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THEORETICAL THEORIES AND APPROACHES OF CREATING PEDAGOGICAL CULTURE OF FOREIGN LANGUAGE TEACHERS IN THE CONTEXT OF MODERN ELT PARADIGMS AND CLASSROOM INTERACTION.

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The formation of pedagogical culture among foreign language teachers is a significant area of contemporary ELT research. In modern education, especially in higher education, the teacher's role has shifted from a transmitter of knowledge to a facilitator of learning and mediator of communication, which requires the development of pedagogical culture integrating cognitive, communicative, ethical, and reflective dimensions. This study explores the theoretical foundations of pedagogical culture formation by synthesizing sociocultural theory, teacher cognition, and communicative language teaching perspectives. Using a qualitative theoretical synthesis approach, it analyzes the interaction between teacher cognition, classroom interaction, and reflective practice in shaping pedagogical culture. The findings indicate that pedagogical culture is not a fixed professional trait but a dynamic system influenced by teachers' internal beliefs, classroom practices, and continuous reflection. The study proposes an integrated conceptual model emphasizing the cyclical relationship among these factors and their importance for teacher education and professional development.

Keywords: pedagogical culture, ELT, teacher cognition, classroom interaction, reflective practice, foreign language teachers

Introduction.

English Language Teaching (ELT) has experienced significant paradigmatic shifts over the past few decades due to globalization, technological advancement, and evolving educational philosophies. Traditional approaches that emphasized grammar translation and teacher-centered instruction have increasingly been replaced by communicative, task-based, and learner-centered methodologies. These changes have redefined the role of the foreign language teacher and highlighted the importance of deeper professional competencies that go beyond methodological knowledge.

One of the most important constructs emerging in this context is pedagogical culture. Pedagogical culture can be understood as a holistic integration of a teacher's knowledge base, belief system, professional values, communicative competence, and reflective capacity. It represents not only what teachers know and do but also how they think, interact, and continuously develop within the educational process.

Despite its growing importance, pedagogical culture remains insufficiently theorized in ELT literature. Existing research tends to focus on isolated aspects such as teaching methods, classroom management, or learner outcomes, while less attention is given to the theoretical mechanisms that shape teacher development as a culturally and cognitively embedded process. Therefore, this study aims to investigate the theoretical foundations of pedagogical culture formation in foreign language teachers within modern ELT paradigms, with a particular focus on classroom interaction as a mediating factor.

The main research question guiding this study is: how does pedagogical culture of foreign language teachers theoretically emerge and develop through the interaction of teacher cognition, classroom discourse, and reflective practice?

Methods

This study is based on a qualitative theoretical synthesis design. Rather than collecting empirical classroom data, the study integrates and interprets existing theoretical and empirical literature related to ELT, teacher education, sociocultural theory, and educational psychology. The purpose of this approach is to construct a coherent conceptual framework explaining pedagogical culture formation.

Data sources include peer-reviewed journal articles, academic monographs, and foundational theoretical works in applied linguistics and pedagogy. The selection of literature was guided by relevance to three core constructs: teacher cognition, classroom interaction, and reflective practice. The analysis involved systematic reading, thematic coding, and conceptual categorization of key ideas across the selected literature.

The synthesized findings were organized into a unified model illustrating how pedagogical culture develops as a dynamic system influenced by internal cognitive processes, external interactional practices, and ongoing professional reflection. This interpretive methodology allows for a comprehensive understanding of pedagogical culture as an evolving and context-dependent phenomenon rather than a fixed competency.

Results.

The analysis reveals that pedagogical culture formation among foreign language teachers is shaped by the interaction of three interdependent dimensions: teacher cognition, classroom interaction, and reflective practice. These dimensions are mutually reinforcing and function within a cyclical developmental process.

