

RESEARCH ARTICLE

Factors in Preparing Higher Education Students for Pedagogical Activity

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Abstract

This article substantiates the main scientific-pedagogical, psychological and social factors determining the process of preparing higher education students for pedagogical activity, the mechanism of interaction of components such as the educational environment, innovative educational technologies, personal motivation and social activity in the formation of pedagogical preparation, the fact that pedagogical activity is not only a complex social and psychological process aimed at the comprehensive development of the individual, increasing his social activity, and forming life competencies, the fact that preparing higher education students for such activity requires a multifaceted and systematic approach, in this process the content of education, pedagogical technologies, educational environment, cooperative relations in the educational process, students' personal motivation and desire for self-development are important factors, the theoretical and practical aspects of the factors influencing the process of preparing higher education students for pedagogical activity, their interrelationships and the mechanism of influence are of scientific and practical importance.

KEYWORDS

Pedagogy, activity, preparation, environment, conditions, process, education, competence, motivation, technology, factors, formation, result.

INTRODUCTION

Modern trends in the development of the educational sector worldwide require bringing the system of training pedagogical personnel to a qualitatively new level. In the 21st century, a teacher is not only a person who gives knowledge, but also a person who manages social changes, introduces innovations and forms an active civic position in the minds of the younger generation.

Currently, the issue of educating human capital, that is, an educated, competent, socially active and creative person, is of particular importance as the main criterion for the development of society. In this process, the effectiveness of

the system of training pedagogical personnel, the level of their professional training and personal and psychological characteristics play a decisive role. In this regard, one of the urgent tasks is to improve the process of preparing students for pedagogical activity in higher educational institutions, to develop its scientific and practical foundations.

Pedagogical activity is not only a complex social and psychological process aimed at the comprehensive development of the individual, increasing his social activity, and forming life competencies. Therefore, the preparation of higher education students for such activity requires a

multifaceted and systematic approach. In this process, the content of education, pedagogical technologies, the learning environment, cooperative relations in the educational process, personal motivation of students and their desire for self-development are manifested as important factors.

Therefore, the theoretical and practical analysis of the factors influencing the process of preparing higher education students for pedagogical activity, their interrelationships and the identification of the mechanism of influence are of scientific and practical importance. This will not only increase the efficiency of the pedagogical personnel training system, but also ensure the quality of education, the spirituality and educational development of society in the future.

From this point of view, the preparation of students for pedagogical activity in higher educational institutions includes not only the formation of their professional knowledge and skills, but also the development of socio-psychological preparation, communicative competencies and creative thinking. Therefore, a scientific analysis of the influencing factors in the process of preparing higher education students for pedagogical activity, identifying their interrelationships and mechanisms of influence, is of great importance in increasing the spiritual and scientific potential of society.

METHODS

The methodological basis for the scientific study of the process of preparing higher education students for pedagogical activity was the person-centered approach, the activity-based approach, the competency-based approach, and the systematic analysis methodology. These approaches ensure the theoretical and practical consistency of the research.

Methodological basis and scientific approaches:

1. Person-centered approach - the essence of this approach is that each student is considered not only as a learner in the educational process, but also as an active subject developing his or her internal potential, based on personal experience and needs. The level of preparation for pedagogical activity is determined by the individual's motivation, emotional state, and social value system. Therefore, psychodiagnostic methods and questionnaire methods aimed at studying the internal factors of the individual were used in the study [12].

2. Activity-based approach - according to the activity-based approach, pedagogical training is a type of professional activity that develops not in the process of acquiring

knowledge, but in the process of applying it in practice (L.S. Vygotsky [2], A.N. Leontiev [5]). From this point of view, the main direction of the research was the observation of the active participation of students in pedagogical practice, the analysis of their creative developments in educational and methodological activities.

3. Competency-based approach - the modern model of training pedagogical personnel is based on the competency paradigm. According to this approach, the student's readiness for pedagogical activity is assessed through the integration of his knowledge, skills, personal qualities and values. The main components of pedagogical competence - cognitive (scientific), practical (activity), personal (motivational) and communicative (social) competencies - were theoretically substantiated and measurement criteria were developed in practice.

