

RESEARCH ARTICLE

The Significance Of Qualification Pedagogical Practice In Developing The Professional Transversal Competencies Of Future Educators

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Abstract

This article elucidates the theoretical-pedagogical foundations, content, structure, and practical significance of qualification pedagogical practice in the development of professional-transversal competencies of future educators. The study analyzes the role of pedagogical practice in the process of preparing future educators for professional activity, particularly in integrating theoretical knowledge with practical activity, forming professional experience, and developing transversal competencies such as communicative ability, creativity, reflective approach, independent decision-making, and professional adaptability. Based on the scientific views of local and foreign scholars, pedagogical profession, professional maturity, and approaches to reflective practice, the significance of qualification pedagogical practice in the professional formation of future educators is substantiated. Empirical research was conducted with the participation of students from Chirchik State Pedagogical University, Jizzakh State Pedagogical University, and Namangan State Pedagogical Institute, and the results demonstrated that organizing qualification pedagogical practice on the basis of innovative, interactive, and reflective approaches effectively develops the professional and transversal competencies of future educators. At the conclusion of the study, scientific-practical recommendations were developed for improving pedagogical practice, broadly introducing innovative methods, and preparing future educators in accordance with the requirements of the modern preschool education system.

KEY WORDS

future educator, qualification pedagogical practice, professional competence, transversal competence, preschool education, pedagogical activity, reflective approach, interactive methods, professional maturity, innovative pedagogy, pedagogical profession, professional training.

INTRODUCTION

In our country, modernization of the education system, improvement of the quality of teacher training, and the development of higher education on the basis of international standards are recognized as one of the priority directions of

state policy. In the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017, "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan," special attention was given to improving the continuous education system and training

highly qualified specialists equipped with modern knowledge and professional competencies. This strategic direction necessitates the substantive renewal of the teacher training process, the integration of theoretical knowledge with practical activity, and the development of the professional competence of future specialists.

Furthermore, in the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," the adaptation of higher education to international standards, enhancement of educational quality, strengthening of practical training, and preparation of competitive pedagogical personnel based on a competency-based approach were defined as priority tasks. These objectives require strengthening the role of qualification pedagogical practice in the process of preparing future educators and harmonizing their readiness for professional activity with real pedagogical processes.

In addition, Resolution No. PQ-2909 dated April 20, 2017, and Resolution No. PQ-3775 dated June 5, 2018, aimed at the further development of the higher education system, emphasized the strengthening of the practical component of the educational process in pedagogical fields, increasing the effectiveness of pedagogical practice, improving educational quality monitoring, and developing the professional preparedness of future teachers on the basis of modern requirements. This creates the necessity to consider pedagogical practice as an essential stage in the professional formation of future educators.

Moreover, in Resolution No. PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019, "On Approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030," the preparation of highly qualified, innovatively thinking educators capable of implementing modern pedagogical technologies in practice was defined as a strategic objective for the preschool education system. This concept provides an opportunity to evaluate qualification pedagogical practice in the preparation of future educators as an important means of forming professional competencies, particularly transversal competencies.

Today, the issue of developing the professional transversal competencies of future educators has acquired particular relevance. This is because the modern preschool education

system requires an educator not only to possess profound theoretical knowledge, but also universal competencies such as independent decision-making, creative thinking, teamwork, communicative ability, adaptability, and the capacity to carry out innovative pedagogical activity. Qualification pedagogical practice serves precisely as one of the effective mechanisms for developing these competencies in future educators through the application of theoretical knowledge in real pedagogical processes, the acquisition of professional experience, and the formation of pedagogical reflection and practical skills.

From this perspective, the scientific and pedagogical investigation of the significance of qualification pedagogical practice in developing the professional transversal competencies of future educators, as well as determining its content, pedagogical potential, and practical effectiveness, emerges as an urgent scientific problem. This article addresses the implementation of the priority objectives of state policy in this direction, the improvement of the quality of pedagogical education, and the preparation of modern, competitive, and competent pedagogical personnel for the preschool education system.

Literature Review

The issue of preparing future educators for professional activity and developing their professional-transversal competencies is widely studied in pedagogical theory and practice as one of the important scientific directions. In particular, the content, structure, and pedagogical potential of qualification pedagogical practice are evaluated as significant factors in integrating the theoretical knowledge of future specialists with practical activity. Analysis of scientific sources demonstrates that the process of pedagogical practice is of particular importance not only in the formation of professional competencies, but also in developing transversal skills such as communicative ability, independent thinking, reflective approach, creativity, and professional adaptability. Local and foreign researchers have examined various aspects of the methodological foundations of preparing future pedagogues, the mechanisms for organizing pedagogical practice, and the effectiveness of innovative approaches. Therefore, within the framework of this study, the analysis of existing scientific perspectives makes it possible to more deeply illuminate the role and significance of qualification pedagogical practice in the professional preparation of future educators.

