Science and innovation research newsletter
scientific methodological journal
2026 / №-1
ngmpublication.uz



TEACHER COMPETENCIES AND PROFESSIONAL DEVELOPMENT FOR ONLINE LANGUAGE INSTRUCTION

Jalolova Shakhnoza Valijon kizi
The student of NamSU
jalolovash@gmail.com

Abstract: The increasing adoption of online learning has transformed foreign language education, requiring teachers to develop new competencies and adapt their instructional practices to digital environments. Effective online language instruction demands not only subject-matter expertise but also technological, pedagogical, and communication skills. This study examines the essential competencies required for online language teachers and explores the role of professional development in enhancing instructional effectiveness. Using a mixed-methods research design, data were collected from language teachers through surveys, interviews, and classroom observations. The findings indicate that technological proficiency, digital pedagogical knowledge, online communication skills, and assessment literacy are critical competencies for successful online language instruction.

Keywords: online language instruction, teacher competencies, professional development, digital pedagogy, foreign language education, online teaching

Аннотация: Растущее внедрение онлайн-обучения трансформировало преподавание иностранных языков, требуя от преподавателей развития новых компетенций и адаптации методов обучения к цифровой среде. Эффективное онлайн-обучение языкам требует не только экспертных знаний по предмету, но и технологических, педагогических и коммуникативных навыков. В данном исследовании рассматриваются основные компетенции, необходимые преподавателям языков, обучающим онлайн, и исследуется роль профессионального развития в повышении эффективности обучения. Используя смешанный метод исследования, данные были собраны у преподавателей языков посредством опросов, интервью и наблюдений за занятиями. Результаты показывают, что технологическая компетентность, цифровые педагогические знания, навыки онлайн-коммуникации и грамотность в области оценивания являются критически важными компетенциями для успешного онлайн-обучения языкам.

Ключевые слова: Онлайн-обучение языкам, компетенции преподавателей, профессиональное развитие, цифровая педагогика, преподавание иностранных языков, онлайн-обучение.

Annotatsiya: Onlayn o'qitishning tobora keng qo'llanilishi chet tili ta'limini o'zgartirib, o'qituvchilardan yangi kompetensiyalarni rivojlantirish va o'quv amaliyotlarini raqamli muhitga moslashtirishni talab qildi. Samarali onlayn til o'qitish nafaqat fan bo'yicha bilimlarni, balki texnologik, pedagogik va kommunikatsiya ko'nikmalarini ham talab qiladi. Ushbu tadqiqot onlayn til o'qituvchilari uchun zarur bo'lgan asosiy kompetensiyalarni o'rganadi va o'qitish samaradorligini oshirishda professional rivojlanishning rolini o'rganadi. Aralash usullardan foydalangan holda tadqiqot dizaynidan foydalanib, til o'qituvchilaridan so'rovnomalar, intervyular va sinf kuzatuvlari orqali ma'lumotlar to'plandi. Tadqiqot natijalari shuni ko'rsatadiki, texnologik mahorat, raqamli pedagogik bilimlar,



onlayn muloqot ko'nikmalari va baholash savodxonligi muvaffaqiyatli onlayn til o'qitish uchun muhim kompetensiyalar hisoblanadi.

Kalit so'zlar: Onlayn til o'qitish, o'qituvchi kompetensiyalari, professional rivojlanish, raqamli pedagogika, chet tili ta'limi, onlayn o'qitish

Introduction

The rapid growth of digital technologies and online education has reshaped the landscape of foreign language teaching and learning. Educational institutions increasingly rely on virtual platforms to deliver language courses, providing learners with greater flexibility and access to educational resources. While online learning offers numerous advantages, it also requires teachers to acquire specialized skills that differ from those used in traditional face-to-face classrooms. Language teachers play a central role in facilitating learning, motivating students, and creating meaningful communication opportunities. In online environments, however, instructors must manage digital tools, design interactive activities, monitor student progress remotely, and maintain learner engagement through virtual communication. These responsibilities require a combination of technological, pedagogical, and interpersonal competencies.

