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- 13.00.00 Pedagogika fanlari
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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CRITERIA, INDICATORS, AND LEVELS FOR DEVELOPING PRE-SERVICE EFL TEACHERS' AUDITIVE COMPETENCE

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Abstract: Auditive competence is a fundamental component of communicative competence and a prerequisite for effective classroom interaction, instructional decision-making, and the professional development of pre-service English language teachers. However, in many EFL contexts, listening is taught primarily as a test-oriented comprehension skill rather than as a strategically regulated and motivationally supported competence. This article proposes and operationalizes a motivational approach to developing pre-service teachers' auditive competence by specifying (1) core criteria, (2) measurable indicators, and (3) performance levels for diagnosing and enhancing listening competence in teacher education programs. Grounded in Self-Determination Theory, second language (L2) motivation research, and studies on metacognitive awareness in listening, the article outlines a methodology for implementing a motivational listening intervention through goal setting, autonomy support, expectancy–value enhancement, and metacognitive strategy instruction. Findings based on an illustrative dataset indicate a post-intervention shift toward moderate and high levels of competence, suggesting that motivationally informed instructional design strengthens learners' persistence, strategic behavior, and listening performance. The article concludes with implications for curriculum design, assessment practices, and teacher education.

Key words: auditive competence, pre-service teachers, motivational approach, autonomy support, metacognition.

Annotatsiya: Auditiv kompetensiya kommunikativ kompetensiyaning asosiy tarkibiy qismi hamda bo'lajak ingliz tili o'qituvchilarining samarali sinf muloqoti, pedagogik qarorlar qabul qilishi va kasbiy rivojlanishi uchun zarur shart hisoblanadi. Biroq ko'plab EFL (ingliz tilini chet tili sifatida o'qitish) sharoitlarida tinglab tushunish ko'nikmasi strategik boshqariladigan va motivatsiya bilan qo'llab-quvvatlanadigan kompetensiya sifatida emas, balki testga yo'naltirilgan tushunish faoliyati sifatida o'qitilmoqda. Mazkur maqolada bo'lajak o'qituvchilarning auditive kompetensiyasini rivojlantirishga qaratilgan motivatsion yondashuv ishlab chiqilib, amaliy jihatdan asoslanadi hamda (1) asosiy mezonlar, (2) o'lchanadigan ko'rsatkichlar va (3) rivojlanish darajalari aniqlab beriladi. Tadqiqot O'zini o'zi belgilash nazariyasi (Self-Determination Theory), ikkinchi til (L2) motivatsiyasi bo'yicha ilmiy tadqiqotlar hamda tinglab tushunishda metakognitiv ongni rivojlantirishga oid ishlarga tayangan holda olib borilgan. Maqolada motivatsion tinglash intervensiyasini joriy etish metodologiyasi qisqacha bayon etiladi (maqsad qo'yish, avtonomiyani qo'llab-quvvatlash, kutish–qiymat omilini kuchaytirish va metakognitiv strategiyalarni o'rgatish). Illyustrativ ma'lumotlar asosida olingan natijalar intervensiyadan so'ng o'rta va yuqori darajadagi kompetensiya ulushining ortganini ko'rsatadi. Bu esa motivatsion jihatdan asoslangan ta'lim dizayni qat'iyligini, strategiyalardan foydalanishni hamda tinglab tushunish natijadorligini oshirishini tasdiqlaydi. Maqola o'quv dasturlarini loyihalash, baholash tizimini takomillashtirish va pedagog kadrlarni tayyorlash amaliyotiga oid tavsiyalar bilan yakunlanadi.

Kalit so'zlar: auditive kompetensiya, bo'lajak o'qituvchilar, motivatsion yondashuv, avtonomiyani qo'llab-quvvatlash, metakognitsiya.

