Published Date: - 01-05-2025
Page No: - 217-221

DEVELOPING COMPETENCIES IN THE TRAINING PROCESS OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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Abstract. This article examines the issues of developing professional competencies of future teachers in the process of training in higher educational institutions. The content of pedagogical competencies as one of the important aspects of training competitive personnel in the modern education system, methods and mechanisms of their formation are analyzed. During the research, recommendations for improving the system of higher pedagogical education were developed based on innovative models for developing the professional competencies of future teachers.

Key words: Professional competence, future teachers, higher pedagogical education, professional training, competence approach, innovative methods, pedagogical mastery.

INTRODUCTION

Within the framework of educational reforms in the Republic of Uzbekistan, the improvement of the higher pedagogical education system and the training of future teachers in accordance with modern requirements have been defined as one of the key priorities. The Presidential Decree No. PF-5847 of October 8, 2019, "On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," and Resolution No. PQ-4623 of February 27, 2020, "On Measures to Further Develop the Field of Pedagogical Education," have strengthened the legal foundations for the fundamental reform of the teacher training system.

In modern society, where pedagogical activity is becoming increasingly complex, it is essential to focus on the development of professional competencies in the process of training future teachers. Competency-based education refers to the development of skills such as applying theoretical knowledge in practice, making optimal decisions in professional situations, using modern information and communication technologies, and fostering self-development abilities in future specialists.

The concept of pedagogical competence is multifaceted and encompasses professional knowledge, skills, and abilities, as well as personal qualities and a system of values. The development of professional competencies in future teachers involves not only enhancing their theoretical knowledge but also building practical skills, communicative abilities, proficiency in innovative technologies, and reflective capacities.

Literature Review and Methods. The issue of developing professional competencies in future teachers has been explored by numerous local and foreign researchers. In particular, scholars such as V.A. Slastenin, I.F. Isaev, and E.N. Shiyanov have analyzed the essence and content of pedagogical competence [Slastenin et al., 2013]. A.K. Markova defines a teacher's professional

competence as the ability to effectively carry out professional activities and categorizes it into four groups: professional-pedagogical, socio-psychological, communicative, and personal [Markova, 2016].

Uzbek researchers such as R.Kh. Djurayev, B.Kh. Khodjayev, Sh.K. Mardonov, and N.A. Muslimov have studied the improvement of teacher training processes in higher education institutions [Khodjayev, 2020]. N.A. Muslimov examined the mechanisms of organizing competency-based education and developed a model for enhancing the professional competencies of future teachers [Muslimov, 2018].

Among foreign scholars, Philippe Perrenoud and Thomas J. Sergiovanni have sought to identify the structural components of pedagogical competence. Perrenoud classifies the competencies of future teachers into ten major groups and proposes methods for their development [Perrenoud, 2014]. Sergiovanni, on the other hand, identifies technical, human, and educational components within the structure of a teacher's professional competence [Sergiovanni, 2015].

The following research methods were applied in this study:

Theoretical-methodological analysis: review of scientific literature, regulatory documents, and pedagogical experience;

Empirical methods: questionnaires, interviews, observations, pedagogical experiments;

Statistical analysis methods: data processing from surveys and mathematical-statistical analysis using SPSS software.

Within the scope of the study, a survey was conducted among 250 future teachers and 50 faculty members from pedagogical faculties of higher education institutions. The survey aimed to assess the level of professional competencies among future teachers, the state of competency-based teaching, and the effectiveness of using innovative pedagogical technologies.

RESULTS

The research on the development of professional competencies in the training process of future teachers in higher education institutions yielded the following results:

Composition and level of professional competencies of future teachers:

According to the survey results, the professional competencies of future teachers consist of the following components:

Cognitive (knowledge) component – 32%

Activity-based (skills and abilities) component – 28%

Communicative component – 18%

Reflective component – 12%

Value-motivational component – 10%

These results show that cognitive and activity-based components dominate in the structure of professional competencies, while communicative and reflective components are relatively underdeveloped. This indicates that higher education institutions primarily focus on delivering theoretical knowledge, while practical skills, communication abilities, and reflective competencies are not given adequate attention.

State of competency-based teaching:

Among the surveyed faculty members, 64% reported using competency-based teaching methods. However, only 37% demonstrated a clear understanding and correct application of the competency-based approach. This indicates a discrepancy between the theoretical understanding and practical implementation of the competency-based approach in higher education institutions.