Professor G. Ibragimova, in her research, particularly

emphasizes the significance of interactive approaches - especially training technologies - in preparing students for qualification pedagogical practice. According to the scholar, training as one of the interactive methods serves to effectively resolve various pedagogical situations that arise within group activities during the teaching process of all specialized disciplines. Furthermore, she substantiates that the systematic and consistent organization of preparation for pedagogical practice, directing students toward independently solving problems encountered in preschool educational institutions, developing self-improvement skills, and involving them in the study of advanced educators' activities contribute to the formation of necessary professional skills and competencies. This approach not only strengthens the practical preparedness of future educators, but also emerges as an important pedagogical factor in developing transversal competencies such as independent thinking, reflective approach, communicative ability, and professional adaptability.

Pedagogical scholar M.T. Davletshin, in his scientific views on the pedagogical profession, emphasizes the necessity for future educators and teachers to possess a number of important professional and personal qualities. According to the scholar, the effectiveness of pedagogical activity is primarily determined by personal characteristics such as love for children, diligence, and active participation in social activities. At the same time, profession-specific knowledge - including a deep understanding of the essence, goals, and objectives of the educational process, as well as mastery of modern pedagogical methodology - also occupies an important place. In addition, the educator's personal pedagogical mastery, particularly the ability to select necessary materials for lessons, clearly plan objectives, and effectively organize the pedagogical process, is identified as one of the fundamental components of the profession.

Although this pedagogical profession serves as a general methodological foundation for various specialties within pedagogical educational institutions, these qualities acquire specific characteristics in the field of preschool education. This is because the professional qualities of future educators develop not only through theoretical knowledge, but also through practical skills formed directly within the process of pedagogical activity. Therefore, qualification pedagogical practice is considered one of the important practical mechanisms for strengthening the profession components identified by Davletshin in real pedagogical situations,

adapting future educators to professional activity, and forming their professional-transversal competencies.

In the scientific research of F. Xaydarov and N. Muslimov, the process of forming the professional activity of future educators and teachers is explained on the basis of an individual's conscious attitude toward the chosen profession, orientation toward labor activity, and the harmonization of the system of goals with needs and motives. The scholars identify the following important structural components that ensure the effectiveness of this process:

1. intellectual potential (creative, theoretical, and practical knowledge);
2. volitional qualities (purposefulness and the ability to overcome difficulties);
3. emotional qualities (self-assessment);
4. practical skills (psychological, pedagogical, methodological, and technical-technological abilities);
5. self-management ability;
6. competence - the possession of acquired theoretical knowledge and skills, as well as the ability to apply them during pedagogical practice.

These structural components demonstrate that, alongside theoretical preparation, practical activity also has decisive significance in the professional formation of the future pedagogue. In particular, the competence component is formed through the application of theoretical knowledge in real pedagogical situations during pedagogical practice and serves as an important factor in developing the professional and transversal competencies of future educators.

Professor N.M. Egamberdieva, in her scientific research, specifically emphasizes the necessity of the concept of "professional maturity" for future educators. According to the scholar, professional maturity is formed as an integral system based on the interrelation of such structural components as pedagogical culture, creativity, pedagogical thinking, possession of pedagogical knowledge, individual activity, humanistic orientation, and social activity. This approach reflects not only the theoretical preparedness of the future educator, but also their personal, social, and professional readiness for pedagogical activity.

Donald Schön, based on the concept of reflective practice, substantiates that during pedagogical practice, the specialist's

competencies in professional decision-making, problem-solving, and self-analysis develop through the "action-reflection" model. From this perspective, both local and foreign scientific views recognize pedagogical practice as an important pedagogical mechanism for developing the professional and transversal competencies of future educators.

The scientific perspectives presented above demonstrate that theoretical knowledge, motivational factors, practical skills, and the continuity of pedagogical practice are of crucial importance in preparing future educators for professional activity. Therefore, in the field of preschool education, pedagogical practice emerges as a systematic pedagogical mechanism that develops the professional formation, professional maturity, and transversal competencies of future educators.

