



Innovatsion ta'lim sharoitida bo'lajak ingliz tili o'qituvchilarida pedagogik yetakchilik kompetensiyalarini rivojlantirishning ijtimoiy-kasbiy zarurati

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Annotatsiya. Ushbu maqolada O'zbekistonning innovatsion ta'lim muhitida bo'lajak ingliz tili o'qituvchilarida pedagogik yetakchilik kompetensiyalarini (PYK) rivojlantirishning ijtimoiy-kasbiy zarurati tahlil qilinadi. Maqolada ushbu zaruratning bitta sababga emas, balki besh o'zaro bog'liq omilning global ijtimoiy-iqtisodiy talablar, milliy ta'lim islohotlari imperativlari, ingliz tili o'qituvchisining o'ziga xos kasbiy roli, innovatsion ta'lim muhiti talablari va xalqaro benchmarking bosimini uyg'unlashuvdan kelib chiqishi asoslanadi. O'zbekistonning milliy siyosat hujjatlari (PF-60, 2022; PQ-5117, 2021) hamda xalqaro tadqiqotlar (OECD TALIS 2024; WEF 2023) asosida maqolada PYK zaruratining besh o'lchovli modeli taklif etiladi, uning nazariy asoslari distributiv yetakchilik konsepsiyasi bilan bog'lanadi va amaliy ta'lim dasturlariga ta'siri ko'rsatib beriladi.

Kalit so'zlar: pedagogik yetakchilik, ingliz tili o'qituvchisi, kasbiy kompetentlik, innovatsion ta'lim, O'zbekiston, ijtimoiy-kasbiy zarurat, bo'lajak o'qituvchilarni tayyorlash, ta'lim islohoti, xalqaro benchmarking, o'quv dasturi, besh o'lchovli model, distributiv yetakchilik.

Социально-профессиональная необходимость развития компетенций педагогического лидерства у будущих учителей английского языка в условиях инновационного образования

Аннотация. В данной статье рассматривается социально-профессиональная необходимость развития компетенций педагогического лидерства (КПЛ) у будущих учителей английского языка в условиях инновационной образовательной среды Узбекистана. Автор обосновывает, что данная необходимость возникает не из единственной причины, а из совокупности пяти взаимосвязанных факторов: глобальных социально-экономических требований, императивов национальной образовательной реформы, специфической профессиональной роли учителей EFL, требований инновационной образовательной среды и давления международного бенчмаркинга. Опираясь на национальную нормативно-правовую базу Узбекистана и международные исследования, в статье предлагается пятимерная модель необходимости КПЛ, её теоретические

основания связываются с концепцией распределённого лидерства, а также рассматриваются последствия для программ подготовки будущих учителей.

Ключевые слова: педагогическое лидерство, учитель английского языка, профессиональная компетентность, инновационное образование, Узбекистан, социально-профессиональная необходимость, довузовская подготовка учителей, образовательная реформа, международный бенчмаркинг, учебная программа, пятимерная модель, распределённое лидерство.

Socio-professional necessity of developing pedagogical leadership competencies in future english language teachers in the context of innovative education

Annotation. *This paper examines the socio-professional necessity of developing pedagogical leadership competencies (PLCs) in future English language teachers within Uzbekistan's innovative educational environment. The paper argues that this necessity emerges not from a single cause but from the convergence of five interconnected factors: global socio-economic demands, national educational reform imperatives, the specific professional role of EFL teachers, the requirements of innovative learning environments, and international benchmarking pressures. Drawing on Uzbekistan's national policy framework and international research, the paper proposes a five-dimensional model of PLC necessity, situates it within distributed-leadership theory, and outlines its implications for EFL teacher preparation curricula.*

Keywords: *pedagogical leadership, EFL teacher, professional competence, innovative education, Uzbekistan, socio-professional necessity, pre-service teacher education, teacher preparation curriculum, educational reform, international benchmarking, five-dimensional model, distributed leadership.*

