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Development of Practical Competence of Future Teachers in The Context of The Credit-Module System

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Abstract: This article discusses the approach to the development of practical competence of future teachers within the framework of the credit-module system of education in Uzbekistan. It presents a logical sequence for the formation of general cultural and professional competencies using the modular structure of curricula. The article outlines the methods of assessing students' competencies and the implementation of a modular structure in the curriculum to ensure a more effective educational process. The features of applying the competence-based approach in teacher training within the higher education system of Uzbekistan are also considered.

Keywords: Practical competence, teacher training, credit-module system, modular curriculum, competence assessment, pedagogical competence, quality improvement in education, professional training, educational module, curriculum, competence-based certification.

Introduction: In the modern educational space, the quality of teacher training has become a key factor, as the success of societal development largely depends on their professionalism. In the context of continuous changes and increasing complexity of educational processes, educators must possess not only profound theoretical knowledge but also well-developed practical skills. To achieve these goals, new approaches to the preparation of future teachers are required, which must meet the demands of modern times, including the introduction of innovative teaching methods, increasing the level of independent student work, and fostering their creative abilities.

The Purpose of this Article — is to analyze ways to improve the quality of training for future teachers in line

with the requirements of the modern educational environment. The main focus is on the introduction of the credit-module system of education, the development of practical competencies, and the improvement of the student knowledge assessment system.

METHODOLOGY

For conducting the research, a combination of quantitative and qualitative methods was used. The primary method was the analysis of pedagogical literature and regulatory documents governing educational processes. The following methods were used during the research: analysis of scientific publications — studying modern research on improving the quality of teacher training; surveys and interviews — collecting data from students and lecturers in teacher training universities to identify problem areas in the training system; experiment — introducing innovative pedagogical technologies in the educational process of future teachers and evaluating their effectiveness through a feedback system.

The research was conducted in several stages: preparatory stage (development of questionnaires, experiment plan), main stage (conducting the experiment and data collection), analytical stage (data processing and formulation of conclusions).

RESULTS

The results of the study show that the quality of training for future teachers can be improved by introducing innovative teaching methods, such as active and interactive teaching methods, the use of digital technologies, and the creation of individual educational trajectories. An important role is played by the continuous student knowledge assessment system, which allows for quick adjustments to the educational process and enhances motivation for learning.

Thus, the recommendations presented in this article can contribute to a significant improvement in the quality of training for future teachers and prepare them for professional activity in the context of modern educational processes.

DISCUSSION

Creative-modular technologies in the development of students' communicative speech in an interactive educational environment are being introduced into the global education system. At the International Educational Forum held in the Republic of Korea, it was noted that the goal of "creating opportunities for lifelong quality education" is defined for sustainable education development by 2030. This enables systematic work on improving educational

technologies, teaching methods, innovations, theory, and practice in the development of students' communicative speech, cultural and linguistic indicators, as well as value attitudes toward languages and the development of education according to modern approaches.

Global research is being conducted to develop students' communicative speech in an interactive educational environment. Educational institutions are also paying special attention to issues related to the development of students' communicative speech during the learning process. Modern student youth, possessing high communicative skills in the global educational space, positively influences the educational processes.

In our republic, special attention is given to the pedagogical training of specialists with a focus on the development of speech competence. This includes the development of activities such as listening, reading, and speaking. Future educators should master skills such as: understanding the topic of a message, the logic of thought development, and extracting necessary information from the speech flow (listening); engaging in dialogue, building a monologue in any situation (speaking); and creating their own written texts on various topics using the necessary linguistic means.

The communicative qualities of speech are parameters that encompass all aspects of a text. These parameters depend on the genre and style of the utterance, as well as on the individual characteristics of students. Nine communicative qualities of speech are usually identified, the most important of which are: correctness, clarity, richness, and variety of speech (structural qualities), as well as precision, logic, expressiveness, appropriateness, and accessibility (functional qualities).

A teacher is the most important profession on Earth. Without a teacher, there would be no physicists or poets, houses would not be built, ships and airplanes would not be created, and the most complex problems of modern politics would not be solved. As Aibek Musa Tashmukhamedov noted, we should all be grateful to the teacher—the pioneer who opens human souls and paves the way to the future. Academician L.V. Shcherba also emphasized that the native language is the foundation for mastering a second language and organizes the process of its acquisition.