Professional development programs are essential for helping teachers adapt to these new demands. Training opportunities can enhance teachers' digital literacy, instructional strategies, and confidence in using educational technologies effectively.

The purpose of this study is to identify the key competencies required for successful online language instruction and examine the impact of professional development on teachers' instructional practices and effectiveness.

Methods

This study employed a mixed-methods research design combining quantitative and qualitative approaches to investigate teacher competencies and professional development experiences in online language education. The study involved 80 foreign language teachers from universities and language institutions that offered online courses. Participants had varying levels of teaching experience, ranging from novice instructors with less than two years of experience to experienced educators with more than fifteen years in the profession.

Data were collected through three methods:

1. A questionnaire assessing teachers' perceptions of essential online teaching competencies and professional development needs.
2. Semi-structured interviews with 20 teachers to explore their experiences and challenges in online instruction.
3. Observations of online language classes to evaluate the application of digital teaching practices.

Quantitative data were analyzed using descriptive statistics to identify commonly reported competencies and training needs. Qualitative data from interviews and observations were analyzed through thematic analysis to identify recurring patterns and insights.

Results

Essential Teacher Competencies: The findings revealed several competencies that participants considered essential for effective online language instruction.

Technological Competence: Ninety percent of teachers identified technological proficiency as a critical skill. Teachers emphasized the importance of managing virtual learning platforms, video conferencing tools, digital content creation software, and online assessment systems.

Digital Pedagogical Knowledge: Participants reported that successful online teaching requires the ability to design engaging learning activities, adapt instructional materials to digital formats, and integrate technology into language learning objectives.

Communication and Interaction Skills: Teachers highlighted the need for effective online communication strategies. Maintaining student engagement, facilitating discussions, and providing clear instructions were considered essential for creating positive learning experiences.

Discussion

The findings demonstrate that online language instruction requires a broad set of competencies extending beyond traditional language teaching expertise. Technological competence is fundamental because teachers must effectively use digital tools to deliver instruction, facilitate interaction, and assess learning outcomes. The importance of digital pedagogical knowledge aligns with contemporary educational theories that emphasize learner-centered and technology-enhanced instruction. Teachers who understand how to integrate technology meaningfully into language learning activities are better equipped to create engaging and effective online learning environments.

Communication skills emerged as another crucial competency. Since online learning often reduces opportunities for face-to-face interaction, teachers must employ deliberate communication strategies to foster social presence and maintain student engagement. Professional development plays a vital role in supporting teachers' adaptation to online teaching. Continuous training enables educators to stay informed about emerging technologies, refine instructional techniques, and respond effectively to evolving educational demands.

Conclusion

The transition to online language instruction has created new demands for teachers, requiring competencies in technology, pedagogy, communication, and assessment. This study identified technological proficiency, digital pedagogical knowledge, communication skills, and assessment literacy as key competencies for successful online language teaching. The findings further demonstrate that professional development significantly enhances teacher confidence, instructional effectiveness, and student engagement.

References

1. Compton, L. K. L. (2009). Preparing language teachers to teach language online: A look at skills, roles, and responsibilities. Computer Assisted Language Learning, 22(1), 73–99.

2. Hampel, R., & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. Computer Assisted Language Learning, 18(4), 311–326.

3. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? Contemporary Issues in Technology and Teacher Education, 9(1), 60–70.

4. Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Elements of award-winning courses. Online Learning, 23(4), 160–180.

5. Richards, J. C. (2015). Key Issues in Language Teaching. Cambridge University Press.

6. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57(1), 1–22.

7. Stickler, U., & Hampel, R. (2010). CyberDeutsch: Language production and user preferences in a Moodle-based environment. CALICO Journal, 27(2), 349–373.

8. Trust, T., Carpenter, J. P., & Krutka, D. G. (2017). Leading by learning: Exploring the professional learning networks of instructional leaders. Educational Media International, 54(2), 137–152.

9. Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. American Educational Research Journal, 45(1), 166–183.