

SPECIAL COMPETENCES OF FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM AND THE STATUS OF THEIR DEVELOPMENT IN PRACTICE

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Yuldashev Sardorkhan

*Teacher of Uzbekistan national
pedagogical university named after Nizami*

Abstract

This article analyzes the importance of special competencies of future teachers as a pedagogical problem and the state of their development in practice. The requirements for teachers in the modern education system, types of special competencies, ways of their development, and problems in practice are considered. Also, pedagogical solutions aimed at developing special competencies in the training of future teachers are proposed.

Keywords

competence, interview, training, competence, methodological, interactive, empirical.

INTRODUCTION

Global processes unfolding in today's world necessitate heightened vigilance and unwavering commitment to ensuring peace and security. Accordingly, increasing attention is being given to the education and upbringing of the younger generation in our country, particularly in cultivating their independent thinking, spiritual potential, and sense of patriotism. In this context, enhancing the digital capacity of the education system and ensuring information security, along with improving teachers' competencies in utilizing modern information and communication technologies (ICT), have become pressing priorities.

The rapid evolution of modern society imposes new and distinct demands on the education system. In the current information age, teachers are no longer merely transmitters of knowledge but play a pivotal role in fostering the comprehensive development of students and preparing them to thrive in a fast-changing future. Therefore, the professional competencies of future teachers—their pedagogical skills and special qualifications—have gained prominence as a critical pedagogical issue.

Special competencies refer to a complex set of knowledge, skills, abilities, and personal qualities that are essential for success in a teacher's professional activity.

The level of development of these competencies is a fundamental factor directly influencing the quality of education. The requirements of the 21st century demand that teachers possess not only deep subject knowledge but also skills in pedagogy, psychology, ICT, and communication with students.

Teachers must continuously strive for self-improvement, enhance their professional skills, and adapt to the dynamic changes in education standards, technological advancement, and the increasing needs of learners. The level of preparedness of prospective teachers for their future pedagogical roles is closely linked to the development of their special competencies. Consequently, higher education institutions place strong emphasis on developing these competencies.

However, despite these efforts, several challenges persist in the process of cultivating special competencies among future teachers. These challenges may stem from individual differences in students' learning abilities, outdated curriculum content, limited practical training, and other systemic factors.

Numerous pedagogical schools and scholars have explored the issue of developing special competencies. Vygotsky (1978), in his sociocultural theory, emphasizes the role of the social environment in individual development and highlights the teacher's crucial function in the educational process. Shulman (1986) introduces the concept of Pedagogical Content Knowledge (PCK), underscoring the integration of subject matter and pedagogical knowledge. Cochran-Smith and Lytle (1999) stress the interconnection between teaching experience and knowledge acquisition, suggesting that teachers must continuously update their professional knowledge. Eraut (1994) explores the role of informal learning and practical engagement in professional development.

In Uzbekistan, national researchers have also contributed to this field. For instance, Karimov (2019) investigates the integration of pedagogical innovations in the education system, with an emphasis on modern technology. Bobonazarov (2020) studies the effectiveness of practical training in the professional preparation of future teachers. Additionally, the TPACK model by Mishra and Koehler (2006), which describes the integration of technology, pedagogy, and content knowledge, is considered essential for developing teachers' digital competencies.

Muslimov (n.d.) defines a competent specialist as one who can identify and apply context-appropriate methods, critically evaluate problems, and select effective solutions. He emphasizes that professional competence encompasses the ability to apply knowledge, skills, and personal qualities in a specific domain.

In the context of modern ICT, graduates must not only understand the nature and importance of information but also be able to recognize potential threats and comply with the basic principles of information security. They must master

methods and tools for collecting, storing, processing, and managing information using computers and be capable of working effectively within global digital networks. These competencies constitute the core components of media competence, which forms a crucial part of the graduate's professional qualifications.

