European International Journal of Pedagogics (ISSN: 2751-OOOX)

Received: 30 March 2026 | Accepted: 26 April 2026 | Published: 16 May 2026

DOI: 10.55640/eijp-06-05-17

RESEARCH ARTICLE

Preparing Future Teachers for Professional and Pedagogical Activities as A Factor in Training Skilled Specialists

Sunnatov Zafar Ubaydullayevich
Researcher at the Nizami, National Pedagogical University of Uzbekistan

VOLUME: Vol.06 Issue05 2026

PAGE: 72-76

Abstract

The article discusses the theoretical and methodological foundations of training future teachers for modern professional and pedagogical activities, its content, pedagogical conditions and effective mechanisms, priority areas of training pedagogical personnel based on a competency-based approach, integrative and reflexive approaches, the fact that the professional and pedagogical training of a future teacher is determined not only by his level of knowledge, but also by his personal and professional competencies aimed at the effective organization of pedagogical activities, these competencies include methodological skills, a culture of pedagogical communication, the ability to design the educational process, skills in using innovative technologies in education, as well as the ability to analyze and improve one's own activities, ensuring the harmony of theory and practice in the process of pedagogical education, preparing students for real pedagogical situations, forming independent decision-making and problem-solving skills in them, the fact that the problem of preparing future teachers for modern professional and pedagogical activities has become one of the strategic tasks of pedagogical science, the priority of the competency-based approach in the education system The importance of developing a teacher's personal qualities, social activity, and innovative thinking skills, along with their knowledge, skills, and qualifications, the digitalization of the educational process, the use of innovative technologies, and practice-oriented education is scientifically substantiated.

KEYWORDS

Education, profession, competence, pedagogy, activity, innovation, numbers, pedagogy, reflection, approach, integration, efficiency, student, preparation, formation.

INTRODUCTION

The transformation processes taking place in the global educational space, the formation of the digital economy and the development of the knowledge society are bringing the demand for pedagogical personnel to a qualitatively new level. A modern teacher is not just a provider of knowledge, but also a specialist who designs the educational process, introduces innovations, and develops the personal and intellectual potential of the student.

The fundamental reforms taking place in the global education system, globalization processes, the rapid development of information and communication technologies, and the increasing need for the intellectual potential of society are fundamentally renewing the requirements for the personality of a modern teacher. Today, a teacher is required to be not only a provider of knowledge, but also a specialist who effectively organizes the educational process, implements innovative ideas, ensures the personal development of the

student, and is able to think reflexively and creatively. From this point of view, the problem of preparing future teachers for modern professional and pedagogical activity is becoming one of the priority areas of pedagogical science.

The modern educational paradigm, based on a competency-based approach, covers not only the theoretical knowledge of the teacher, but also his practical skills, social activity, communicative culture, ability to work with information and readiness for innovative activity. This requires abandoning traditional approaches in the system of training pedagogical personnel and revising the content, forms and methods of education based on modern requirements. In particular, in the process of training teachers, the introduction of an integrative approach, interdisciplinary connections, practice-oriented education, elements of digital pedagogy and mechanisms of reflexive activity is gaining urgent importance [4].

The professional and pedagogical preparation of a future teacher is determined not only by his level of knowledge, but also by his personal and professional competencies aimed at the effective organization of pedagogical activity. These competencies include methodological skills, a culture of pedagogical communication, the ability to design the educational process, the skills of using innovative technologies in education, as well as the readiness to analyze and improve one's own activities. Therefore, ensuring the harmony of theory and practice in the process of pedagogical education, preparing students for real pedagogical situations, forming skills for independent decision-making and solving problem situations in them is an important task.

In this regard, the problem of preparing future teachers for modern professional and pedagogical activities is becoming one of the strategic tasks of pedagogical science. The priority of the competency-based approach in the education system requires the development of a teacher's personal qualities, social activity and innovative thinking, along with his knowledge, skills and qualifications.

METHODS

In the current environment, the education system is deeply involved in the process of digitization. Factors such as distance learning, online platforms, elements of artificial intelligence, and digital educational resources require new knowledge and skills from the teacher. Therefore, in the training of future teachers, it is important to develop digital competence, in-depth mastery of the basics of information security, media culture, and digital pedagogy. This, in turn, requires modernization of the content of pedagogical education [3].

The study is aimed at a comprehensive and systematic study of the process of preparing future teachers for modern professional and pedagogical activities, in which a set of inextricably linked theoretical and empirical research methods was used.

Through the method of theoretical analysis, the level of scientific development of the problem of professional training in the pedagogical education system, its conceptual foundations, and interpretation within the framework of modern pedagogical paradigms were studied. In the process of this analysis, the system of professional competencies of the future teacher, its structural components, and development mechanisms were identified. Using the comparative analysis method, national and international pedagogical experiences were compared, their common and different aspects, effective aspects, and the possibilities of adapting them to the national education system were identified [2].

