AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

THEORETICAL FOUNDATIONS OF DEVELOPING LISTENERS' PRACTICAL SKILLS BASED ON INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL DEVELOPMENT PROCESS

https://doi.org/10.5281/zenodo.17809162

Usmonov Muzaffar
Head Of Department, Andijan Regional Pedagogical Mastery Center

Annotation

This article examines the theoretical foundations of developing practical skills among trainees in the professional development system through innovative educational technologies. It analyzes global trends in lifelong learning, the role of digital tools in competency-based training, and the psychological-pedagogical mechanisms that ensure the effective development of practical skills. The study highlights interactive teaching methods, digital platforms, simulation technologies, and project-based learning as key tools that support the formation of professional competencies of trainees.

Keywords

quest technology, skill, qualification, competence, practical skill, technology.

Today's rapid digital transformation requires educators to continuously upgrade their professional competencies. In this context, professional development institutions play a central role in preparing teachers who can effectively apply innovative pedagogical technologies. Modern training is no longer limited to theoretical instruction; instead, it emphasizes the acquisition of practical, applicable skills that ensure real improvement in teaching performance.

The integration of innovative technologies-such as interactive learning systems, digital platforms, cloud services, learning analytics, and artificial intelligence-creates new opportunities for enhancing teachers' practical competencies. Therefore, understanding the theoretical foundations of this process is essential for designing effective training programs.

Innovative technologies are a powerful tool for enhancing practical skills among professional development trainees. Their effective integration into the training process requires a strong theoretical foundation based on constructivism, competence-based learning, and adult learning principles. Simulation tools, digital platforms, AI technologies, and interactive methods create opportunities for developing real-world teaching competencies.

AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

Professional development institutions must design practice-oriented, technology-enhanced learning environments to prepare educators capable of meeting the demands of modern education.

The moral activity of a teacher, like voluntary spiritual activity, possesses relative independence, is directly connected with other types of activities, and can be carried out in various substantive forms, such as moral education, organization of moral experience, and moral self-education [25].

In the process of moral education of primary school pupils, the teacher introduces them to the fundamental issues of spirituality and the criteria of moral evaluation, reveals the possibilities of free moral choice, and explains the extent of personal responsibility for one's own behavior.

Taking the above into account, the competence of developing trainees' practical skills based on innovative technologies in the professional development process may include several components, the most important of which are as follows:

- **Motivational-value component** (understanding moral norms and their significance in professional activity; developing a value-based attitude toward the teaching profession, people, and oneself; the humanistic orientation of the teacher's activity, etc.);
- **Cognitive component** (knowledge of the theoretical foundations of pedagogical ethics, understanding the psychological and pedagogical foundations of modern education, etc.);
- **Activity-based component** (the teacher's ability not only to know and feel, but also to act in accordance with their knowledge and views; the ability to choose the best type of behavior that corresponds to moral-pedagogical norms; readiness for professional and moral self-improvement, etc.).

The distinction of these components is relatively conditional. In practice, they are usually implemented in an integrated manner.

In the process of developing trainees' practical skills based on innovative technologies during professional development, the task of forming this competence places the researcher in a situation where it becomes necessary to select an appropriate methodological basis (approach). Such a basis must adequately reflect the holistic nature of the educational process, its multidimensionality, and its directedness, and must guide the researcher toward effectively solving the assigned problem.

According to G.F. Biktagirova, a methodological approach is a principled methodological orientation of the researcher — a concept or principle that determines the viewpoint from which the object of study is examined (the way the

object is defined) and that forms the general strategy of the research. In our study, such methodological orientation is represented by an integrative approach.

In pedagogy, the integrative approach is traditionally associated with concentrated teaching, project technology, problem-based learning, parallel teaching, and other methods. When discussing this interrelation, different authors assign different levels of significance to the integrative approach. Some researchers claim that integrative teaching technology serves as a transitional stage toward technologies such as concentrated teaching, modular teaching, and the section-modular system. Other authors, on the contrary, emphasize that integrative technology represents a higher level of organization because it incorporates the advantages of other technologies.

At the center of axiological thinking lies the concept of an interconnected and interrelated world. It emphasizes that our world is a holistic human world, and therefore, it is important to learn to perceive not only the universality that unites humanity but also the uniqueness that characterizes each individual. Humanistic value orientation, in figurative terms, acts as an "axiological spring" that activates all elements of the value system.

The philosophy of humanistic-oriented education is a strategic program for qualitatively renewing the educational process at all its stages. Its development allows for the establishment of criteria to evaluate institutional activities, the comparison of old and new educational concepts, and the identification of pedagogical experience, mistakes, and achievements. The idea of humanism implies the realization of a fundamentally new direction in professional competence, which is connected both to the effectiveness of education in general and to the overall and professional development of the teacher as an individual.

The humanistic orientation of education transforms conventional notions of its goal as merely forming "systematized knowledge, skills, and competencies." Understanding the content of education in this narrow sense has led to an artificial separation of teaching and upbringing, neglecting its humanistic dimension. The politicization and ideological nature of curricula and textbooks resulted in the abstracting of the educational significance of knowledge, leading to its distortion. Secondary and higher education institutions failed to act as transmitters of universal and national culture. The idea of labor education was largely devalued because it was deprived of moral and aesthetic content.

The existing educational system focused primarily on adapting learners to life conditions, teaching them to endure "inevitable" difficulties, but did not teach them to humanize life or to transform it according to the laws of beauty. Today, it has become clear that the content and nature of personality orientation are closely

connected with solving social and economic problems, ensuring human safety, and even the very survival of humanity.

REFERENCES:

1. Biktagirova, G. F. (2010). *Methodology of Pedagogical Research*. Moscow: Prosveshcheniye.
2. Ushmonov, M. (2025). *Theoretical Foundations of Developing Listeners' Practical Skills Based on Innovative Technologies in the Professional Development Process*. Andijan Regional Pedagogical Mastery Center.
3. Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
4. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.