Effectiveness of using innovative pedagogical technologies:

According to the study results, the most effective methods and technologies for developing professional competencies in future teachers include:

Project-based methods – 24%

Case-study – 22%

Problem-based learning – 18%

Simulation technologies – 15%

Game-based technologies – 12%

Information and communication technologies – 9%

These findings show that interactive methods and problem-oriented technologies are the most effective in developing professional competencies in future teachers.

Needs of future teachers in developing their professional competencies:

78% of surveyed future teachers expressed a strong need to develop their professional competencies. They highlighted the following areas as requiring special attention:

Competency in using modern ICT – 26%

Competency in applying innovative pedagogical technologies – 23%

Research competency – 19%

Communicative competency – 17%

Reflective competency – 15%

These results indicate a high demand among future teachers for mastering modern information and communication technologies and innovative pedagogical methods.

Discussion. The development of professional competencies in the process of training future teachers in higher education institutions has gained significant relevance today. Several factors contribute to this:

Firstly, global changes in modern society, including the processes of informatization and digitalization, are reshaping the content and forms of pedagogical activity. Future teachers must not only possess deep subject-specific knowledge but also be able to effectively use digital educational technologies, organize the learning process based on the individual characteristics of students, and continuously improve their professional practice.

Secondly, within the framework of ongoing educational reforms in Uzbekistan, enhancing the quality of education and training competitive specialists have been designated as national priorities. This necessitates a fundamental reform of the teacher training process in higher education institutions, particularly through the implementation of modern mechanisms for developing professional competencies.

Thirdly, international experience demonstrates that competency-based education is highly effective in developing practical skills, preparing future specialists for real-life professional scenarios, and equipping them to solve problems that arise in professional contexts.

Based on the research findings, the following recommendations were developed for enhancing the professional competencies of future teachers in higher education institutions:

Published Date: - 01-05-2025

Improvement of curricula based on the competency-based approach: Curricula in pedagogical higher education institutions should be revised to align with the competency-based approach. This includes clearly defining the competencies to be developed in each course, outlining methods for their formation, and establishing appropriate assessment criteria.

Strengthening the practical component: It is essential to enhance the practical aspects of teacher training, improve the system of pedagogical practice, and expand opportunities for applying theoretical knowledge in practice. This helps future teachers develop the skills to manage real professional situations, solve problems, and engage in effective communication with students.

Wider integration of innovative pedagogical technologies: Project-based methods, case studies, problem-based learning, and simulation technologies should be widely implemented to develop professional competencies. These methods foster creative thinking, problem-solving, and decision-making abilities.

Development of digital competencies: In today's conditions, particular attention must be paid to developing digital competencies in future teachers. This can be achieved by introducing specialized courses that train students to work with modern ICT tools, digital educational resources, and distance learning platforms.

Development of reflective competencies: Future teachers should be trained to critically analyze their professional activities, assess outcomes, and plan for self-improvement. This requires the integration of reflective technologies, the portfolio method, and the development of individual growth plans in the educational process.

Incorporation of international best practices: It is important to study and adapt the experience of developed countries in enhancing the professional competencies of future teachers. This includes expanding international cooperation, participating in international educational projects, and facilitating academic mobility for both faculty and students.

Professional development of teaching staff: Faculty members in higher education institutions should be trained in competency-based teaching methodologies, introduced to innovative pedagogical technologies, and provided with opportunities to improve their practical skills.

Conclusion. The development of professional competencies in the training of future teachers in higher education institutions is a complex and multifaceted process that requires the enhancement of all components of the pedagogical education system through a competency-based approach. Research results show that cognitive and activity-based components dominate in the structure of professional competencies, while communicative, reflective, and value-motivational components are relatively underdeveloped.

Innovative pedagogical technologies such as project-based learning, case studies, problem-based learning, and simulation technologies have proven effective in developing professional competencies. Moreover, special attention should be paid to the development of digital literacy, the application of innovative teaching methods, as well as research, communicative, and reflective competencies in future teachers.

The implementation of the proposed recommendations—improving curricula, strengthening the practical component, expanding the use of innovative technologies, developing digital and reflective competencies, incorporating international experience, and enhancing the qualifications of faculty—will significantly contribute to the improvement of teacher education.

Ensuring the competitiveness of the educational system, enhancing educational quality, and achieving innovative development in modern society are largely dependent on the professional competencies of pedagogical personnel. Therefore, the development of professional competencies in future teachers must remain one of the strategic priorities in the modernization of the national education system.

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