INTRODUCTION

Contemporary education systems worldwide are undergoing fundamental transformation driven by technological advancement, globalisation, and knowledge-based economic development. Within this context, English language teachers particularly those working in EFL (English as a Foreign Language) settings occupy a uniquely positioned professional role: they do not merely transmit linguistic knowledge but act as cultural mediators, communicative models, and agents of social change [12]. Educational-change scholarship has long argued that reforms succeed or fail primarily on the capacity of teachers to act as leaders of change within their own classrooms and institutions, rather than as passive implementers of externally designed policy [4]. This premise is particularly consequential for EFL teachers, whose classrooms are simultaneously sites of linguistic instruction, intercultural mediation, and increasingly technological experimentation. Where teachers lack leadership capacity, reform intentions articulated at the policy level risk remaining declarative rather than being translated into classroom-level practice.

Uzbekistan's educational reform trajectory provides a particularly salient illustration of these global dynamics. The 2022 National Development Strategy and the 2021 Resolution on Foreign Language Education Quality have explicitly articulated the need for English language teachers who combine linguistic expertise with leadership, creativity, and innovation [6; 7]. Yet despite this normative impetus, the systematic development of pedagogical leadership competencies (PLCs) in pre-service EFL teacher programmes remains insufficiently conceptualised and operationalised: leadership is frequently

referenced in policy rhetoric but rarely translated into explicit, assessable curricular outcomes. The present paper addresses this gap by examining the multi-dimensional socio-professional necessity that makes PLC development not merely desirable but educationally imperative. Three research questions guide the analysis: (1) What factors, taken together, constitute the socio-professional necessity of PLC development for future EFL teachers? (2) How do these factors interact, and can they be organised into a coherent explanatory model? (3) What are the practical implications of this model for pre-service EFL teacher preparation in Uzbekistan?

The central argument advanced here is that PLC necessity in EFL teacher education is not reducible to a single cause. Rather, it represents the convergence of at least five analytically distinct yet empirically interrelated factors whose combined force creates a compelling case for systematic PLC integration in pre-service programmes.

LITERATURE REVIEW AND METHODOLOGY

This paper adopts a conceptual-analytical methodology rather than an empirical one. It is based on a systematic synthesis of Uzbekistan's national policy documents (Presidential Decree PF-60, 2022; Presidential Resolution PQ-5117, 2021) and international empirical and theoretical research on teacher leadership published between 2001 and 2025. Sources were selected according to three inclusion criteria: (a) direct relevance to teacher leadership or pedagogical leadership as a construct; (b) applicability to EFL or foreign-language teacher education; and (c) either international comparative weight (e.g., OECD, WEF datasets) or direct national-policy authority for the Uzbekistan context. The analysis proceeds through thematic synthesis of the reviewed sources, from which a five-dimensional model of the necessity of pedagogical leadership competencies (PLCs) in EFL teacher education is inductively derived. It should be acknowledged from the outset that, being conceptual rather than empirical, the model presented below requires subsequent quantitative and qualitative validation; this limitation is revisited in the discussion and conclusion.

Pedagogical leadership: conceptual foundations.

The scholarly literature on teacher leadership has grown substantially since York-Barr and Duke's (2004) landmark synthesis of two decades of research, which identified teacher leadership as a multi-dimensional construct encompassing formal, informal, and facilitative manifestations [13]. Fullan (2001) situates such leadership within the broader logic of educational change, arguing that sustainable reform depends on cultivating leadership capacity at every level of the system rather than concentrating it in formal administrative roles [4]. For the purposes of this paper, pedagogical leadership is defined as the teacher's capacity to exercise purposeful, creative, and accountable influence over learners, colleagues, and the educational environment in order to continuously improve teaching and learning processes. This definition integrates both the instructional and institutional dimensions of leadership that contemporary research has identified as essential.