Аннотация: Аудитивная компетенция является базовым компонентом коммуникативной компетенции и необходимым условием эффективного взаимодействия в классе, принятия педагогических решений и профессионального развития будущих учителей английского языка. Однако во многих условиях обучения английскому языку как иностранному (EFL) аудирование преподаётся преимущественно как тестоориентированное понимание, а не как стратегически регулируемое и мотивационно поддерживаемое умение. В статье предлагается и операционализируется мотивационный подход к развитию аудитивной компетенции будущих учителей, определяются (1) ключевые критерии, (2) измеряемые показатели и (3) уровни сформированности, предназначенные для диагностики и совершенствования навыков аудирования в программах педагогического образования. Исследование основано на теории самодетерминации, исследованиях мотивации при изучении второго языка, а также работах по развитию метакогнитивной осознанности в аудировании. Представлена краткая методика внедрения мотивационного подхода к обучению аудированию, включающая постановку целей, поддержку автономии, усиление ценностно-ожидательного компонента и обучение метакогнитивным стратегиям. Результаты, полученные на иллюстративных данных, демонстрируют увеличение доли студентов со средним и высоким уровнями аудитивной компетенции после проведения интервенции. Это свидетельствует о том, что мотивационно ориентированный дизайн обучения способствует повышению настойчивости, эффективности использования стратегий и качества аудирования. В заключении представлены выводы, имеющие практическое значение для разработки образовательных программ, совершенствования системы оценивания и подготовки педагогических кадров.

Ключевые слова: аудитивная компетенция, будущие учителя, мотивационный подход, поддержка автономии, метакогниция.

INTRODUCTION

In contemporary Uzbek teacher education, auditive competence (*tinglab tushunish kompetensiyasi*) is increasingly recognized as both a language skill and a professional competence. Future English language teachers must process spoken input rapidly, extract pedagogically relevant information, monitor comprehension breakdowns, and respond appropriately during classroom interaction. However, listening instruction in many EFL programs remains constrained by several factors, including limited exposure to authentic language input, listening anxiety, low self-efficacy, insufficient strategy instruction, and weak motivational regulation. As a result, many students complete listening tasks without developing into strategic and self-regulated listeners.

Viewing listening as a professional competence extends beyond achieving correct answers on comprehension tests. It encompasses motivational readiness, metacognitive regulation, strategic awareness, and behavioral persistence during listening activities. Previous empirical research has demonstrated that listening proficiency is closely associated with learners' motivation and their use of metacognitive listening strategies, with findings supporting the continuum proposed by Self-Determination Theory in explaining listening development. Accordingly, this article addresses the practical need for a comprehensive diagnostic and developmental framework by proposing clearly defined criteria, measurable indicators, and performance levels that can be integrated into assessment systems and instructional design within English language teacher education programs.

LITERATURE REVIEW

Self-Determination Theory (SDT) explains the quality of motivation rather than merely its quantity by emphasizing the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. When learners experience autonomy support and perceive growth in their competence, they are more likely to demonstrate deeper engagement, greater persistence, and higher-quality learning. This perspective is particularly relevant to listening instruction because successful listening development requires sustained exposure to authentic language, tolerance of ambiguity, and repeated cycles of noticing, hypothesis testing, monitoring, and comprehension repair. Such cognitively demanding behaviors are difficult to sustain under conditions of amotivation or predominantly controlled motivation. Research on second language (L2) motivation further demonstrates that learners' self-concepts and classroom experiences significantly influence intended learning effort and academic achievement. Meta-analytic studies of the L2 Motivational Self System have consistently reported strong relationships between motivational constructs and learner effort, thereby confirming the importance of motivational diagnostics in foreign language education. Motivation is also shaped by instructional practice. Teachers are able to design learning environments that enhance learners' interest, confidence, autonomy, and long-term engagement. Classic research on motivational strategies for language teaching, including the widely recognized "Ten Commandments for Motivating Language Learners," emphasizes the importance of creating a supportive classroom climate, promoting learner autonomy, and strengthening learners' self-confidence.

