



*Essential Pedagogical Competences for University English Language Teachers in  
Uzbekistan: Moving Toward More Effective and Modern Teaching Practices*

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***Abstract***

In Uzbekistan, the demand for high-quality English language education at the university level has increased significantly in recent years. This situation requires teachers to develop not only language proficiency but also strong pedagogical competences. This article explores the key competences that university English teachers in Uzbekistan should have, with a focus on adopting more effective and modern teaching practices. Based on a qualitative literature review, the study highlights areas such as lesson planning, interactive teaching methods, assessment literacy, and reflective practice. The findings suggest that teachers need to move beyond traditional teacher-centered instruction and adopt more learner-centered approaches. As Borg (2018) explains, teachers’ beliefs strongly influence their classroom practices. At the same time, Mann and Walsh (2017) emphasize the importance of reflection in improving teaching quality.

***Keywords:*** Pedagogical competence, Uzbekistan, university teaching, English language teachers, modern methods, reflective practice

***Introduction***

In recent years, Uzbekistan has made significant efforts to improve English language education, especially at the university level. However, many classrooms still rely on traditional teaching methods, where the teacher speaks most of the time and students remain passive. This creates a gap between current teaching practices and modern international standards. Pedagogical competence plays a key role in solving this



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issue. It includes the ability to plan lessons, use effective teaching methods, manage classrooms, and assess students properly. According to Borg (2018), teachers’ knowledge and beliefs directly influence how they teach. In the context of Uzbekistan, this means that improving teacher competence can lead to better learning outcomes.

At the same time, Mann and Walsh (2017) argue that teachers should reflect on their teaching and continuously improve. This is especially important when trying to introduce more modern and effective approaches.

The purpose of this study is to identify the key pedagogical competences that university English teachers in Uzbekistan should develop and to explain how these competences can support more modern, learner-centered teaching. As Leung (2016) suggests, teaching should always respond to the needs of the context, which in this case includes educational reforms and global expectations.

### ***Methods***

This study uses a qualitative literature review to explore pedagogical competences and modern teaching practices. Recent academic sources published after 2015 were selected to ensure that the discussion reflects current developments in language teaching.

*The data were collected from books and articles related to:*

- *English language teaching*
- *teacher development*
- *modern and communicative methodologies*

Walsh (2019) explains that classroom interaction is a key element of effective teaching, especially in language learning. Similarly, Nation and Macalister (2020) highlight the importance of planning and adapting teaching to learners’ needs.

The data were analyzed using a thematic approach, focusing on key competences such as instructional skills, teaching methods, classroom management, and assessment.



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This approach allows for a clear understanding of how these competences can be applied in the Uzbekistan university context.

**Discussion.** The findings show that university English teachers in Uzbekistan need to strengthen several important pedagogical competences in order to teach more effectively and in a modern way.

First, instructional competence is essential. Teachers should plan lessons with clear objectives and include activities that encourage student participation. According to Nation and Macalister (2020), good lesson design supports meaningful learning. However, in many Uzbek classrooms, lessons are still teacher-centered, so there is a need to shift toward more interactive approaches (Leung, 2016).

Second, methodological competence is crucial. Teachers should use modern teaching methods such as group work, discussions, and task-based learning. Walsh (2019) emphasizes that interaction helps students develop real communication skills. Moving away from memorization toward communication is an important step for improvement. Third, classroom management should support active learning. Instead of focusing only on discipline, teachers should create a comfortable environment where students feel confident to speak and participate.

Another key area is assessment literacy. Teachers need to use assessment not only to give grades but also to support learning. Fulcher (2018) highlights that effective assessment includes clear criteria and constructive feedback. This is especially important in university settings where academic standards are high.

Finally, reflective practice is necessary for continuous improvement. Teachers should think about their lessons and identify what works and what needs to change. Mann and Walsh (2017) argue that reflection helps teachers move toward more effective teaching. In addition, Borg (2018) suggests that awareness of teaching practices leads to better decisions in the classroom.



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Overall, the discussion shows that adopting more modern and effective teaching practices in Uzbekistan requires both skill development and a change in mindset.

### ***Conclusion***

This study explored the pedagogical competences that university English language teachers in Uzbekistan need in order to improve their teaching. The findings show that effective teaching depends on a combination of lesson planning, teaching methods, classroom management, assessment, and reflection.

One important conclusion is that teachers should move away from traditional, teacher-centered methods and adopt more modern, learner-centered approaches. As Borg (2018) explains, changes in teaching practices begin with changes in teachers’ beliefs. Similarly, Mann and Walsh (2017) highlight that continuous reflection is necessary for professional growth.

In the context of Uzbekistan, improving pedagogical competence is essential for meeting international standards and preparing students for global communication. Future research could focus on how teacher training programs can better support this transition to more effective and modern teaching.

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