Theoretical models of teacher leadership: distributed, transformational, and servant approaches.

The construct of pedagogical leadership draws on several converging theoretical traditions. Distributed leadership theory, most systematically elaborated by Spillane, conceptualises leadership not as a fixed attribute of a single formal leader but as a practice stretched across multiple actors, artefacts, and situations within an organisation [11]. Harris extends this argument specifically to school improvement, demonstrating that distributing leadership responsibility among teachers rather than concentrating it in senior management is positively associated with sustained instructional improvement [8]. Transformational and servant-leadership traditions, by contrast, emphasise the individual teacher's capacity to inspire, motivate, and ethically serve learners and colleagues. The five-dimensional model

proposed in this paper draws primarily on the distributed-leadership tradition: it treats the EFL classroom and the broader pre-service preparation system as sites in which leadership practice must be actively distributed to, and cultivated in, future teachers rather than assumed to emerge spontaneously from subject-matter competence alone.

EFL teacher leadership: specific dimensions.

In the EFL context, pedagogical leadership takes on distinctive characteristics that differentiate it from general teacher leadership. Alharbi argues that EFL teachers function simultaneously as linguistic models, cross-cultural communicators, and social change agents a tripartite role that inherently demands leadership competencies extending well beyond classroom management [3]. Ghamrawi et al. Provide empirical validation of seven domains of teacher leadership that are directly applicable to EFL professionals: professional learning facilitation, collaborative orientation, innovation promotion, environment construction, influence expansion, self-development, and social-ethical responsibility [5]. Read together with the distributed-leadership perspective outlined above, these findings suggest that EFL teacher leadership should be conceptualised not as an optional add-on to linguistic competence, but as a structurally necessary component of the EFL teacher's professional identity.

RESULTS AND DISCUSSION

Based on synthesis of international research and analysis of Uzbekistan's national policy framework, the author proposes a five-dimensional model of PLC necessity in EFL teacher education. Each dimension is analytically distinct and can be operationalised independently; together, they constitute a mutually reinforcing system of professional and social demands. Table 1 summarises the model before each dimension is discussed in detail.

1-jadval.

Besh o'Ichovli PYK zaruratining modeli

Dimensiya	Asosiy omil	Asosiy dalil	Ta'lim tizimiga oqibati
Global mehnat bozori	Rahbarlik, tanqidiy fikrlash, ijodkorlik talabi	WEF (2023): 2030 yilga qadar eng talab qilingan ko'nikmalarning 7/10 tasi	O'qituvchi bu ko'nikmalarni o'zida shakllantirgan bo'lishi shart
Milliy ta'lim islohoti	PF-60 va PQ-5117 me'yoriy talablari	Milliy strategiya va qaror matnlari	PYK dasturlarga institutsional legitimlik beradi
EFL o'qituvchisining kasbiy roli	Kommunikativ, madaniyatlararo vositachilik roli	Akkaraputtapong va boshq. (2025)	Yetakchilik kompetensiyasi o'quvchi natijalarining kuchli prediktori
Innovatsion ta'lim muhiti	Raqamli va AI-texnologiyalar integratsiyasi	Afalla, Fabelico (2024)	Yetakchiliksiz innovatsiya texnologik qaramlikka olib keladi
Xalqaro benchmarking	Xalqaro reyting va sifat standartlariga moslashuv	OECD TALIS 2024 (48 mamlakat)	Yetakchilik tizimlari yuqori natija va motivatsiya bilan bog'liq

Dimension 1 Global labour market demands.