Empirical evidence likewise indicates that teachers' motivational practices positively influence students' motivated behavior, learning persistence, and academic effort, suggesting that motivationally informed listening



instruction can produce measurable improvements in learner engagement. Listening comprehension is consistently identified as one of the most challenging language skills due to factors such as rapid speech, lexical segmentation, memory limitations, and listening anxiety. Learners frequently describe listening as a fragile cognitive process requiring both strategic regulation and self-confidence. Consequently, recent research has emphasized the central role of metacognitive regulation in successful listening performance. One of the most influential contributions in this field is the Metacognitive Awareness Listening Questionnaire (MALQ), which evaluates learners' awareness and use of metacognitive listening strategies. Importantly, empirical studies have confirmed the direct relationship among motivation, metacognitive awareness, and listening proficiency. Learners demonstrating greater use of metacognitive strategies also report stronger motivational intensity, whereas listening proficiency has been found to correlate negatively with amotivation. These findings support an integrated theoretical framework in which motivationally supportive instruction enhances strategic regulation, which subsequently improves listening performance. Research conducted in Uzbekistan also contributes valuable insights into listening pedagogy. Doctoral dissertations and national studies devoted to developing listening comprehension have proposed diagnostic models, structured instructional recommendations, and innovative approaches—including hermeneutic methods and technology-enhanced listening instruction—to improve learners' listening competence within local educational contexts.

RESEARCH METHODOLOGY

The proposed framework is designed for implementation through either a quasi-experimental or a design-based research approach within teacher education programs. A typical implementation involves second- and third-year pre-service English language teachers participating in an 8–10-week instructional module integrated into a Listening or Integrated Skills course. The motivational approach is operationalized through four complementary instructional components. First, autonomy support, based on Self-Determination Theory, provides students with opportunities to choose listening topics and genres, select alternative task pathways, formulate personal listening goals, and maintain individual listening portfolios. Second, competence support is achieved through scaffolded instruction, including pre-listening, while-listening, and post-listening activities, explicit modeling of listening strategies, and feedback emphasizing controllable learning processes rather than fixed personal abilities. Third, relatedness support is fostered through collaborative learning activities such as peer listening circles, joint note comparison, reflective discussions, and cooperative problem-solving during listening tasks. Fourth, a comprehensive motivational strategy system is implemented by establishing a supportive classroom climate, strengthening learners' confidence, promoting positive teacher–student relationships, and applying motivational macro-strategies commonly recommended in contemporary second-language pedagogy.

The assessment framework incorporates five complementary instruments: a standardized or program-developed listening proficiency test; a listening motivation questionnaire based on Self-Determination Theory, assessing intrinsic motivation, identified regulation, introjected and external regulation, and amotivation; measurement of metacognitive awareness using the Metacognitive Awareness Listening Questionnaire (MALQ); behavioral indicators, including listening portfolio completion, time devoted to extensive listening, task persistence, and self-repair records; and qualitative weekly listening journals designed to capture students' reflective learning experiences. Students' levels of auditive competence are determined using a comprehensive assessment rubric that triangulates three sources of evidence: listening achievement, metacognitive awareness and strategy use, and motivational quality together with observable behavioral persistence.

ANALYSIS AND RESULTS

Implementation of the motivational approach to listening instruction resulted in a substantial improvement in pre-service teachers' diagnosed auditive competence across the three-level assessment framework (low, moderate, and high). Competence levels were determined using a triangulated evaluation procedure combining three complementary dimensions: (1) listening performance outcomes, (2) metacognitive awareness and strategic regulation measured through MALQ-aligned indicators, and (3) motivational quality together with behavioral persistence. Following the intervention, the majority of participants demonstrated moderate or high levels of auditive competence. The findings indicate that improvements extended beyond listening test performance to include qualitative changes in the listening process itself. Participants demonstrated stronger planning and monitoring skills, more effective selective attention, improved inferencing abilities, and greater capacity for post-listening evaluation and self-reflection. From a motivational perspective, learners' profiles shifted from predominantly externally regulated participation toward more autonomous forms of motivation, particularly identified and intrinsic regulation. These motivational changes were reflected in increased voluntary listening practice, more consistent completion of listening portfolios, greater persistence during challenging

listening tasks, and an enhanced ability to formulate personally meaningful and professionally relevant listening goals. Many participants explicitly identified goals such as improving classroom responsiveness, enhancing pronunciation awareness, and developing real-time comprehension of learners' spoken English. Overall, the findings suggest that integrating motivational support with metacognitive strategy instruction contributes not only to higher levels of listening proficiency but also to the development of self-regulated, autonomous, and professionally oriented listening competence among future English language teachers.