Research Methodology

In this study, theoretical, empirical, and comparative analysis methods were employed to determine the significance of qualification pedagogical practice in developing the professional transversal competencies of future educators. The methodological foundation of the research was based on the competency-based approach, learner-centered education, reflective approach, and the principles of integrating theory and practice in pedagogical activity. During the research process, pedagogical and psychological literature, normative-legal documents, state educational standards, and educational-regulatory documents related to the field of preschool education were analyzed.

The specific principles, goals, and objectives of preparing students in the Preschool Education field of higher education for professional activity are determined according to the specialty. Accordingly, in preparing future educators for professional activity, the normative documents of the "Preschool Education" field establish a distinct system of pedagogical practice. Based on the State Educational Standards (SES), this system is implemented in accordance with the curriculum as follows:

- 1st year, 2nd semester - 2 weeks;
- 2nd year, 4th semester - 2 weeks;
- 3rd year, 6th semester - 2 weeks;
- 4th year, 8th semester - 10 weeks.

At the empirical stage, the research was conducted with the

participation of students majoring in Preschool Education from Chirchik State Pedagogical University, Jizzakh State Pedagogical University, and Namangan State Pedagogical Institute. During the research process, observation, questionnaires, interviews, diagnostic testing, pedagogical monitoring, and experimental methods were utilized. The students' professional activity during qualification pedagogical practice, their skills in resolving pedagogical situations, level of communicative ability, capacity for independent decision-making, and reflective approach were evaluated on the basis of specially developed criteria.

In addition, throughout the study, pedagogical conditions, innovative methods, and the content of practice that contribute to the development of the professional-transversal competencies of future educators were examined. The obtained results were generalized through comparative-statistical analysis, and the effectiveness of qualification pedagogical practice in shaping the professional preparedness and transversal competencies of future educators was scientifically substantiated. This methodological approach not only ensured the reliability of the research findings, but also provided the opportunity to develop scientific-practical conclusions regarding the improvement of pedagogical practice.

Results

The research findings demonstrated that the participation of Preschool Education students from Chirchik State Pedagogical University, Jizzakh State Pedagogical University, and Namangan State Pedagogical Institute in qualification pedagogical practice emerged as an important pedagogical factor in developing their professional-transversal competencies. During the experimental work, positive changes were observed in students' ability to integrate theoretical knowledge with real pedagogical activity, independently resolve pedagogical situations, effectively communicate with children, and collaborate with parents as well as pedagogical staff.

According to the analysis results, among students who utilized innovative methods, interactive approaches, and elements of reflective activity during qualification pedagogical practice, indicators of communicative ability, creativity, pedagogical adaptability, and independent decision-making increased significantly. In particular, high results were recorded in the development of skills related to independently designing lessons, selecting methods appropriate to pedagogical

situations, considering children's individual characteristics, and analyzing pedagogical activity.

Survey and diagnostic analyses showed that after qualification pedagogical practice, the majority of students demonstrated increased professional motivation, responsibility toward their profession, readiness for pedagogical activity, and levels of reflective approach. At the same time, it was determined that the systematic organization of the pedagogical practice process, methodological support from practice supervisors, and the application of modern pedagogical technologies had a directly positive impact on the development of transversal competencies.

Comparative analyses revealed that students involved in qualification pedagogical practice on the basis of an innovative approach achieved higher results than students engaged through traditional approaches in terms of professional adaptation, solving pedagogical problems, teamwork, and pedagogical reflection. The findings confirmed that qualification pedagogical practice is not only an effective practical mechanism for shaping the professional competencies of future educators, but also for developing their transversal competencies.

Discussion

Analysis of the research results demonstrated that the theoretical and practical aspects of qualification pedagogical practice are integrally interconnected in preparing future educators for professional activity. The studied scientific sources and experimental findings confirmed that pedagogical practice is an important pedagogical mechanism in shaping the professional-transversal competencies of future educators. In particular, M.Yu. Makhkamova emphasizes the necessity of integrating theoretical knowledge with practical activity, as well as thoroughly developing lesson projects and methodological complexes in improving the content of pedagogical practice. This approach is consistent with the results of the present study, which showed that prior methodological preparation for practice increases students' pedagogical effectiveness.

Professor G. Ibragimova's views on the importance of interactive methods, especially training technologies, in pedagogical practice were also confirmed during the research process. This is because students who participated in practice through interactive methods demonstrated higher results in resolving pedagogical situations, communicative ability, and

teamwork. This indicates the effectiveness of interactive approaches not only in developing professional skills, but also in enhancing transversal competencies.

