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The "Pedagogical Mirror": A Technology For Developing Editing Competence In Pre-Service Teachers

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Abstract: This article presents a technology for developing editing competence in pre-service native language teachers, based on a competency-based approach and the author's "Pedagogical Mirror" principle. The central idea of the technology is the simultaneous development in students of both editing skills and the methodological competence to teach these skills to future pupils. The article outlines the theoretical and methodological foundations of the technology, its practical components (such as its system of methods and didactic tools), and provides scientific-methodological recommendations for its implementation in the higher pedagogical education process.

Keywords: Literary editing, methodology, competency-based approach, pedagogical technology, "Pedagogical Mirror" principle, pre-service teacher, editing competence, metacognitive approach.

Introduction: A primary objective of modern education systems is to prepare future specialists for the complex demands of the 21st century. In an environment where artificial intelligence (AI) and various digital tools are automating information processing, the human role is shifting from merely processing data to evaluating its quality, reliability, and logical foundation (Pinker, 2014). This shift is particularly evident in the training of philologist-pedagogues. Today, a pre-service native language teacher is expected not only to know their subject matter but also to possess the competence of a "pedagogue-editor" – one who can analyze students' written work and provide constructive guidance.

The need for this competence has been amplified by recent reforms in the general secondary education system. The inclusion of practical text-editing tasks in the new generation of textbooks, developed based on the National Curriculum, has created a gap between school practice and the theory of higher pedagogical education. Existing scholarly literature on the subject is largely focused either on publishing traditions or on developing text-creation skills in schoolchildren (Egamberdieva & Egamberdieva, 2017; Mavlonova, 2023; Tohirov, 2012; Toshmuhamedova, 2024; Ziyodova, 2007; Ziyodova, 2019), leaving the scientific-methodological system for forming editing skills in pre-service native language teachers underdeveloped.

The purpose of this article is to address the aforementioned problem by presenting a holistic authorial technology for developing literary editing competence in pre-service teachers. To this end, the first part of the article elucidates the theoretical and methodological foundations of the research, including the conceptual essence of the "Pedagogical Mirror" principle. The subsequent section details the structure and practical components of the author's technology based on this principle. The discussion section analyzes the technology's scientific novelty and advantages, and the conclusion summarizes the main findings of the research.

Theoretical and Methodological Foundations

The proposed technology is grounded in two key principles of modern pedagogy: the competency-based approach and the author's concept of the "Pedagogical Mirror" principle. The synthesis of these two approaches focuses the training of future teachers not only on "what to teach" but also on "how to teach" and "why to teach in that way".

The competency-based approach defines educational outcomes not as a mere collection of knowledge, but as a complex of practical skills and abilities applicable in real professional activities (Biggs & Tang, 2011, p. 59). Within the framework of this study, a three-tiered hierarchical model of editing competence for pre-service teachers was developed:

1. Fundamental-Theoretical Competence. This stage is concerned with understanding the "why" of editing. It includes foundational knowledge such as text theory, linguistic principles, stylistics, and norms of speech culture.

2. Practical-Technological Competence. This is the knowledge of "how" to edit. The student acquires the skills to identify and classify typical errors and to apply various editing techniques and methods in practice.

3. Strategic-Pedagogical Competence. This stage is crucial for future teachers, as it involves understanding "how to teach" editing. It includes methodological skills such as analyzing a student's written work, identifying the root causes of errors, providing constructive and developmental feedback, and designing lessons or activities on editing.

The scientific novelty and distinctiveness of the technology are manifested in its central tenet – the "Pedagogical Mirror" principle. The essence of this principle is that every method and activity in the learning process has a dual impact on the student: they simultaneously act as both a learner (a student acquiring editing skills) and an observer-analyst (a future teacher learning how to teach these skills to their own students). This approach is based on the "learning by doing" concept, a cornerstone of progressive pedagogy (Koblin, n.d.). The student does not passively receive theory; they actively participate in the editing process, analyze their own learning journey, and draw conclusions for their future pedagogical practice.

The "Pedagogical Mirror" principle is consonant with Albert Bandura's social learning theory, which posits that individuals learn not only through personal experience but also by observing and modeling the behavior of others (Bandura, 1977). From this perspective, the way a higher education instructor organizes a practical session and establishes interaction with students serves as a professional model for the future teacher. For example, while participating in a peer-editing session, a student undergoes three critical processes simultaneously: 1) they enhance their own practical-technological competence by editing a peer's text; 2) they observe how their instructor manages the process and provides guidance, thereby internalizing a practical method for creating a collaborative learning environment in their future classroom; and 3) they analyze the feedback given on their own work, learning the culture of providing constructive commentary. The effective interaction facilitated by the instructor in this process should not merely point out errors but should guide the student toward achieving their goals (Hattie, 2009).

Thus, the "Pedagogical Mirror" principle serves as a mechanism for developing the three-tiered competencies described above. It intrinsically and inseparably links the process of acquiring editing skills with the development of a future teacher's methodological competence. These theoretical foundations serve as the bedrock for developing a practical technology aimed at forming editing competence in pre-service teachers.

The "Pedagogical Mirror" Technology: Structure and Components

To implement the aforementioned theoretical and methodological foundations, a technology was developed that integrates a holistic system of methods and a supporting portfolio of didactic tools.

System of Methods. As the methodological basis of the technology, over ten traditional and innovative teaching methods for editing were analyzed and integrated into a three-stage system. This system is designed to consistently develop all facets of a student's editing competence.

