DIGITAL REFLECTIVE MICROTEACHING AS A METHOD FOR DEVELOPING COGNITIVE-PRAGMATIC COMPETENCE IN FUTURE ENGLISH TEACHERS

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Abstract. This article discusses digital reflective microteaching as a method for developing cognitive-pragmatic competence in future English teachers. In contemporary EFL teacher education, pragmatic competence should be developed not only through theoretical explanation but also through interactive, contextualized, and reflective tasks. Digital tools provide opportunities for multimodal input, simulated interaction, video-based analysis, online role-play, and feedback. The article proposes the integration of digital scenarios, video observation, online interaction, microteaching, and reflective self-assessment. This approach helps pre-service English teachers understand how pragmatic meaning is constructed in spoken, written, academic, and classroom communication. Particular attention is paid to requests, refusals, feedback, disagreement, classroom instructions, and teacher-student interaction.

Keywords: digital microteaching, cognitive-pragmatic competence, pre-service English teachers, pragmatic instruction, reflection, EFL teacher education.

Annotatsiya. Ushbu maqolada bo‘lajak ingliz tili o‘qituvchilarining kognitiv-pragmatik kompetensiyasini rivojlantirishda raqamli reflektiv mikrota’lim metodining ahamiyati yoritiladi. Zamonaviy ingliz tili o‘qituvchilarini tayyorlashda pragmatik kompetensiya faqat nazariy tushuntirish orqali emas, balki interaktiv, kontekstual va reflektiv topshiriqlar orqali shakllantirilishi zarur. Raqamli vositalar multimodal materiallar, simulyatsion muloqot, video tahlil, onlayn rolli o‘yinlar va qayta aloqa imkoniyatlarini yaratadi. Maqolada raqamli vaziyatlar, video kuzatuv, onlayn muloqot, mikrota’lim va reflektiv o‘z-o‘zini baholashni birlashtirish taklif etiladi.

Kalit so‘zlar: raqamli mikrota’lim, kognitiv-pragmatik kompetensiya, bo‘lajak ingliz tili o‘qituvchilari, pragmatik ta’lim, refleksiya, ingliz tili o‘qituvchilarini tayyorlash.

Digitalization has changed the way English is learned, taught, and used. Future English teachers are expected to communicate in face-to-face, online, academic, professional, and intercultural contexts. Therefore, their pragmatic competence must include the ability to interpret meaning in different communicative modes, including spoken dialogue, email, online discussion, classroom interaction, and digital feedback. Cognitive-pragmatic competence becomes especially important because digital communication often requires careful interpretation of intention, tone, politeness, and context.

Digital reflective microteaching can be used as an effective method for developing this competence. Microteaching is a short teaching practice in which students prepare and present a limited lesson fragment. When it is combined with digital tools and reflection, it becomes especially useful for future English teachers. Students can observe examples of pragmatic communication, design short lessons, record their teaching, receive peer feedback, and analyze their own performance. In this way, they develop both communicative and pedagogical aspects of cognitive-pragmatic competence.

The first advantage of digital reflective microteaching is that it provides rich pragmatic input. Future teachers can watch short video dialogues, online classroom interactions, teacher-student conversations, formal emails, peer feedback examples, and academic discussions. These materials show how pragmatic meaning is expressed through vocabulary, grammar, intonation, facial expression, hesitation, indirectness, and politeness strategies. For example, the feedback phrase "This is wrong" may be grammatically correct but pragmatically inappropriate in many educational contexts. A more supportive version, such as "You may need to revise this part because the argument is not fully clear," is more pedagogically effective. By comparing such examples, future teachers learn how language affects the listener.

The second advantage is pragmatic noticing. Students can annotate digital texts and videos by identifying requests, refusals, apologies, suggestions, disagreements, hedging, softening, encouragement, and repair strategies. This process helps them recognize that pragmatic competence is not secondary to grammar but is an essential part of communicative ability. When future teachers learn to notice pragmatic features, they also become better prepared to teach them explicitly.

Online role-play is another useful element of digital reflective microteaching. Students may perform simulated interactions through video conferencing platforms, messaging applications, or learning management systems. They can practice asking for clarification, refusing a request, giving feedback, responding to a student's mistake, solving a classroom conflict, or disagreeing respectfully in an academic discussion. Since online interactions can be recorded, students have the opportunity to review their performance and analyze the appropriateness of their language.

Microteaching tasks can focus on specific pragmatic functions. For example, one student may prepare a short lesson on polite requests, another on giving constructive feedback, and another on expressing disagreement in academic discussion. Each microteaching lesson should include examples, contextual analysis, guided practice, and reflection. The aim is not only to explain useful expressions but also to show when, why, and how they should be used. This is important because future teachers must be able to connect language form with communicative intention and social context.

Reflective self-assessment is an important part of this method. After microteaching, students can answer questions such as: What pragmatic feature did I teach? How did I explain the role of context? Did my examples show different levels of formality and politeness? How did I help learners understand speaker intention? What should I improve in my future teaching? Such questions help future teachers develop professional reflection and become more conscious of their teaching decisions.

Digital reflective microteaching also supports peer learning. When students observe each other's microteaching, they learn different ways of explaining pragmatic meaning. Peer feedback can focus on clarity of instruction, appropriateness of examples, interaction with learners, and effectiveness of reflection. This creates a collaborative learning environment in which students act not only as learners but also as future professionals.

This method is especially useful in EFL contexts where students may not have regular access to authentic English-speaking environments. Digital materials, online simulations, video observation, and recorded teaching practice can create repeated opportunities for exposure, analysis, and practice. They help future teachers understand that English communication is not only a matter of correct sentences but also a matter of appropriate choices in specific contexts.

Digital reflective microteaching develops competence at three interconnected levels. At the communicative level, students learn to use English appropriately in different situations. At the cognitive level, they learn to interpret intention, context, relationship, and possible listener reaction. At the pedagogical level, they learn how to teach pragmatic features to future learners. Therefore, this method is directly connected with the professional preparation of future English teachers.

In conclusion, digital reflective microteaching can be considered an effective method for developing cognitive-pragmatic competence in future English teachers. It combines digital input, pragmatic noticing, online interaction, microteaching practice, peer feedback, and self-reflection. For English teacher education programs, this approach can strengthen the connection between language competence, pragmatic awareness, digital pedagogy, and professional teaching skills.

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