4. Systematic analysis approach - the systemic approach views pedagogical preparation as a single, interconnected set of components. Through this approach, external (educational environment, program content, social relations) and internal (motivation, activity strategy, reflection) factors influencing preparation for pedagogical activity were analyzed in their interrelationships. Scientific sources in the fields of pedagogy, psychology and educational theory were analyzed. Based on this, the content and essence of the concepts of "pedagogical preparation", "readiness for activity", "pedagogical competence" were determined.

It allowed to theoretically interpret the structure of the concept of preparation for pedagogical activity in a new way. In particular:

- pedagogical preparation is a multifactorial system;
- the development of motivation and competence in interaction;
- the existence of an integrative effect of the educational environment and personal activity was scientifically substantiated.

Thus, the necessary methods were not only focused on practice, but also served as a scientific foundation for the formation of a new theoretical model.

RESULTS

There are the following main factors that affect students' readiness for pedagogical activity:

1. Innovativeness of educational content - the introduction of modern pedagogical technologies (STEAM, CLIL, blended learning, project-based learning) in educational programs has a positive effect on students' professional competence [4].

2. Motivational factors - students' internal interest in the pedagogical profession and the level of awareness of its social significance determine their readiness for activity [6].

3. Psychological factors - stress resistance, communicative competence, empathy and a sense of responsibility increase the effectiveness of students' pedagogical activity [7].

4. Practice system - the content and form of pedagogical practice develop students' skills in applying theoretical knowledge in practice [3].

It has been shown that students' readiness for pedagogical activity in higher educational institutions is formed under the influence of multifaceted, interrelated factors. It has been scientifically proven that these factors consist of a system of interacting pedagogical, psychological, motivational, and socio-environmental components.

The modernity and practical orientation of educational programs are of decisive importance in the professional preparation of students.

Students who participate in educational processes using interactive technologies (cluster method, case method, "blended learning", "project-based learning") have a higher level of pedagogical competence [13]. This result theoretically confirms that the innovative and practical orientation of educational content is the main factor activating pedagogical preparation. This means that internal motivation (the need for professional self-realization, service to society) is the main psychological mechanism of pedagogical preparation.

Among psychological factors, communicative abilities, the level of empathy, stress resistance and the ability to reflect were of particular importance.

According to psychodiagnostic results, highly empathetic and communicative students proposed more creative solutions in practice. This proves that pedagogical preparation depends not only on knowledge, but also on personal and emotional competencies.

Active participation in the practice process, that is, the "learning by doing" model, practically strengthened the theoretical knowledge of students.

This result theoretically confirms the practical effectiveness of the active approach: through activity, knowledge is transformed into practice, and the individual goes through the stage of professional identification.

The psychological climate in a higher educational institution, teacher-student relations, and social cohesion in the group also affected the level of preparation. These results scientifically demonstrate the educational and supportive potential of the pedagogical environment.

Based on the results obtained, the following theoretical conclusions were put forward:

1. Preparation for pedagogical activity is a multifactorial systematic process that develops in the integration of educational content, environment, motivation, and personal experience.

2. The level of pedagogical preparation is directly related to the student's participation in education as an active subject; this confirms L.S. Vygotsky's theory of "development through activity" [2].

3. The structural structure of pedagogical competencies can be considered as metacompetences that integrate the processes of knowing, acting and feeling of an individual.

4. A supportive and collaborative form of the higher education environment increases the effectiveness of preparation for pedagogical activity.

DISCUSSIONS

Preparation for pedagogical activity depends not only on theoretical knowledge, but also on personal, social and emotional factors. Modern pedagogical training should be formed on the basis of a competency-based approach, that is, students should develop, along with professional knowledge, communication, analysis, creativity, teamwork and decision-making skills [9].

In foreign practices (for example, Finland, South Korea, Canada), the concept of "reflective practitioner" is widely used in the training of pedagogical personnel - this is the ability of a teacher to analyze his own activities, draw conclusions and constantly improve them. In the higher education system of Uzbekistan, the development of such analytical and innovative skills is also important [14].