Based on a review of the literature, four key elements are identified as essential in developing special competencies in future teachers:

1. **Theoretical knowledge** – mastery of subject content and pedagogical foundations.
2. **Practical skills** – ability to apply innovative methods and technologies.
3. **Reflective approach** – consistent analysis and improvement of one's teaching practices.
4. **Socio-communicative competence** – ability to communicate effectively with students and motivate them.

These factors are vital in preparing future teachers for professional success and should serve as guiding principles in the development of competency-based pedagogical strategies.

To investigate the development of special competencies, a comprehensive methodological framework was employed, incorporating multiple methods:

1. Research Approaches:

- **Learner-centered approach** – focused on individual student needs and competency development processes.
- **Constructivist approach** – emphasized active student participation in knowledge construction and application.
- **Competency-based approach** – identified essential knowledge, skills, and attitudes for effective professional practice.
- **Integrative approach** – ensured the synthesis of pedagogical, psychological, and technological knowledge in teacher preparation.

2. Research Methods:

2.1. Theoretical Methods:

- **Literature review** – examined scholarly articles, dissertations, educational standards, and both international and local studies.
- **Conceptual analysis** – evaluated the impact of pedagogical theories on competency formation.
- **Legal-normative analysis** – analyzed relevant educational legislation and state standards in Uzbekistan.

2.2. Empirical Methods:

- **Surveys** – administered to university students and in-service teachers to examine the process of developing special competencies.
- **Expert interviews** – conducted with experienced educators to identify key challenges and solutions.
- **Pedagogical observation** – focused on the direct assessment of teaching activities and learning outcomes.
- **Experimental trials** – tested the effectiveness of innovative teaching methods in classroom settings.

2.3. Statistical and Analytical Methods:

- **Descriptive statistics** – visualized findings through graphs and diagrams.
- **Comparative analysis** – assessed the effectiveness of traditional versus innovative pedagogical approaches.
- **Correlation analysis** – examined the relationship between special competencies and academic achievement.

Research Phases

Phase 1 – Preparatory Stage:

- Reviewed academic literature and theoretical frameworks.
- Defined the research object and subject.
- Developed research tools (e.g., surveys and interview guides).

Phase 2 – Empirical Investigation:

- Conducted surveys and interviews among students and educators.
- Carried out pedagogical observations.
- Implemented and evaluated experimental teaching methods.

Phase 3 – Data Analysis and Interpretation:

- Processed data using statistical methods to ensure reliability.
- Developed practical recommendations based on the findings.
- Formulated conclusions and proposals for further research.

Research Validity and Reliability

To ensure the credibility of the research findings, several measures were taken:

- **Diverse data sources** – respondents were selected from various higher education institutions.
- **Experimental validation** – comparison of results between control and experimental groups.
- **Statistical processing** – applied mathematical models to ensure robustness of conclusions.

Practical Implications

The research findings have the following practical applications:

- Introduction of innovative strategies in university programs to develop special competencies.
- Integration of pedagogical innovations into practice to enhance educational quality.
- Development of methodological guidelines for future teachers.

Empirical Findings and Challenges

The empirical data collected from pedagogical university students in Uzbekistan revealed:

- **70%** of respondents acknowledged the importance of practical sessions in developing special competencies.
- **60%** stated that traditional teaching methods do not adequately prepare them for real classroom environments.
- **80%** indicated a strong need for technology-integrated curricula.

However, several challenges persist:

- **Limited understanding of special competencies** – many teachers lack clear knowledge of their nature and classification.
- **Inadequate methodological support** – existing curricula and materials often do not sufficiently emphasize competency development.
- **Restricted opportunities for practical application** – constraints in applying these competencies in real teaching contexts remain.

In conclusion, the formation and development of special (professional) competencies in future teachers is one of the key factors in improving the quality of education. It is therefore essential to continue both theoretical and empirical research in this area and to implement modern methodological approaches in teacher training. Strategic measures undertaken in this direction will significantly contribute to enhancing the quality and effectiveness of teacher preparation, ultimately ensuring a more competent and adaptable future teaching workforce.

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