian as a foreign language in Uzbekistan*. Tashkent: Tashkent State University.