The World Economic Forum's Future of Jobs Report (2023) identifies that 7 of the 10 most demanded skills in 2030 labour markets are directly related to leadership, critical thinking, creativity, and social influence [12]. EFL teachers bear a primary professional responsibility for cultivating these skills in learners; they must therefore themselves possess

these competencies at a high level which necessarily implies systematic leadership development. This dimension has a distinctive multiplier effect: unlike many professions, in which leadership competence primarily benefits the individual practitioner and their immediate team, a teacher's leadership competence is transmitted, modelled, and reproduced in every cohort of learners passing through their classroom. A teacher who lacks the capacity to demonstrate initiative, collaborative problem-solving, or creative adaptation cannot credibly be expected to cultivate these same capacities in learners, regardless of how well-designed the formal curriculum may be.

Dimension 2 National educational reform imperatives.

Uzbekistan's legislative framework for educational reform creates both the normative mandate and the institutional conditions for PLC development. The 2022 Development Strategy identifies innovation and professional excellence as key educational priorities, while the 2021 Resolution mandates internationally comparable quality standards for EFL teacher preparation [6; 7]. This legislative environment provides the institutional legitimacy for integrating PLC development into pre-service curricula while also signalling the professional cost of failing to do so. It is worth noting that normative mandate alone rarely produces systemic change; policy documents establish direction, but implementation depends on translating broad language about "leadership" and "innovation" into concrete, assessable curricular components at the level of individual teacher-training institutions.

Dimension 3 Specific professional role of EFL teachers.

The EFL teacher's role is structurally leadership-intensive in ways that distinguish it from other subject teachers. The language classroom is inherently communicative and interactive, requiring the teacher to manage complex social dynamics, respond to diverse learner needs, and maintain communicative authenticity. Akkaraputtapong et al. Demonstrate that teacher leadership competencies are significantly stronger predictors of EFL learner outcomes than pedagogical content knowledge alone [2]. This finding has a direct bearing on how pre-service curricula allocate instructional time. If leadership competence is a stronger predictor of learner outcomes than content knowledge alone, then curricula that privilege linguistic and methodological content almost exclusively while treating leadership development as incidental are arguably mis-calibrated relative to the factors that most influence classroom effectiveness.

Dimension 4 Innovative learning environment requirements.

Digital technologies, blended learning, and AI-enhanced instruction are reshaping the professional landscape for all teachers, but particularly for EFL teachers whose subject matter is inherently mediated by communication technologies. Innovation adoption without leadership competencies risks technological dependence rather than technological empowerment. Afalla and Fabelico demonstrate that distributed pedagogical leadership significantly moderates the relationship between technology access and pedagogical innovation outcomes [1]. The moderating role of leadership identified by Afalla and Fabelico is theoretically consistent with Spillane's and Harris's distributed-leadership framework discussed above: access to technology, by itself, distributes only tools, not agency [8; 11]. Agency the capacity to decide how, when, and why a given technology should be integrated into a specific communicative teaching context — is precisely what leadership competence supplies.

Dimension 5 International benchmarking pressure.

OECD TALIS 2024 data from 48 countries demonstrate that institutions with established teacher leadership systems show significantly higher learner achievement, teacher job satisfaction, and institutional innovation activity [10]. For Uzbekistan's aspiration to improve its position in international educational rankings, investment in teacher leadership is not a pedagogical luxury but a strategic necessity. Benchmarking pressure also has a comparative-credibility dimension: as Uzbekistan's higher-education institutions

increasingly participate in international accreditation processes, partnership agreements, and mobility programmes, the leadership competence of graduating EFL teachers becomes a visible marker of programme quality to external evaluators, not merely an internal pedagogical concern.

Discussion: interaction between dimensions and limitations of the model.