1. Foundational Methods. This group sets the overall direction of the learning process. It includes the practice-oriented method, which aims to convert students' theoretical knowledge into practical skills (Luneva, Vaganova, & Smirnova, 2018, p. 123), and the simple-to-complex method, which ensures the gradual complication of learning materials based on classical didactic principles (Grozyan & Prudnikova, 2021, p. 65).

2. Practical Skill-Building Methods. Constituting the core, active part of the system, these methods are divided into two groups based on their level of interaction:

• **Collaborative Methods**. These are based on active communication among students and with the instructor. They include peer editing, proven effective in research for fostering a culture of constructive feedback (Ebadi & Rahimi, 2017, p. 237); the mentor-mentee method, which allows for individualized instruction; and the case-study method, which teaches students to apply theory in practical situations.

• **Independent Learning Methods**. These are aimed at developing the student's individual cognitive activity. They include the comparative method for shaping critical taste, analytical reading to understand the deeper layers of a text, and metacognitive strategies such as self-editing (Sangeetha, 2020, p. 517) and the portfolio method. The portfolio allows students to track their progress and engage in self-assessment.

3. Motivational-Integrative Method. Concluding the system, this group includes gamification, which serves to increase students' interest and engagement by incorporating elements of competition, ratings, and rewards into the learning process.

Portfolio of Didactic Tools and Lesson Scenarios. Based on the pedagogical principle that effective learning is not limited to observation and requires students to internalize what they have learned (Chickering & Gamson, 1987, p. 4), a special portfolio of didactic tools was developed to bridge theory and practice. These include:

• **"Casebook of Errors":** A collection of materials designed to teach students to "recognize" typical errors, classify them (orthographic, stylistic, logical), and, most importantly, provide a pedagogical diagnosis of their root causes.

• **"Comparative Editing Samples":** Used to develop critical taste and decision-making skills by comparing a text's pre-edited, poorly edited (only grammatical fixes), and well-edited (deep content and style work) versions.

• **Authentic Materials**: Aimed at connecting education to real-life practice by using materials from media reports, advertisements, social media posts, and official documents, teaching students to work with texts from various functional styles.

• **Students' Own Texts**: The most effective tool for developing reflection and self-analysis skills. By re-editing their own texts over time, students can tangibly see their own growth.

To effectively use these materials in practical sessions, three detailed lesson scenarios were created: "Editing Diagnosis" (identifying and analyzing problems in a text), "Editors' Debate" (discussing different editorial solutions for a single text to find the optimal one), and "Editing Strategy" (developing a plan for editing a large-volume text).

DISCUSSION

The discussion of the research indicates that the proposed technology is not merely a collection of methods but a holistic didactic system aimed at training future teachers. Its scientific novelty and central tenet – the "Pedagogical Mirror" principle – differentiate it from traditional approaches by organizing two crucial learning processes not in parallel, but as a single, interconnected whole: acquiring editing skills and mastering the methodology to teach them. The student simultaneously acts as both a learner and a future teacher, internalizing theory through practice and analyzing that practice from the perspective of their future pedagogical career.

This approach primarily serves to bridge the fundamental gap identified in the introduction – the disconnect between school practice and higher education theory. At a time when the National Curriculum and new-generation textbooks require schoolteachers to edit and guide students' written work, this technology purposefully prepares future professionals to perform these very tasks. It teaches students not only to find an error in a text but also to determine its cause and to convey this information to the student in a clear and developmental manner.

The pedagogical advantage of the technology lies in its transformation of the educational process from passive information reception into an active, reflective practice.

Students do not simply memorize editing rules; they experience how these rules work in practice through methods like peer editing, case studies, and self-editing. The “Pedagogical Mirror” principle adds a metacognitive layer to this process: students are compelled to ask not only “What am I doing?” but also “Why did the instructor choose this method?” and “How will I apply this method with my own students in the future?” This shapes them into “pedagogue-editors” who can consciously analyze their own activities and choose appropriate strategies for professional situations.

Thus, the proposed technology extends beyond the narrow scope of forming editing skills to also serve the development of a future teacher’s broader professional competencies – critical thinking, collaboration, problem-solving, and a creative approach, all of which are 21st-century skills. This, in turn, enhances the quality of philological education and ensures the competitiveness of the graduates.

CONCLUSION

This article presented a holistic authorial technology for developing literary editing competence in pre-service native language teachers, based on a competency-based approach and the “Pedagogical Mirror” principle. The research demonstrated that while traditional approaches are failing to fully meet the demands of modern school practice, training future teachers as “pedagogue-editors” is a critical task.

The scientific novelty of the technology is manifested in its central principle, the “Pedagogical Mirror,” which intrinsically links the process of acquiring editing skills with the development of a future teacher’s methodological competence. This approach serves to eliminate the incongruity between school practice and higher education theory and to prepare professionals capable of meeting the new requirements of the National Curriculum.

The research findings and the proposed technology can serve as a significant theoretical and practical basis for improving higher pedagogical education. Its implementation in the educational process can align the professional competencies of pre-service native language teachers with contemporary demands. Future research prospects are associated with the broad implementation of the proposed technology in higher pedagogical education and the empirical evaluation of its impact on the professional preparedness of future teachers. Ultimately, this approach is expected not only to enhance the competitiveness of students but also to contribute to the elevation of written communication culture in the general secondary education system.

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