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Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

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конференция «Инновационные подходы преподавания
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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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теории и практики»**

The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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адаптировать их к разным уровням подготовки учащихся. Опытные преподаватели, как правило, используют более сложные и разнообразные игровые подходы, в то время как новички ограничиваются простыми механиками.

Наконец, нельзя забывать о технических и организационных аспектах. Для использования цифровых платформ и приложений необходимо соответствующее оборудование, стабильный Интернет и цифровая грамотность всех участников. При недостаточной технической базе эффективность геймификации значительно снижается.

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PROMOTING AUTOPSYCHOLOGICAL COMPETENCE OF FUTURE TEACHERS THROUGH ENGLISH LANGUAGE LEARNING

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Abstract

This article examines the role of English language learning in promoting autopsychological competence among future teachers. The study is theoretical and draws on research in language pedagogy and educational psychology. It argues that the

integration of self-regulated learning (SRL) strategies, reflective practices, and interactive methods supports not only language acquisition but also the development of self-awareness, critical thinking, and emotional regulation. Activities such as reflective journals, peer feedback, and project-based tasks encourage learners to analyze their progress and regulate their learning processes. The findings suggest that English language learning can serve as an effective tool for both linguistic and personal development. Further empirical research is recommended to validate these conclusions in practice.

Keywords: autopsychological competence, self-regulated learning, English language learning, reflective practice, future teachers, self-regulation, self-understanding, and self-reflection

Introduction

In the conditions of globalized and rapidly growing educational areas, knowing foreign languages has become extremely vital component of professional preparation of future teachers. Especially English language states not only as a tool of international communication but also as a crucial instrument of personal and professional growth (Richards, 2015; Harmer, 2017). Modern educational approaches highlight necessity of formation not only subject knowledge but also several professional competencies, which contribute to effective pedagogical performance. One of those competences is autopsychological competence which relates to the person’s ability to be aware of your psychological peculiarities such as emotions, self-regulation, self-esteem, motives and behavior, also managing them in professional activity (Zimmerman, 2002; Bandura, 2001). That competence plays significant role in the formation of professional identity of teachers as it allows the teacher to analyze own activities and develop reflection skills.

At the same time learning foreign language can make good conditions for developing autopsychological competence. Being a participant of communicative activities, discussions, presentations and reflective tasks can lead to the development of self-knowledge, critical thinking and self-analytical skills (Brown, 2007; Richards & Rodgers, 2014). Thus, learning English language can be extremely effective tool in increasing professional skills of future teachers.

The aim of this study is to analyze the development of autopsychological competence of future teachers in the process of learning English language.

Despite a good amount of research there related to learning foreign languages and developing professional competencies of future teachers, most of them mostly focused on the formation of communicational and international competences of learners (Brown, 2007; Richards & Rodgers, 2014; Byram, 1997). At the same time the advancement of personal and reflective characteristics of students in process of learning foreign languages is less. Particularly, the role of learning English in enhancement of autopsychological competence of future teachers, connected with self-regulation, self-understanding, self-reflection still did not scrutinize enough in

contemporary pedagogical literature (Zimmerman, 2002; Bandura, 2001).

Theoretical foundations of autopsychological competence in English language learning

English language acquisition plays significant role not only in formation of language competence but also in developing autopsychological competence of future teachers. Autopsychological competence contains the abilities of self-regulation, self-understanding, and self-reflection which allow students to identify their strength and weaknesses by analyzing own activities. Formation of this competence is highly crucial for future teachers as their professional activity requires abilities of critical thinking, analyzing own practices, controlling emotions and autonomous decision-making (Zimmerman, 2002; Bandura, 2001).

Modern findings highlight that learning English via active communicative practices, project works, discussions and reflective activities contributes to the progressing cognitive, emotional and behavioristic components of autopsychological competence (Farrell, 2015; Richards & Rodgers, 2014). Meanwhile language learning becomes not only studying lexical and grammar aspects but also self-regulation, autonomous thinking and critical reflection. For instance, maintaining a language diary allows students to analyze own success and mistakes, while participating in group discussions and project works promote awareness of their personal role in group activities and cultivating the ability to consider diverse viewpoints (Byram, 1997; Brown, 2007).

Despite that most of the findings focused on developing communicative competences and language skills, there is question how English contributes to growth of autopsychological competence of future teachers. Existing works mostly give attention to cognitive development, not including complex formation of self-awareness, self-reflection, self-regulation which creates actual task for contemporary researchers.

For structural autopsychological competence is beneficial to go through several approaches. Componential approach highlights cognitive, metacognitive, motivational and emotional components which ensure holistic development of person's personality (Zimmerman, 2002; Bandura, 2001; Farrell, 2015). Here are some levels of reflection superficial, instrumental, critical. They help to understand how deeply practice is analyzed and also it is effectiveness in professional growth (Larrivee, 2000). In the structure of readiness for reflection several components are identified such as value, creativity, systematizing, functional which help to integrate self-reflection and critical thinking skills in learning language and professional preparation (Korthagen & Vasalos, 2005).

