METHODOLOGICAL ANALYSIS OF THE CONTENT AND TECHNOLOGIES OF TEACHING ORIGINAL LITERARY TEXTS AS A MEANS OF DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: *This article analyzes the methodological aspects of using original literary texts in the development of professional competencies of future English language teachers. The study examines the role of literary texts in the content of teaching, the application of modern pedagogical technologies, and the possibilities of a competency-based approach. The results of the analysis demonstrate that original literary texts serve as an effective tool for developing linguistic, communicative, intercultural, and methodological competencies. The article contributes to improving the effectiveness of teacher education in the field of English language teaching.*

Keywords: *professional competence, original literary text, English language teaching methodology, competency-based approach, pedagogical technologies.*

Introduction

In the modern education system, the development of professional competencies of future English language teachers is considered one of the most pressing issues. In particular, the appropriate selection of teaching content and technologies plays a crucial role in developing communicative, linguistic,

intercultural, and methodological competencies. From this perspective, original literary texts are recognized as an effective didactic tool in English language teaching. Original literary texts are distinguished by their ability to reflect the natural use of language, cultural context, and aesthetic values. Through such texts, students acquire not only linguistic units but also the author's perspective, national mentality, and stylistic features of discourse. The purpose of this article is to analyze the methodological potential of teaching content and modern pedagogical technologies used in teaching original literary texts as a means of developing the professional competencies of future English language teachers [1].

Methods

The study employed both theoretical and empirical research methods. These included the analysis, comparison, and generalization of pedagogical and methodological literature, as well as observation of practical instructional sessions [2]. In addition, the content and technologies of lessons organized on the basis of original literary texts were analyzed from the perspective of a competency-based approach. Teaching technologies applied in the study included the communicative approach, problem-based learning, interactive methods (such as role-play, discussion, and case study), as well as strategies aimed at developing critical thinking. When selecting literary texts, factors such as language level, topical relevance, and cultural significance were taken into account [3].

Results

The findings indicate that instructional sessions based on original literary texts contribute to the comprehensive development of professional competencies of future English language teachers. In particular, students:

- developed deeper mastery of vocabulary, grammatical structures, and stylistic features within linguistic competence;
- achieved greater fluency and confidence in oral and written communication within communicative competence;
- gained an understanding of cultural values and traditions of English-speaking countries through intercultural competence;
- acquired skills for applying technologies of working with literary texts in their future professional practice within methodological competence [4].

Instruction based on interactive and problem-oriented tasks enhanced students' independent thinking and creative approach to learning [5].

Discussion

The results show that the application of modern pedagogical technologies in teaching original literary texts increases the level of professional preparedness of future English language teachers. Compared to traditional approaches to working with texts, this method encourages students' personal engagement and reflective thinking. From a methodological perspective, when working with literary texts, the teacher assumes the role of a guide and facilitator, while students become active participants in the learning process. This fully corresponds to the requirements of the competency-based approach. At the same time, it is essential to consider students' language proficiency levels and professional needs when selecting texts and designing tasks [6].

Conclusion

In conclusion, original literary texts represent an effective means of developing the professional competencies of future English language teachers. Methodologically sound organization of teaching content and technologies

enhances the quality of education. Future research in this area should focus on expanding empirical studies and integrating digital technologies, which is considered a promising direction for further development.

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