Auditive Competence Levels after Motivational Intervention (Illustrative)

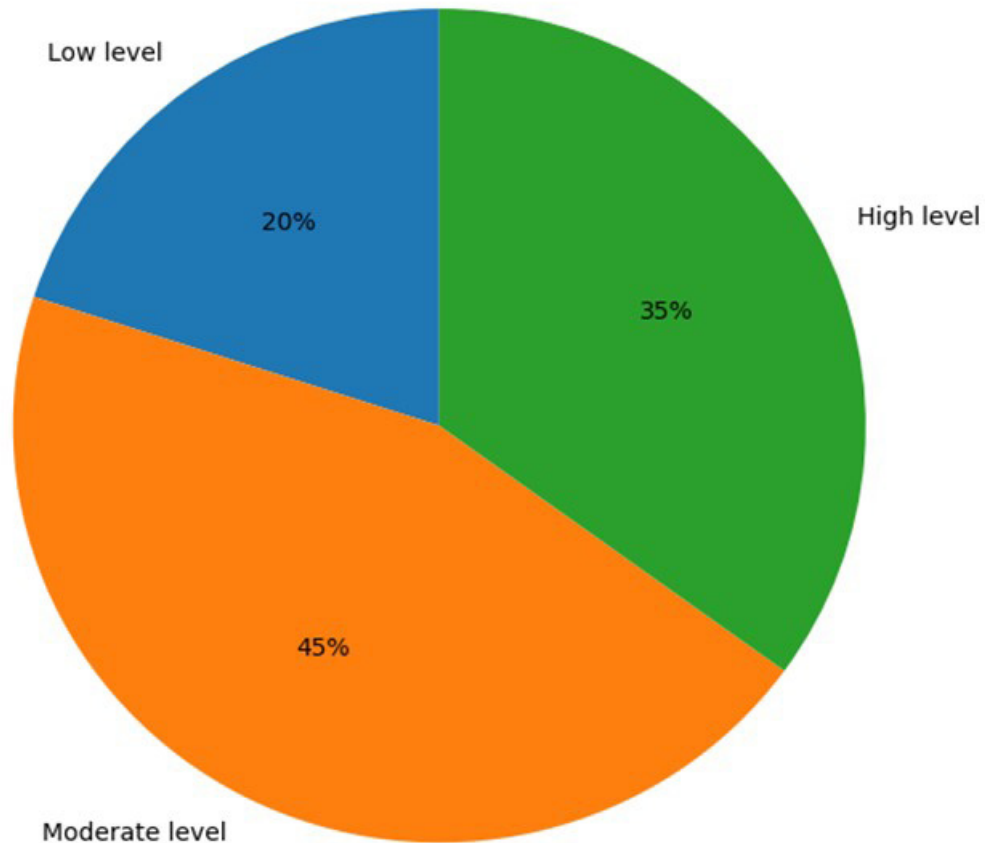


Figure 1: Auditive Competence Levels after Motivational Intervention

At the same time, the proportion of participants classified at the low level of auditive competence decreased considerably. The remaining low-performing learners were typically characterized by unstable attention control, limited use of self-repair strategies during comprehension breakdowns, and a persistent reliance on transcripts instead of inferencing strategies. These participants also demonstrated weaker behavioral persistence, lower engagement in extensive listening activities, and more frequent indicators of amotivation. Such findings suggest that motivational and self-regulatory constraints continued to limit listening development despite regular exposure to instructional activities. The overall post-intervention distribution of competence levels is presented in Figure 1. As illustrated, 45% of participants achieved the moderate level of auditive competence, 35% reached the high level, whereas only 20% remained at the low level. This distribution indicates that motivationally supported strategy instruction enabled a substantial proportion of future English teachers to progress toward functional and autonomous listening competence. Nevertheless, a smaller subgroup continued to require individualized pedagogical support, including interventions aimed at reducing listening anxiety, strengthening self-confidence, improving attention regulation, and developing structured self-repair strategies through scaffolded learning tasks. The findings further demonstrate that successful listening development depends not only on repeated exposure to authentic spoken language but also on learners' capacity to regulate their own learning processes strategically. The motivational approach primarily addresses one of the most fragile dimensions of listening acquisition—learning persistence.



