



ISSUES OF DEVELOPING MODERN COMPETENCES OF FUTURE TEACHERS ON THE BASIS OF THE “FUTURE TEACHER” MODEL

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Abstract

The article deeply analyzes the modern competencies that should be formed in the process of training future pedagogical personnel and the issues of implementing the “Future Teacher” conceptual model in practice. The level of professional training of teachers in the education system, the possibilities of effective use of innovative approaches, as well as the role of the pedagogical personality in ensuring the personal and social development of students are highlighted. The study, along with the theoretical foundations of the development of competencies, extensively covers their practical mechanisms, advanced methods in pedagogical activity, and methods of using modern educational technologies.

Keywords: Future teacher, professional competencies, concept of "Future Teacher", professional training, educational innovations, pedagogical activity, modern educational process.

“KELAJAK O‘QITUVCHISI” MODELI ASOSIDA BO‘LAJAK PEDAGOGLARNING ZAMONAVIY KOMPETENSIYALARINI RIVOJLANTIRISH MASALALARI

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Annotatsiya:

maqolada kelajak pedagog kadrlarini tayyorlash jarayonida shakllantirilishi lozim bo'lgan zamonaviy kompetensiyalar hamda "Kelajak o'qituvchisi" konseptual modelini amaliyotga joriy etish masalalari chuqur tahlil etiladi. Ta'lim tizimida pedagoglarning kasbiy tayyorgarligi darajasi, innovatsion yondashuvlardan samarali foydalanish imkoniyatlari, shuningdek, ta'lim oluvchilarning shaxsiy va ijtimoiy kamolotini ta'minlashdagi pedagog shaxsining o'rnini yoritib beriladi. Tadqiqotda kompetensiyalarni rivojlantirishning nazariy asoslari bilan bir qatorda ularning amaliy mexanizmlari, pedagogik faoliyatda ilg'or metodlar va zamonaviy ta'lim texnologiyalarini qo'llash usullari keng yoritilgan.

Kalit so'zlar: kelajak pedagog, kasbiy kompetensiyalar, "Kelajak o'qituvchisi" konsepsiyasi, professional tayyorgarlik, ta'lim innovatsiyalari, pedagogik faoliyat, zamonaviy ta'lim jarayoni.

In the conditions of the modern education system, the continuous development of professional competencies of teachers is an important requirement. Today, the future teacher should be trained not only as a provider of knowledge and information, but also as a leading specialist focused on the formation of personal development, social adaptation and cultural values of students. Therefore, special attention is paid to the comprehensive development of their professional, personal and social competencies in the process of training pedagogical personnel.

Within the framework of this approach, the "Future Teacher" model is considered an effective conceptual basis for the modernization of pedagogical activity. This model expands the opportunities for teachers to implement innovative methods and technologies in practice, regularly improve their professional qualifications and help students form a comprehensively developed personality. Within the framework of the model, the initiative, reflective thinking and creative approach of the teacher are assessed as important factors.

The professional competencies of a modern teacher are not limited to the process of imparting knowledge, but also require an active influence on the personal, social and cultural development of students[1]. In this regard, in addition to solid



pedagogical knowledge, a future teacher must have the ability to use innovative educational technologies, effective communication, teamwork, as well as the skills to identify and develop the individual capabilities and needs of each student. These competencies serve to effectively organize the educational process, improve the knowledge and practical skills of students, and educate them as socially mature individuals.

In addition, the professional competencies of a teacher are inextricably linked with his personal development and include the skills of social responsibility, innovative thinking, critical analysis, and rational use of information and communication technologies. In particular, A. Kholikov noted that the use of creative approaches in pedagogical activities, individualization of the educational process, and stimulation of independent thinking of students are among the important professional competencies of future teachers[1].

The “Future Teacher” model is aimed at forming the pedagogical personality based on modern educational requirements, interpreting it as a specialist who can effectively use innovative methods, support and manage the development process of learners[2]. Within the framework of this model, the teacher appears not only as a subject of knowledge, but also as a motivator who encourages students, a leader who guides the educational process, and a mentor who advises. The conceptual basis of the model is the idea of consistently developing the professional potential of the teacher and maximizing his pedagogical impact on learners.

Also, the research of B. Rakhimov and N. Narziyeva emphasizes that the “Future Teacher” model serves to form the competencies of teachers aimed at using interactive methods in the lesson process, integrating information and communication technologies into the content of education, and developing individual abilities and needs of students[2]. As a result, the teacher, along with effectively organizing the educational process, increases students' interest in learning and internal motivation.

Practical activity is of particular importance in the process of developing the professional competencies of future teachers. According to D. Umarova and O. Quvvatova, seminars, training sessions, project work, and the mentoring system are effective tools for strengthening pedagogical skills and enriching professional



experience[3]. In this process, future teachers, in collaboration with experienced teachers, improve teaching methods and increase their professional potential by mastering innovative and interactive approaches.

Practical training and project work organized in higher education institutions provide an opportunity to link the theoretical knowledge of future teachers with real pedagogical practice. In particular, giving students practical tasks such as “developing a lesson plan” and “using digital technologies in the educational process” helps to develop their creative thinking, problem-solving and social communication skills. On this basis, pedagogical competencies are formed in the process of practical activity, ensuring the effective implementation of the “Future Teacher” model.

The professional competencies of future teachers are one of the important factors determining the quality and effectiveness of the educational process. The professional training of a teacher and the ability to use innovative approaches contribute to the careful planning of lessons, the improvement of knowledge, practical skills and social activity of students[1]. At the same time, the teacher’s personal development and desire for professional self-development are of great importance in the successful organization of the educational process.

In order to improve the quality of education, teachers need to regularly update their competencies, implement advanced pedagogical technologies in practice, and establish effective interactive cooperation with students. This approach creates the basis for the successful application of the “Future Teacher” model in real practice and serves to form future teachers as professionally mature and socially responsible individuals. In conclusion, the modern competencies of future teachers are not limited to theoretical knowledge and practical skills, but also include such important aspects as creative thinking, innovative thinking, pedagogical responsibility, and professional reflection. The “Future Teacher” model is aimed at the harmonious development of the professional and personal potential of teachers, within the framework of which teachers will have the opportunity to identify the individual capabilities of students, organize the educational process based on interactive methods, and effectively use modern educational technologies.



Also, theoretical and practical mechanisms for the development of pedagogical competencies, including seminars and trainings, mentoring activities, participation in project work, and systematic analysis of pedagogical experience, serve to improve the professional qualifications of teachers. As a result, future teachers are formed not only as personnel with deep knowledge and skills in their specialty, but also as competent teachers who can support the personal and social development of students. This makes a worthy contribution to the sustainable improvement of the quality of education and the successful development of the modern educational process.

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