Pedagogical training is not a set of separate knowledge or skills, but an integrative systemic state. It is manifested as a

complex of knowledge, practical activity, motivation and social relations of the student's personality. This approach is consistent with L.S. Vygotsky's [2] theory of "systematic organization of functions": development in education occurs as a result of the integration of new psychological systems. Thus, pedagogical preparation is a complex pedagogical system formed by the interaction of the internal resources of the individual with the external environment.

According to this theory, the effectiveness of human activity is determined by three main psychological needs:

1. Autonomy (the need to make free decisions),
2. Competence (the need to demonstrate one's potential),
3. Social connectedness (the need to feel one's place in society).

The role of the educational environment was particularly emphasized in the discussions. The results showed that a positive, collaborative educational environment significantly increases students' readiness for pedagogical activity.

This is consistent with the "dialogical theory of education" put forward by P. Freire [10]: education is a process of "joint spiritual growth of the teacher and the student". Therefore, an important pedagogical factor in the preparation of students for pedagogical activity is the fact that teacher-student relations are based on cooperation, trust and equality.

Also, the psychological climate of the environment (empathy, support, the opportunity to work in a team) forms a system of "value relations" in pedagogical activity. This is also theoretically consistent with the concept of "value relations pedagogy" (S. Amonashvili [1], V.A. Slastyonin [8]).

Pedagogical competencies and their four main components (cognitive, practical, personal, communicative) were identified. This result is consistent with L. Shulman's "three-part model of pedagogical knowledge" (subject matter knowledge, pedagogical knowledge, pedagogical content knowledge) [11].

Theoretically, this situation is explained as follows:

- cognitive competence - provides the ability to comprehend and systematize knowledge;
- practical competence - the ability to apply knowledge in activity and find solutions;
- personal competence - is associated with motivation and

professional identification;

- communicative competence - provides pedagogical influence through social activity and communication.

This structure theoretically justifies pedagogical training as a multifaceted and integrative system.

Social relations in the theory of pedagogical psychology and professional training were considered as a psychological and pedagogical resource that shapes preparation for pedagogical activity. When a supportive, mentoring-based form of the educational environment was introduced in the process of pedagogical practice, the level of active participation and creative approach of students significantly increased. This means that the theoretically developed concept of "student as an active subject" activates self-development and reflective abilities in practice.

The theoretical model of preparing higher education students for pedagogical activity is expressed by the following formula:

$$\text{Pedagogical preparation} = (\text{Knowledge} + \text{Activity}) \times (\text{Motivation} + \text{Environment} + \text{Reflection})$$

This formula scientifically substantiates the need to understand the educational process not as a mechanical, but as a socio-psychological and spiritual system.

In addition, in pedagogical education, the factors of the digital environment and media literacy are also crucial in adapting students to the educational needs of the new generation.

CONCLUSION

Based on the above, the following conclusions were drawn:

1. The preparation of higher education students for pedagogical activity is a complex system, which is carried out on the basis of the interrelation of educational content, practice, motivation and social environment factors.
2. To increase the level of pedagogical preparation, it is necessary to introduce innovative educational technologies and curricula based on a competency-based approach.
3. Strengthening students' personal motivation, creating opportunities for independent decision-making and creative solutions in pedagogical practice will yield effective results.
4. Improving the mentoring system in higher education institutions and creating a scientific and psychological platform that supports the pedagogical environment will create the basis for students' professional growth.

Thus, improving the system of preparing higher education students for pedagogical activity is a strategic task that strengthens the spiritual and scientific potential of society.

Based on the results, the following recommendations were developed for higher education institutions:

- introducing motivational and reflexive training into the programs of pedagogical disciplines;
- reorganization of the practice process based on the "experience-analysis-reflection" model;
- strengthening the mentoring system in the pedagogical environment;
- introduction of competency-based diagnostic methods that assess the personal development of students.

The level of preparation of higher education students for pedagogical activity is the result of the interaction of their professional knowledge, as well as personal motivation, social activity, participation in practice and creativity.

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