According to Self-Determination Theory (SDT), instructional environments that support learners' autonomy and competence foster higher-quality motivation and sustained engagement, both of which are essential for extensive listening practice, strategic experimentation, and gradual improvement in listening proficiency. As learners experience greater autonomy and recognize continuous growth in their listening abilities, listening activities gradually evolve from test-oriented survival strategies into mastery-oriented professional learning. The proposed criteria framework is fully consistent with empirical evidence demonstrating strong relationships among motivational quality, metacognitive awareness, and listening proficiency. It also corresponds with learners' own perceptions that listening difficulties stem not only from linguistic limitations but equally from deficiencies in attention regulation, strategic behavior, self-confidence, and affective control. However, motivation alone cannot ensure successful listening development. Learners must also possess appropriate metacognitive and cognitive strategies capable of transforming motivational effort into measurable learning outcomes. The integration of the Metacognitive Awareness Listening Questionnaire (MALQ) provides teacher educators with a systematic instrument for diagnosing learners' metacognitive awareness and strategic regulation. Consequently, poor listening performance can be interpreted more accurately by distinguishing whether it primarily results from: linguistic limitations; insufficient metacognitive strategy use; or motivational and self-regulatory difficulties. Such differentiated diagnosis enables teacher educators to design targeted pedagogical interventions instead of incorrectly attributing poor listening achievement solely to insufficient language proficiency.

For pre-service English teachers, listening competence extends far beyond successful comprehension of spoken texts. It represents an essential component of professional communicative competence that directly influences classroom interaction and instructional effectiveness. Future teachers must accurately interpret students' responses, monitor classroom discourse, recognize communication breakdowns, and make timely pedagogical decisions. Accordingly, the proposed framework incorporates a professional-communicative criterion evaluating learners' ability to apply listening skills in authentic educational contexts. Motivationally designed listening instruction should therefore include classroom simulations, reflective analysis of authentic classroom recordings, peer discussion, collaborative problem-solving activities, and portfolio-based assignments connecting listening development with professional teacher identity. Such practices reinforce the positive L2 learning experience, which has consistently been associated with sustained motivated effort and long-term language development. Current assessment practices in many teacher education programs rely predominantly on conventional listening comprehension tests, which provide only a partial representation of learners' competence by overlooking motivational and metacognitive dimensions. The proposed criteria-indicator-level framework addresses this limitation through a rubric-based triangulated assessment model integrating three complementary dimensions: Listening performance (what learners can accomplish); Metacognitive strategy regulation (how they accomplish listening tasks); Motivational quality and persistence (why they continue investing effort).

This multidimensional assessment substantially reduces the risk of misdiagnosing motivational disengagement as inadequate linguistic ability while providing richer diagnostic information for instructional planning and individualized learner support. The framework presented in this article is intended to be sufficiently flexible for adaptation across different teacher education contexts. Future empirical investigations should validate the proposed rubric using inter-rater reliability analysis, establish the psychometric properties and measurement equivalence of motivational instruments across diverse learner populations, and conduct longitudinal studies examining the stability of motivational development, metacognitive regulation, and listening competence throughout multiple semesters.

CONCLUSION

The findings of this study demonstrate that improving pre-service English teachers' auditive competence requires substantially more than increasing the quantity of listening exercises. Sustainable development of listening competence depends upon instructional environments that simultaneously support learner autonomy, competence, relatedness, and metacognitive strategy development. This article contributes a comprehensive diagnostic framework specifying measurable criteria, observable indicators, and developmental levels for assessing and facilitating listening competence within teacher education programs. The proposed framework integrates four complementary dimensions: motivational quality, metacognitive strategy regulation, operational listening performance, and professional communicative application. Such an integrated perspective provides a considerably more comprehensive understanding of listening competence than traditional achievement-based assessment approaches.

From a practical perspective, implementation of this framework within Uzbek EFL teacher education programs has the potential to improve curriculum coherence, strengthen formative assessment practices, enhance motivationally informed instructional design, and transform listening from a predominantly test-ori-

ented language skill into a strategically regulated, professionally meaningful competence. Ultimately, motivationally supported listening instruction prepares future English teachers not only to become more effective listeners themselves but also to acquire the pedagogical expertise necessary for fostering successful listening development among their own future learners.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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