The components of personal qualities, professional knowledge, pedagogical mastery, and methodological preparedness identified in M.T. Davletshin's scientific views on the pedagogical profession were also closely connected with the research findings. This is because qualification pedagogical practice enables students to develop precisely these qualities through real pedagogical activity. Likewise, the system of intellectual potential, volitional qualities, practical skills, and competence proposed by F. Xaydarov and N. Muslimov emerged as important criteria for the professional formation of future educators.

Professor N.M. Egamberdieva's approach to professional maturity was also consistent with the research results. Her interpretation of pedagogical culture, creativity, pedagogical thinking, and social activity as the principal structural components of professional maturity confirms the significance of qualification pedagogical practice in developing these exact qualities in future educators.

In addition, based on Donald Schön's approach to reflective practice, it was determined that during pedagogical practice students gain the opportunity to analyze their own activity, evaluate the effectiveness of pedagogical decisions, and plan their professional growth.

Based on the analyses, it can be concluded that qualification pedagogical practice is not merely a stage for reinforcing theoretical knowledge in the development of the professional-transversal competencies of future educators, but rather an effective pedagogical system that adapts them to real pedagogical activity, shapes professional maturity, and develops universal competencies such as communicative ability, creativity, reflectivity, and adaptability. Our analyses demonstrated that organizing qualification pedagogical practice on the basis of innovative and interactive approaches is an important factor in preparing future educators as competitive specialists for the modern preschool education system.

Conclusion

In conclusion, qualification pedagogical practice serves as an important and effective pedagogical tool for developing the professional-transversal competencies of future educators in the process of preparing them for professional activity. The

research findings demonstrated that the process of pedagogical practice holds particular significance in integrating the theoretical knowledge of future educators with real pedagogical activity, acquiring professional experience, independently resolving pedagogical situations, and forming universal competencies such as communicative ability, creativity, reflective approach, and professional adaptability.

The analysis of scientific sources, the views of local and foreign scholars, and experimental research confirmed that organizing qualification pedagogical practice on the basis of innovative, interactive, and reflective approaches significantly increases the effectiveness of the professional preparation of future educators. In particular, the use of modern pedagogical technologies, training sessions, methodological projects, and pedagogical monitoring during practice contributes to the development of students' professional maturity, pedagogical culture, and competence.

Furthermore, the study determined that the effectiveness of qualification pedagogical practice is directly connected with its purposeful, systematic, and methodologically well-organized structure, as well as with cooperation between higher educational institutions and preschool educational organizations, and the methodological support of practice supervisors. This demonstrates the necessity of viewing pedagogical practice not merely as a component of the educational process, but as a strategic system for shaping professional competencies and transversal skills in the preparation of future educators.

Therefore, improving qualification pedagogical practice, broadly introducing innovative pedagogical approaches into its content, and preparing future educators in accordance with the requirements of the modern preschool education system remain among the priority tasks of pedagogical higher education. As a result, the opportunities for forming professionally mature, creative, reflective, and competitive future educators will be significantly expanded.

Recommendations

1. It is advisable to improve the content of qualification pedagogical practice in preparing future educators for professional activity on the basis of a competency-based approach, with the broad introduction of special methodological modules aimed at developing professional-transversal competencies.
2. In pedagogical higher education institutions, it is necessary

to teach disciplines such as "Preschool Pedagogy," "Professional Competence of the Educator," and "Introduction to Specialty" in integration with qualification pedagogical practice in order to strengthen the harmony between theoretical knowledge and practical activity.

3. In organizing qualification pedagogical practice, it is essential to expand the use of interactive methods, training technologies, reflective approaches, case-study, project-based learning, and digital pedagogical tools.

4. It is appropriate to strengthen continuous cooperation between higher educational institutions and preschool educational organizations, improve practice bases in accordance with modern pedagogical requirements, and create an innovative pedagogical environment for future educators.

5. It is necessary to enhance the professional competence of pedagogical practice supervisors and methodologists, and to develop methodological recommendations, seminar-training programs, and monitoring systems for the effective organization of qualification pedagogical practice.

6. It is recommended to develop assessment criteria for evaluating the professional-transversal competencies of future educators during pedagogical practice and to regularly analyze practice effectiveness through diagnostic monitoring.

7. Based on international experience, it is necessary to study advanced models of organizing pedagogical practice and adapt them to the national preschool education system in order to expand opportunities for preparing future educators as modern, creative, and competitive specialists.

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