One of the effective tools of formation of the autopsychological competence is self-regulated learning (SRL). It is a system of strategies and skills that contribute to plan, control and evaluate own work. Key strategy SRL contains:

- Planning- setting the goal and objectives;
- Monitoring- tracking progress and adjusting actions;

- Evaluation- analyzing the results and identification of strengths and weaknesses;
- Strategy selection- adapting teaching methods to individual needs;
- Motivational control- managing attention and effort to achieve goals.

These strategies are widely applied in English language learning, as they help students not only acquire lexical and grammatical structures but also develop self-awareness, critical thinking, autonomy, and emotional resilience. Practices such as keeping language journals, participating in discussions and project-based tasks, independently planning the learning process, and conducting regular self-assessment serve as tools for integrating self-regulated learning (SRL) into language education and fostering autopsychological competence (Oxford, 2017; Dörnyei, 2005).

Table 1. SRL strategies and autopsychological competence development in future educators

SRL Strategy	Description	Application in English language learning	Connection to autopsychological competence
Planning	The ability to set goals and determine a sequence of actions	Planning vocabulary and grammar study, allocating time for reading, writing, and listening tasks	Develops self-awareness and self-regulation skills
Monitoring	Tracking one's own progress	Regularly checking the material learned, taking notes on difficult points	Forms self-control skills and conscious analysis of actions
Evaluation	Analyzing the results of one's activity	Self-assessment after tests, writing assignments, and oral tasks	Develops critical thinking and reflection
Strategy selection	Adapting learning methods to personal needs	Choosing between reading, watching videos, discussions, or projects	Increases autonomy, helps to understand which methods are effective
Motivation control	Managing attention and effort	Using self-motivation techniques, planning breaks	Develops emotional self-regulation and resilience

The table illustrates how Self-Regulated Learning (SRL) strategies contribute to the development of autopsychological competence among future teachers through English language learning. Each strategy not only improves language acquisition but also strengthens students' ability to reflect on their learning, manage their motivation, and regulate their cognitive and emotional processes.

Planning enables learners to set clear goals, organize study schedules, and structure tasks such as vocabulary acquisition, grammar exercises, and reading or listening activities. This develops self-awareness and encourages students to take responsibility for their learning (Oxford, 2017; Dörnyei, 2005). Monitoring allows students to track their progress, recognize difficulties, and adjust strategies, accordingly, fostering self-control and reflective thinking (Oxford, 2017). Evaluation helps learners analyze their results after tests, assignments, or presentations, promoting critical reflection and the ability to identify personal strengths and weaknesses (Dörnyei, 2005).

Strategy Selection involves choosing learning methods that best fit individual needs, such as reading, watching videos, participating in discussions, or engaging in projects. This strengthens autonomy and metacognitive awareness, allowing students to understand which approaches are most effective for them (Oxford, 2017). Motivation Control supports the management of attention, effort, and emotional resources during learning. Techniques like self-motivation strategies, reward systems, or planned breaks help maintain focus and resilience, which develops emotional regulation and persistence (Dörnyei, 2005).

Using Reflective practices in English language learning to develop autopsychological competence

While traditional language learning often emphasizes grammar, vocabulary, and communication skills, integrating reflective practices into English instruction can transform the process into a tool for developing autopsychological competence. Reflection encourages students to think critically about their learning experiences, recognize personal strengths and weaknesses, and connect classroom activities with their broader personal and professional growth. In the context of teacher education, this is particularly powerful, as it prepares future educators to become self-aware, adaptable, and emotionally resilient professionals (Korthagen & Vasalos, 2005; Larrivee, 2000).

One widely used reflective practice is the language learning journal, where students regularly write about their learning experiences, difficulties, and achievements. For example, a student may describe challenges in understanding a listening exercise, analyze why they struggled, and propose strategies to overcome the difficulty next time. This activity not only reinforces language skills, such as writing and vocabulary use, but also strengthens self-reflection, metacognition, and emotional regulation. According to Farrell (2015), reflective journals help learners develop the ability to assess their own learning processes, understand their emotional reactions, and make conscious adjustments in their study habits.

Another engaging method is peer reflection through structured discussions or feedback sessions in English. Students share their perspectives on assignments, offer constructive criticism, and discuss strategies for improvement. This approach develops social awareness and empathy, as learners must consider not only their own progress but also how their peers perceive tasks and challenges. By reflecting on these interactions, students enhance their understanding of personal behavior, emotional responses, and decision-making processes, which are core components of autopsychological competence (Byram, 1997).