A systematic approach was used as one of the main principles of the study, and the process of training a future teacher was considered as a holistic pedagogical system. The components of this system (goal, content, form, method, means, and result) were analyzed in their interrelationships, and their integrative nature was substantiated. A model of preparation for modern professional and pedagogical activity of a future teacher was developed using the modeling method. This model includes components such as professional competencies, motivational factors, reflexive activity, and innovative activity [5].

Pedagogical observation, interview, questionnaire, and analysis of activity results were used as empirical methods. Through these methods, the process of professional formation of students, their knowledge and skills, level of independent thinking, and readiness for innovative activity were studied. The effectiveness of the developed methodological approaches was tested through elements of pedagogical experiments.

Thus, the set of methods used in the study allowed for a deep and multifaceted analysis of the process of training future teachers and created the basis for drawing scientifically based conclusions.

At the same time, a modern teacher should also have such

qualities as social responsibility, loyalty to national and universal values, tolerance, creativity and innovative thinking. The development of these qualities is carried out by strengthening the person-oriented approach in the educational process, taking into account the individual characteristics of students, and developing their creative potential.

The relevance of this topic is that for the modern education system, the preparation of competitive, highly qualified, innovative thinking teachers is an important factor in the development of society. Therefore, improving the theoretical and methodological foundations of training future teachers for professional and pedagogical activities, developing effective pedagogical technologies and introducing them into practice are among the priority tasks of scientific research.

Preparing future teachers for modern professional and pedagogical activities is a multifaceted, complex and systematic process, which is carried out by updating the content of education, introducing innovative approaches, forming a competency model and ensuring person-oriented education. The effectiveness of this process serves as one of the main factors determining the intellectual and spiritual potential of the future generation [6].

The following scientific research methods were used in the process of preparing future teachers for modern professional and pedagogical activities [13, 14, 15]:

- theoretical analysis - study of pedagogical, psychological and didactic literature;

- comparative analysis - comparison of national and foreign experiences;

- modeling - development of a model of professional competencies of a future teacher;

- pedagogical observation - analysis of students' activities in the educational process;

- systematic approach - study of the process of professional training as a holistic system.

Competency-based, activity-oriented, person-centered, and reflexive approaches were adopted as the methodological basis. Through these approaches, the professional development of the future teacher was analyzed as a multifaceted process.

RESULTS

The process of preparing future teachers for modern professional and pedagogical activities is a multi-component and gradually developing system. The most important result of this process was the formation of a system of professional competencies. It was found that effective training is based on the following interrelated components: cognitive (knowledge), operational (skills and qualifications), motivational (professional interest and need), and reflexive (analysis of one's own activities) components [16].

It was found that the introduction of a practice-oriented approach to the educational process has a positive effect on the professional preparation of students. In particular, through case studies, problem situations, simulation exercises and pedagogical practices, students' ability to apply theoretical knowledge to practical activities is significantly developed. This accelerates their adaptation to future professional activities [17].

The introduction of a digital learning environment was also shown to be one of the important results. The use of information and communication technologies increases the activity of students in independent learning, forms in them the skills of searching, analyzing and processing information. This serves the development of digital competence.

It was found that by organizing reflective activities, students have the opportunity to understand their professional development, evaluate and improve their activities. As a result, they form a need and responsibility for self-development.

In general, the effectiveness of training future teachers is directly related to the innovativeness, integrativeness and practice-oriented nature of the educational process.

Effective training of future teachers should be carried out on the basis of the following main components [1]:

1. Formation of a system of professional competencies (the following competencies should be developed in a future teacher):

- methodological competence;

- communicative competence;

- information and communication competence;

- reflexive competence;

- innovative activity competence.

2. Creating a practice-oriented learning environment: when the harmony of theory and practice is ensured in the educational process, professional skills are formed in students, and pedagogical practices, case studies, trainings and simulation models increase efficiency [10].

3. Introducing elements of digital pedagogy: a modern teacher must operate effectively in a digital environment. Therefore [12]:

- using online educational platforms;

- creating digital educational resources;

- using multimedia technologies is of great importance.

4. Developing reflective activity: students should have the ability to analyze their activities, realize their mistakes and self-develop, which ensures their professional growth.

DISCUSSION

Traditional pedagogical education models do not fully meet the requirements of modern education. Because they are mainly focused on the reproductive acquisition of knowledge, they limit the ability of students to think independently, solve problems and develop innovative approaches.

The modern educational paradigm requires the development of the teacher as a subject of activity. This requires the use of active, interactive and student-oriented methods in the educational process. The competency-based approach is of paramount importance in this regard, as it serves to prepare students for real-life and professional situations [7, 8].

The introduction of digital technologies into the educational process is fundamentally changing the role of the teacher. Now the teacher is not a source of information, but a manager, consultant and facilitator of the educational process. This creates the need to reconsider the content of pedagogical education and enrich it with digital competencies.

The use of an integrative approach, on the other hand, provides interdisciplinary connections and develops students' complex and systematic thinking. The reflexive approach allows the teacher to analyze and constantly improve his own activities. In this regard, the highest efficiency can be achieved when these approaches are used in harmony with each other [11].