Thus, innovative teaching methods, such as creative-modular technologies and the development of students' communicative skills, play a key role in teacher training, which allows improving the quality of their preparation and work efficiency in the context of the modern educational process.

Improving the Quality of Teacher Training Through

Innovative Teaching Methods

Mastering a second language, especially during the sensitive period when children can most easily learn a new language, is an essential part of the overall educational process. This requirement must be taken into account when applying various methodological principles within the concept of continuous education. An important aspect is the democratization, differentiation, and individualization of teaching, with an emphasis on national-cultural traditions and universal human values. As it is rightly noted, a person who does not know their native language cannot understand their ancestry and roots, and thus lacks an understanding of their own identity. Language, in turn, is an inexhaustible source of spiritual being and human culture, as F.I. Buslaev wrote.

Teaching a second language and other subjects requires the teacher to approach key factors such as the interests, motivation, as well as intellectual and communicative abilities of students. According to Gardner's theory of multiple intelligences, each person has a unique cognitive profile, which requires the use of differentiated and personalized teaching methods. This makes it possible to consider individual characteristics and adapt the educational process to meet the needs of each student.

M.A. Isaykin asserts that business games are an effective tool for developing professional skills in students, helping them prepare for real professional situations. The introduction of such methods into the learning process helps students become more active participants in education and prepares them for real professional interactions.

To improve the quality of teacher training, students must not only absorb theoretical knowledge but also develop critical thinking skills, independent analysis, and problem-solving abilities. An essential part of the educational process is the development of students' skills for independent work, including in an interactive educational environment.

Special attention should be given to the educational environment, which significantly influences the quality of teacher training. The effectiveness of the efforts made by teachers increases if the university environment stimulates the growth of students' professionalism and helps them develop in accordance with the current requirements of the time.

Modern pedagogical methods are student-centered and focus on creating conditions for active student involvement in the learning process. Jim Scrivner emphasizes that the teacher's role is not only to explain the material but also to create conditions for research and independent knowledge. It is important

to maintain dialogue with students, encourage their participation in the learning process, and ensure that each student feels involved and motivated.

Modern classrooms are equipped with various visual aids such as magnetic whiteboards, computers, educational games, and other resources. A teacher who can effectively use these tools in their teaching helps create a dynamic and engaging educational environment.

The principles of interactive learning include the active use of modern technologies and didactic materials, creating conditions for active intra-group interaction, and developing students' initiative. Unlike traditional methods, interactive approaches emphasize the active participation of students, which makes the learning process more enriching and multifaceted.

Equally important is the attention given to individual student characteristics and motivation. A teacher must actively work on themselves, constantly improving their professional skills and striving to become a role model for their students—a person capable of engaging and motivating them. High-quality teacher training requires not only transmitting knowledge but also forming students' readiness to solve practical problems and be prepared for professional activity in a modern society.

Thus, to improve the quality of pedagogical education, it is necessary to take into account individual educational trajectories, implement active and interactive teaching methods, and use modern technologies, which will prepare highly qualified specialists capable of meeting the challenges of modernity.

CONCLUSION

Improving the quality of teacher training is a crucial step in the development of the modern education system. The results of the research indicate that the use of innovative teaching methods, such as the credit-modular system, active and interactive teaching forms, as well as digital technologies, significantly influences the level of professional preparation of students. Special attention should be given to the development of practical competencies and students' independent work, which contribute to their holistic development and readiness for professional activity.

The implementation of individual educational trajectories and a system of continuous assessment of students' knowledge helps optimize the learning process and increases student motivation. The conclusions drawn from the experiments and data analysis can be useful for improving teacher training in higher education institutions and contributing to the preparation of highly qualified specialists capable of

effectively working in a rapidly changing educational landscape.

According to studies conducted by scholars in Uzbekistan, approaches such as differentiation and individualization of the educational process, as well as the introduction of innovative technologies into pedagogical practice, help improve the preparation of future specialists. For instance, highlights the importance of a competency-based approach within the credit-modular system, which promotes the development not only of theoretical knowledge but also of the practical skills of future educators.

Thus, the effectiveness of teacher education in the republic directly depends on the ability to implement modern methods and approaches that ensure the effective development of students' competencies. This creates conditions for the formation of highly qualified educators capable of acting actively and professionally in a changing educational environment.

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