The five dimensions discussed above should not be read as independent, additive factors. Rather, they interact: national reform imperatives (Dimension 2) create the institutional space within which international benchmarking pressure (Dimension 5) can be meaningfully addressed; global labour-market demands (Dimension 1) supply the substantive content of what leadership competence should include; and the specific professional role of EFL teachers (Dimension 3), combined with the requirements of innovative learning environments (Dimension 4), determines how that competence must be enacted in practice. This interdependence is consistent with the distributed-leadership premise that leadership is a systemic property rather than an isolated individual trait. Several limitations of the proposed model must be acknowledged. First, as a conceptual-analytical synthesis, the model has not yet been subjected to empirical testing within the Uzbekistan EFL teacher-education context; its explanatory power therefore remains provisional. Second, the model draws predominantly on English-language international sources together with a limited set of Uzbekistan-specific policy documents, which may underrepresent locally-specific constraints such as institutional resourcing, faculty readiness, or regional variation between urban and rural teacher-training institutions.

Implications for EFL teacher preparation.

The five-dimensional necessity model has direct implications for pre-service EFL teacher preparation programmes. Three recommendations are particularly salient. First, PLC development should be integrated as a standalone competency domain in national teacher preparation standards, rather than embedded invisibly within broader professional competence frameworks. Second, teacher preparation programmes should include targeted modules for each PLC block (cognitive-reflective, communicative-interactive, creative-innovative, organisational-managerial, social-ethical, and metacognitive) with measurable learning outcomes. Third, pedagogical practica should be restructured to provide students with authentic leadership role experiences in school settings, with structured reflection protocols to support competency transfer [9].

Table 2 illustrates how each PLC block might be operationalised as a curricular module, translating the conceptual model into a format that pre-service programme designers could adapt.

2-jadval.

PYK bloklarining o'quv dasturidagi namunaviy operatsionalizatsiyasi

PYK bloki	Qisqacha tavsifi	Namunaviy o'quv faoliyati
Kognitiv-reflektiv	O'z pedagogik amaliyotini tahlil qilish qobiliyati	Amaliyot kundaligi, video-refleksiya seminarlari
Kommunikativ-interaktiv	Sinf va hamkasblar bilan samarali muloqot	Rolli o'yinlar, hamkorlikda dars loyihalashtirish
Ijodiy-innovatsion	Yangi metod va texnologiyalarni moslashtirish	Mikro-o'qitish loyihalari, raqamli vosita sinovlari
Tashkiliy-boshqaruv	Sinf va loyihalarni tashkil etish	Klub/loyiha rahbarligi amaliyoti
Ijtimoiy-axloqiy	Adolat, hamkorlik va mas'uliyat	Ke'nc-tahlillar, hamjamiyat loyihalari
Metakognitiv	O'z rivojlanishini rejalashtirish va	Kasbiy rivojlanish portfeli

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These recommendations are consistent with findings from Muslimov, who demonstrated that professional identity formation the foundation of leadership competency requires deliberate, sustained, and contextualised practice over the duration of the teacher preparation programme [9]. A single leadership module or optional professional development offering is insufficient; PLC development must permeate the entire pre-service curriculum, from introductory methodology courses through to final-year pedagogical practicum.

CONCLUSION

This paper has argued that the socio-professional necessity of developing pedagogical leadership competencies in future EFL teachers in Uzbekistan is grounded in five converging dimensions of professional demand: global labour-market pressure, national reform imperatives, the specific professional role of the EFL teacher, the requirements of innovative learning environments, and international benchmarking pressure. Situated within distributed-leadership theory, the proposed five-dimensional model offers a theoretically coherent and practically applicable framework for curriculum development decision-making, and the accompanying curricular illustration (Table 2) demonstrates one plausible pathway from conceptual model to programme design. The paper's contribution is primarily conceptual: it synthesises previously disconnected strands of international leadership research and Uzbekistan-specific policy analysis into a single explanatory structure. Its principal limitation the absence of empirical validation simultaneously defines the priority agenda for future research. Three directions are proposed. First, the model should be tested empirically through large-scale surveys of EFL teacher educators, employers, and graduates, to establish whether the five dimensions are perceived as distinct and salient in practice. Second, longitudinal tracking of graduates from programmes that have and have not systematically integrated PLC development would allow the model's practical consequences to be assessed against career-outcome and classroom-performance indicators.

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