It has also been shown that motivational factors play a high role in the process of training future teachers. If a student does not have professional interest and internal motivation, even the most advanced methods may not produce the expected results. Therefore, special attention should be paid to the formation of students' professional self-awareness in the educational process.

Traditional educational models do not fully meet modern requirements. Because they are mainly aimed at providing reproductive knowledge and do not create sufficient opportunities for students to develop independent thinking and innovative approaches [9].

Modern pedagogical approaches require the organization of the educational process in an active, interactive and student-oriented manner. In particular, the competency-based approach serves to prepare students for real-life situations. Also, the widespread introduction of digital technologies changes the role of the teacher: he becomes not a source of information, but a manager and facilitator of the educational process [11].

By using an integrative approach in pedagogical education, interdisciplinary connections are ensured, which develops students' complex thinking. The reflective approach allows the teacher to critically evaluate and improve his own work.

CONCLUSION

It has been scientifically proven that the preparation of future teachers for modern professional and pedagogical activities is a complex, multi-stage and systematic process.

The effectiveness of this process is determined by the following main factors: the consistent implementation of a competency-based approach, the integration of theory and practice, the use of innovative and digital technologies, and the organization of reflexive activities.

It has also been shown that the professional formation of a future teacher is inextricably linked to his personal qualities, motivation and readiness for self-development. Therefore, in the pedagogical education system, special attention should be paid to the formation of not only knowledge and skills, but also personal and professional values.

In order to prepare a competitive teacher in modern educational conditions, the modernization of the content of pedagogical education, the widespread introduction of innovative methods and the development of independent, creative and reflexive thinking of students are a priority task. Continuing scientific research in this area will further improve the quality and effectiveness of pedagogical education.

According to the results of the study, it is advisable to prepare future teachers for modern professional and pedagogical activities based on the following priority areas:

- full implementation of the competency-based approach in the educational process;

- ensuring the integration of theory and practice;

- expanding the use of digital pedagogy and innovative technologies;

- developing reflective and critical thinking in students;

- forming a person-centered educational environment.

Modernizing the system of training future teachers is an important factor ensuring the intellectual development of society. A modern teacher is a knowledgeable, innovative-thinking, digitally competent and constantly self-developing person. The formation of these qualities remains a priority task of the pedagogical education system.

REFERENCES

1. Зимняя И.А. Ключевые компетенции как результат образования. – М.: Издательство МГПУ, 2017. – 256 с.
2. Darling-Hammond L., Hyler M.E., Gardner M. Effective Teacher Professional Development. – Palo Alto: Learning Policy Institute, 2017. – 152 p.
3. Mishra P., Koehler M.J. Technological Pedagogical Content Knowledge (TPACK) Framework for Teachers. // Teachers College Record. – 2016. – Vol. 118(11). – P. 1–23.
4. OECD. Education 2030: The Future of Education and Skills. – Paris: OECD Publishing, 2018. – 45 p.
5. Полат Е.С. Современные педагогические и информационные технологии в системе образования. – М.: Академия, 2020. – 368 с.
6. Redecker C. European Framework for the Digital Competence of Educators (DigCompEdu). – Luxembourg: Publications Office of the European Union, 2017. – 95 p.
7. Rakhimov Z.T. "Pedagogical image and its necessity in higher education" World scientific research journal International scientific electronic journal Volume-47 Issue-1 January – 2026. P.179-184
8. Raximov Z.T. "Pedagogik ta'limda imidjning zarurati" Ta'lim innovatsiyasi va integratsiyasi Xalqaro ilmiy elektron jurnal 61-son _ 2-to'plam – 2026. 58-64-b. https://journalss.org/index.php/tal/issue/view/234
9. Raximov Z.T. "O'quv motivatsiyasi tushunchasi va uning boshlang'ich sinf o'quvchilari faoliyatidagi o'rni" Ta'lim innovatsiyasi va integratsiyasi Xalqaro ilmiy elektron jurnal 61-son _ 2-to'plam – 2026. 43-49-b. https://journalss.org/index.php/tal/issue/view/234
10. Сластенин В.А., Исаев И.Ф., Шиянов Е.Н. Педагогика: учебное пособие. – М.: Академия, 2018. – 576 с.
11. Селевко Г.К. Энциклопедия образовательных технологий. – М.: НИИ школьных технологий, 2019. – 816 с.
12. Талызина Н.Ф. Педагогическая психология. – М.: Академия, 2017. – 288 с.
13. Хуторской А.В. Компетентностный подход в обучении: научно-методическое пособие. – М.: Эйдос, 2019. – 320 с.
14. Fullan M. The New Meaning of Educational Change. – New York: Teachers College Press, 2020. – 338 p.
15. UNESCO. Rethinking Education: Towards a Global Common Good? – Paris: UNESCO Publishing, 2017. – 85 p.
16. Hargreaves A., O'Connor M.T. Collaborative Professionalism. – Thousand Oaks: Corwin Press, 2018. – 240 p.
17. Schleicher A. World Class: How to Build a 21st-Century School System. – Paris: OECD Publishing, 2018. – 297 p.