

Problematic Aspects in Forming Pedagogical Competences for Pre-Service Language Teachers

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ABSTRACT The aim of this study is to investigate pre-service language teachers' perceptions about the problematic aspects of developing pedagogical competences at the level of training programmes. The researchers have conducted a qualitative research program, based on a semi-structured interview, to identify the perceptions of 95 pre-service language teachers. The results indicate the existence of significant differences, at the level of the category of problems, only in relation to the year of study. There are significant differences between the perceptions of the students from the second year and the students from the third year only with respect to the problems related to the reduced number of hours for pedagogical training. The identification of the pre-service language teachers' perceptions offers a realistic image for trainers and stakeholders and determines them to find efficient solutions in training programs.