

## METHODOLOGY OF FORMING LECTURER COMPETENCES IN STUDENTS OF PEDAGOGICAL UNIVERSITIES

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**Abstract:** The article considers the methodology of developing lecturer competencies in students of pedagogical universities. The relevance of this topic in the context of reforming the education system and digitalization is substantiated. An overview of existing approaches to developing lecturer skills is presented. Based on the conducted research, an experimental methodology has been developed, including a course on the basics of public speaking, training in creating multimedia materials, practical classes and reflective analysis. The results of testing the methodology are presented, indicating its effectiveness in improving the level of training of future teachers. The conclusions emphasize the importance of integrating theory and practice in the process of developing professional competencies.

**Keywords:** lecturer competencies, pedagogical universities, methodology of formation, rhetorical skills, public speaking, professional training of teachers.

Modern pedagogical education is focused on developing a wide range of practice-oriented competencies in future teachers, among which lecturer skills occupy a special place. Successful public speaking requires teachers to be able to effectively present material, interact with the audience, conduct a reasoned discussion, use multimedia technologies, and adapt to various educational conditions.

In the context of accelerating digitalization, there is a need to update methodological approaches, since modern students are increasingly faced with new challenges: working with large flows of information, the need to engage the audience in hybrid (online/offline) formats, as well as the need to take into account the age and cognitive characteristics of students of different generations. However, an analysis of the curricula of a number of pedagogical universities shows that traditional courses in rhetoric or cultural studies of speech are often not integrated into the comprehensive development of lecturer competencies and rarely take into account the potential of digital tools.

The purpose of the study is to develop and substantiate a methodology for the formation of lecturer competencies in students of pedagogical universities, taking into account the current requirements for training teachers in the context of digitalization. To achieve this goal, the following tasks were set:

1. To determine the structural components of lecturer competencies relevant to modern educational practice.
2. To analyze existing approaches to the formation of lecturer skills in future teachers.

3. To develop and implement an experimental model for the formation of lecturer competencies, including modern educational technologies.

4. To evaluate the effectiveness of the proposed methodology based on empirical data.

The scientific novelty of the study lies in the creation of a comprehensive methodology that combines traditional (rhetoric, speech culture, psychological and pedagogical aspects) and innovative approaches (use of multimedia materials, interactive methods, role-playing games, digital platforms).

The practical significance of the work is determined by the possibility of using the results in training programs for future teachers, which will increase their professional competitiveness and readiness for modern challenges in educational activities.

## 1. Theoretical foundations of the study

### 1.1. The concept and structure of lecturer competencies

In the context of professional pedagogical training, lecturer competencies are understood as a set of knowledge, skills and abilities that allow you to effectively organize the process of learning and information interaction through public speaking, lectures and other educational formats. This set includes several key components:

- Communication skills: the ability to clearly, logically and convincingly present the material, attract attention and involve listeners in the learning process.
- Methodological skills: the ability to plan and structure a lecture, select adequate visual and digital resources, use modern pedagogical technologies.
- Psychological and pedagogical abilities: the ability to create a trusting atmosphere, manage the attention of the audience, adjust the style of presentation taking into account the characteristics and level of training of listeners.
- Technological competence: proficiency in multimedia presentations, interactive platforms, visualization tools and other digital teaching aids.

The formation of these competencies is considered in the context of the competence-based approach (Khutorskoy, 2020), which emphasizes the importance of the holistic development of students' professional qualities, as well as communicative learning approaches (Sidorova, 2018), where rhetorical and oratory skills are an integral part of teacher training.

### 1.2. Analysis of existing approaches to developing lecturer competencies

During the review of educational programs of a number of pedagogical universities, the following features were identified:

1. Fragmentation of courses on rhetoric and public speaking methods. Training is conducted within the framework of individual disciplines (rhetoric, speech culture), but there is no comprehensive development of lecturer competencies, which complicates the practical application of the acquired knowledge.

2. Limited integration of theory and practice. Students receive theoretical knowledge in pedagogy and psychology, but have few opportunities to practice speaking skills in front of an audience in real or simulated conditions.

3. Insufficient attention to digital formats. Despite the rapid development of multimedia technologies, not all curricula provide for systematic mastering of presentation and interactive software by students.

Thus, there is a need to create a more comprehensive methodology that would include both traditional aspects of lecturer training (rhetoric, speech culture, psychological and pedagogical foundations) and innovative ones - multimedia and interactive teaching aids.