Teacher cognition constitutes the internal foundation of pedagogical culture. It includes teachers' beliefs, assumptions, prior learning experiences, and professional knowledge. These cognitive structures significantly influence how teachers interpret curriculum requirements, design lesson plans, and make real-time instructional decisions. Teachers who hold communicative and learner-centered beliefs are more likely to adopt interactive teaching strategies, whereas those with traditional beliefs may prioritize form-focused instruction. Thus, cognition plays a determining role in shaping pedagogical orientation.

Classroom interaction represents the external realization of pedagogical culture. It is through interaction that teachers' beliefs and knowledge become observable in practice. Interaction includes verbal discourse, non-verbal communication, task organization, and participation patterns. In communicative classrooms, interaction is not only a means of practicing language but also a site where pedagogical values such as collaboration, autonomy, and respect are enacted. Effective classroom interaction reflects a teacher's ability to manage discourse, encourage participation, and create a supportive learning environment.

Reflective practice serves as the mechanism for continuous professional development. Through reflection, teachers critically evaluate their instructional experiences, identify strengths and weaknesses, and adjust their teaching strategies accordingly. Reflection may occur individually

through self-assessment or collaboratively through peer discussion and professional dialogue. Teachers who engage in systematic reflection develop higher levels of pedagogical awareness and adaptability.

The relationship between these three dimensions is not linear but cyclical. Teacher cognition influences classroom interaction, interaction generates teaching experiences, and reflection reshapes cognition. This continuous cycle forms the basis of pedagogical culture development.

Integrated Model of Pedagogical Culture Formation in Foreign Language Teaching

Dimension	Theoretical Basis	Function in ELT Classroom	Developmental Outcome
Teacher Cognition	Cognitive psychology, belief theory	Guides instructional decisions and teaching strategies	Formation of teaching philosophy and instructional consistency
Classroom interaction	Sociocultural theory, discourse analysis	Enables communication and learner engagement	Development of communicative competence and active participation
Reflective Practice	Experiential learning theory, reflective pedagogy	Facilitates evaluation and improvement of teaching	Continuous professional growth and adaptability

Discussion.

The findings of this study demonstrate that pedagogical culture is a multidimensional and dynamic construct that cannot be reduced to technical teaching skills alone. Instead, it represents an integrated system of cognitive, interactional, and reflective components that collectively shape teacher professionalism in foreign language education.

Modern ELT paradigms emphasize communicative competence, learner autonomy, and interaction-based learning. Within this framework, teachers are expected to adopt flexible roles as facilitators, mediators, and designers of learning environments. This shift requires a redefinition of pedagogical culture as an evolving professional identity rather than a fixed set of competencies.

Classroom interaction emerges as a central space where pedagogical culture becomes visible and operationalized. It reflects not only linguistic practices but also pedagogical values and power relations within the classroom. Teachers with strong pedagogical culture are able to manage interaction effectively by balancing control and freedom, encouraging student participation, and adapting communication strategies to learner needs.

Reflective practice further enhances pedagogical culture by enabling teachers to transform experience into professional knowledge. Through reflection, teachers critically examine their assumptions, evaluate instructional effectiveness, and implement improvements. This process supports lifelong learning and professional development.

The integrated model proposed in this study has important implications for teacher education programs. It suggests that teacher training should not focus exclusively on methodological instruction but should also develop cognitive awareness, interactional competence, and reflective capacity as interconnected components of professional growth.

Conclusion

This study has explored the theoretical foundations of pedagogical culture formation among foreign language teachers in the context of modern ELT paradigms and classroom interaction. The findings indicate that pedagogical culture is shaped through the dynamic interaction of teacher cognition, classroom interaction, and reflective practice. These three dimensions operate as a cyclical system that continuously evolves through teaching experience and professional development.

Strengthening pedagogical culture is essential for improving the quality of foreign language education. Teacher education programs should therefore adopt an integrated approach that fosters cognitive, interactional, and reflective competencies simultaneously. Future research may focus on empirical validation of the proposed model in real classroom settings and across different educational contexts.

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