Project-based tasks in English classes also provide rich opportunities for reflective practice. For instance, creating a collaborative presentation on a social or cultural topic requires students to plan, communicate, and evaluate both the content and their own contributions. After completing the project, guided reflection prompts can encourage students to consider questions such as: *What strategies helped me succeed? Where did I struggle? How did I contribute to the group? What did I learn*

about myself? Such structured reflection connects language practice with personal insight, making the learning experience more meaningful and impactful (Richards & Rodgers, 2014).

The benefits of reflective practices are twofold. First, students develop stronger language skills through meaningful, contextualized use of English in writing, discussion, and project work. Second, and more importantly, they cultivate autopsychological competence, including self-awareness, critical thinking, and emotional regulation. By combining reflective exercises with language learning, teacher educators can transform classrooms into environments where students not only acquire English proficiency but also practice the self-reflection and self-regulation necessary for effective teaching (Korthagen & Vasalos, 2005; Zimmerman, 2002).

Therefore, incorporating reflective practices into English language learning provides a dynamic pathway for future teachers to develop autopsychological competence. Journals, peer discussions, and project-based reflections foster the ability to critically analyze personal learning processes, manage emotions, and plan for self-improvement. These skills are not only essential for mastering English but also for cultivating the reflective, adaptable, and emotionally intelligent mindset required in modern education.

Table 2. Reflective methods in English language learning for developing autopsychological competence

Method	Description	Application in English learning	Connection to autopsychological competence
Language Learning Journals	Students write regularly about their learning experiences, challenges, and achievements	Writing reflections on vocabulary, grammar, listening, and speaking tasks	Develops self-reflection, self-awareness, metacognition, and emotional regulation
Peer Reflection / Feedback Sessions	Students discuss their learning, give and receive constructive feedback	Sharing perspectives on assignments, group projects, and oral presentations	Enhances social awareness, empathy, self-evaluation, and reflective thinking
Project-Based Reflective Tasks	Students complete collaborative projects and reflect on both the process and outcomes	Preparing presentations or projects on cultural/social topics, analyzing personal contributions	Strengthens critical thinking, self-assessment, teamwork, and emotional awareness

The table summarizes key reflective methods in English language learning that contribute to the development of autopsychological competence in future teachers. Each method language learning journals, peer reflection, and project-based reflective tasks combines language practice with opportunities for self-awareness, critical thinking, and emotional regulation. These approaches encourage learners to reflect on their progress, analyze challenges, and adapt their strategies, fostering both linguistic skills and personal development (Farrell, 2015; Byram, 1997; Korthagen & Vasalos, 2005; Richards & Rodgers, 2014).

This article has examined the role of English language learning in promoting

autopsychological competence among future teachers. Theoretical analysis shows that strategies such as self-regulated learning, reflective practices, and project-based activities not only improve language skills but also foster self-awareness, critical thinking, emotional regulation, and metacognition. Integrating reflective journals, peer feedback, and collaborative projects allows learners to analyze their progress, adapt strategies, and develop autonomy, which are essential for professional growth.

English language learning thus functions as more than a tool for communication; it is a pathway to personal and professional development. However, this study is theoretical, and further empirical research is needed to measure the direct impact of these methods in classroom contexts.

Conclusion

In summary, incorporating reflective and self-regulatory practices into English language instruction can simultaneously enhance language proficiency and foster the development of autopsychological competence. Through strategies such as self-regulated learning, reflective journals, peer feedback, and project-based activities, future teachers not only improve their linguistic abilities but also develop essential qualities including self-awareness, critical thinking, autonomy, and emotional regulation. These competencies are fundamental for effective teaching, as they enable educators to reflect on their actions, adapt to diverse classroom contexts, and continuously improve their professional practice.

Furthermore, English language learning, when enriched with reflective and self-regulatory elements, becomes a powerful medium for integrating cognitive, emotional, and metacognitive development. It encourages learners to take responsibility for their learning, evaluate their progress, and consciously adjust their strategies, thereby promoting lifelong learning skills.

The findings of this study emphasize the importance of embedding such approaches within teacher education programs. However, further empirical research is required to examine their effectiveness in real classroom settings and to explore the long-term impact on professional development.

Ultimately, promoting autopsychological competence through English language learning represents not only an innovative pedagogical approach but also a meaningful shift towards holistic teacher education, where the development of the individual is as important as the acquisition of knowledge. Such an approach has the potential to shape reflective, adaptive, and resilient educators capable of meeting the complex demands of modern education.

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**THE ROLE OF INNOVATIVE TECHNOLOGIES
IN FOREIGN LANGUAGE TEACHING:
A COMPARATIVE ANALYSIS OF TRADITIONAL
AND ONLINE APPROACHES**

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