## 2. Materials and methods (experimental methodology)

Based on the analysis of the identified problems, an experimental methodology for the formation of lecturer competencies in 3rd-4th year students of pedagogical specialties was developed. The experiment was conducted at one of the pedagogical universities over the course of one semester (4 months). The study involved 60 students divided into two equal groups: experimental (30 people) and control (30 people).

- The structure of the methodology included several main components:
  - 1. Public speaking course:
    - Practical exercises to develop vocal skills (breathing, articulation), gestures and facial expressions.
    - Training in conducting discussions and working with audience questions.
  - 2. Creating multimedia materials:
    - Training in working with presentation and interactive software (PowerPoint, Prezi, Mentimeter, etc.).
    - Practical assignments on creating videos, infographics and online testing platforms.
  - 3. Role-playing games and simulations:
    - Modeling various lecture situations (working with a “difficult” audience, answering tricky questions, speaking under tight deadlines, etc.).
    - Staging real pedagogical situations to develop psychological readiness for public activities.

- 4. Reflective practices:
  - Students keeping “performance diaries”, recording difficulties and successes, self-assessment.
  - Joint analysis of video recordings of performances, group discussions and consultations by teachers.
  - The tools for assessing the results included:
    - Questionnaires to identify the level of confidence and comfort in public speaking.
    - Expert assessment (teachers-methodologists) of the structure and content of speech, clarity of argumentation and ability to interact with the audience.
    - Analysis of the quality of multimedia materials (design, clarity, relevance).
    - Statistical data processing (calculation of the average score and its changes before and after the implementation of the methodology).

### 3. Research results

At the end of the semester, the following qualitative changes were recorded in the experimental group students:

- Increased confidence in speaking: the number of positive self-assessments on the public speaking comfort scale increased by 30% (questionnaire,  $p < 0.05$ ).
- Improved structure and expressiveness of speech: experts noted a more logical presentation of the material, adequate use of examples and clear argumentation in 80% of students in the experimental group (versus 50% in the control group).
- Active use of multimedia tools: 90% of students in the experimental group regularly used presentations, interactive surveys and short videos (in the control group this figure was 60%).
- Development of interaction with the audience: students began to ask questions to the audience more often, conduct short discussions, answer unexpected questions (70% of cases), while in the control group such techniques were used in only 40% of the observed speeches.

The quantitative analysis also showed a statistically significant increase in the average scores for public speaking (on a 10-point scale), which were given by the expert committee. At the beginning of the experiment, the difference between the groups was insignificant (on average 6.3 versus 6.1 points), and at the end of the methodological course, the experimental group showed a result of 8.2 points, while the control group showed 7.0 points ( $p < 0.05$ ).

4. Discussion of the results The results of testing the proposed methodology confirm the importance of an integrated approach to the formation of lecturing competencies. The combination of theoretical (rhetoric, speech culture, psychology of perception) and practical

(simulations, creation of multimedia materials, reflection) elements allowed future teachers to master not only basic rhetorical skills, but also modern digital tools.

Comparison of the experimental group with the control group indicates higher dynamics in the formation of such qualities as confidence, flexibility and readiness for improvisation. These changes can be attributed to the results of regular reflection (keeping diaries, analyzing video recordings) and systematic training based on real problem situations.

For a wider implementation of this methodology in the curricula of pedagogical universities, it is necessary:

1. To take into account the different starting levels of students' preparation and their individual communication characteristics.
2. To integrate the methodology without a significant increase in the teaching load, by redistributing hours within existing courses (rhetoric, pedagogical practice, etc.).

To develop the competencies of teachers teaching these disciplines in terms of digital literacy and public speaking skills so that they can act as professional mentors and role models for students.

**Conclusion** The conducted study demonstrates that systematic and comprehensive development of lecturing competencies in students of pedagogical universities contributes to a significant increase in their professional readiness for teaching. The developed methodology, combining traditional and innovative approaches, has proven its effectiveness in the following aspects:

- Increased confidence in public speaking and development of communicative flexibility.
- More targeted and thoughtful use of multimedia technologies in lectures.
- Formation of skills for interacting with the audience, including in conditions of limited time or increased complexity of questions.
- Strengthening the reflective culture of students, which contributes to their continuous professional growth.

The results provide grounds for recommending the integration of this methodology into the educational programs of pedagogical universities. In the future, it would be advisable to expand the experiment by including a larger number of participants and a variety of teaching specialties, as well as to develop distance learning formats for lecturing competencies (webinars, online courses, digital simulators), which will allow us to further unleash the potential of digital technologies.

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