

Model of development of professional transversal competences of future educators

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Abstract: The article discusses a comprehensive approach-model aimed at developing general competencies necessary for the professional activities of educators in the educational process, as well as the development of professional transversal competencies of future educators.

Keywords: Future educator, transversal competence, transversal competence development model, cognitive competencies, communicative, reflection, integrated approach, individualization of training.

Introduction: Today, in the context of changes and innovations in the field of education, the modernization of approaches to the pedagogical education process, especially the introduction of advanced methods aimed at developing professional and transversal competencies of future educators, has become an urgent issue. Therefore, there is a need to effectively organize pedagogical education, create effective models for the formation of competencies that meet the needs of future educators and implement them in practice.

The development of professional competencies of future educators is one of the most important areas of the education system. In particular, professional transversal competencies, that is, general skills that are not related to the profession, but are necessary for educators to effectively carry out their work, have become an integral part of pedagogical education. Among them, communicative, social, emotional, innovative and personal competencies occupy an important place. The acquisition of not only professional knowledge and skills by educators, but also the ability to conduct the pedagogical process in a way that meets modern requirements, is of great importance in their professional development.

This article presents a model for the development of professional transversal competencies of future educators, its main components and development methods. This model represents a comprehensive

approach that helps to form the general competencies of educators at different stages of the educational process. Our goal is to analyze this model and show the importance of its application in the education system.

Literature Review

Research aimed at developing professional transversal competencies of future educators has gained even greater importance in recent years. New trends in the pedagogical education system and professional training, as well as the awareness of the need to provide future educators with general competencies, are encouraging researchers to develop new approaches in this area. There are many scientific articles, studies and methodological manuals on the topic of the article, which allow us to study various approaches to the development of professional transversal competencies of future educators.

Extensive research has been conducted on pedagogical competencies. In this regard, researchers such as P.K. Shchukin and L.V. Zimnyaya conducted in-depth scientific analyses of the professional competencies of a teacher. P.K. Shchukin in his scientific monograph "Pedagogical activity and its professional competencies" analyzes the professional competencies of educators in such aspects as communication, influencing the social and emotional development of students. L.V. Zimnyaya in his scientific monograph "Professional competence" studied many competencies of a teacher and emphasized their

importance in the educational process.

Transversal competencies and their role in pedagogical education are great.

J.H. McKinsey in his scientific article "Transversal competencies: new requirements in pedagogical education" assesses the contribution of studying transversal competencies - communicative, analytical, emotional and innovative skills - to the education system. These skills serve the comprehensive development of educators and expand pedagogical approaches. According to McKinsey, transversal competencies help a modern teacher not only in teaching, but also in fulfilling appropriate roles in society.

The use of innovative pedagogical technologies is an important factor in the development of professional competencies of future educators. I.A. Maslennikova in her scientific article "Pedagogical innovations and new technologies in the educational process" studies modern pedagogical technologies and expresses her opinion on their role in strengthening the professional training of educators.

Also, A.K. Babansky in his scientific monograph "Pedagogical technologies" shows how the professional competencies of educators can be developed through the use of innovative methods in the educational process.

The development of social and emotional competencies of educators is necessary for the effective implementation of their pedagogical activities. P.G. Gorbunova in her article "Emotional intelligence and social competencies of a teacher" analyzes the importance of the emotional intelligence and social skills of a teacher in the educational process. In her opinion, the social and emotional competencies of educators allow them to establish effective communication with students and further improve the process of teaching them.

Practical approaches are also important in the development of professional transversal competencies of future educators. Practical exercises, trainings, simulations and other interactive methods are widely used in pedagogical education in Uzbekistan. The issues of teaching such approaches and their effective use are shown in various studies.

In particular, R.K. Askarov in his scientific article "Innovative methods in pedagogical practice" emphasizes the role of practical exercises in the development of professional competencies.

There are several approaches and methods for developing professional transversal competencies of future educators. This research is aimed at forming the

competencies necessary for the high-quality and effective conduct of professional activities of educators, adapting the educational process to innovative and social requirements. In the future, research in this area will serve not only to develop new methods, but also to further improve the education system.

METHODOLOGY

The model for developing professional transversal competencies of future educators represents a comprehensive approach aimed at developing general competencies necessary for the professional activities of educators during the educational process. This model is aimed at developing skills that will ensure effective work not only in their specialty, but also in various fields for future educators.

The main components of the model:

Cognitive competencies:

- Ability to think logically, analyze and make decisions;
- Acquiring knowledge about the main teaching methodologies and pedagogical approaches.

Communicative competencies:

- Effective communication in the teaching process;
- Effective communication with students, clear and understandable expression of thoughts.

Emotional and social competencies:

- Empathy and teamwork skills;
- Understanding social responsibility in school and society.

Pedagogical competencies:

- Correct selection and application of teaching methods;
- Working with different age groups, taking into account individual needs.

Personal competencies:

- Self-development and motivation;

- Understanding of professionalism and professional ethics.

Innovative competencies:

- Application of modern pedagogical methods using technologies;
- Includes learning and practical application of new pedagogical techniques and methods.

Development methods:

Practical exercises:

- Development of practical skills in performing various pedagogical tasks.
- Responding to various pedagogical situations through simulations and role-playing games.

Participation in trainings and seminars:

- Teaching pedagogical innovations, new technologies, communicative and social skills.

Demonstrative and interactive methods:

- Using visual materials and interactive methods in teaching social and pedagogical skills.

Individual development plans:

- Development of development plans tailored to the personal needs of educators.

Reflection and self-assessment:

- Implementation of the process of teachers evaluating their own activities and learning from the results.

Advantages of the model:

A comprehensive approach: The level of professional training increases through the joint development of various skills.

Individualization of training: Each educator can choose a development path that matches their strengths and weaknesses.

Strong theoretical and practical foundation: Future educators not only gain knowledge, but also learn to

apply their skills in practice.

The model for developing professional transversal competencies of future educators serves to improve the quality of pedagogical education and the personal and professional growth of educators.

CONCLUSION AND DISCUSSION

The model for developing professional transversal competencies of future educators represents a comprehensive approach that meets the current requirements of the education system. This model aims to develop not only professional knowledge and skills of educators, but also their social, emotional, communicative and innovative competencies. The formation of transversal competencies in the process of pedagogical education teaches educators not only teaching, but also such skills as effective communication with students, teamwork, and the use of new pedagogical technologies. These competencies serve the personal and professional growth of educators, and create an opportunity to carry out their pedagogical activities in a high-quality and effective way.

Practical methods of development, including practical exercises, trainings, simulations and interactive methods, are important in forming the competencies of future educators. Innovative approaches and modern pedagogical methods serve as effective tools for strengthening the professional training of educators. Also, personal motivation and self-development play an important role in the development of professional competencies.

The model of developing professional transversal competencies of future educators plays an important role in making the educational process high-quality. However, several problems may arise when implementing this model in practice. First of all, the methodological, financial and technical resources necessary for the development of professional training and competencies of educators must be provided. There are also needs for the qualifications of teachers, educational materials and technologies to organize an effective educational process in educational institutions.

Systematic approaches and continuous learning processes are necessary for the development of transversal competencies in pedagogical education. It is important to create a methodological system that is mutually integrated, covering various areas, to ensure the professional and personal development of educators. This, in turn, requires systemic reforms in educational institutions, since the study of new methods and approaches for educators must be carried out continuously.

Interaction and teamwork are of great importance in the development of professional transversal competencies. Therefore, creating opportunities for educators to exchange experiences, learn new pedagogical methods and use them effectively will make the educational process more effective. Another important aspect is that the introduction of new pedagogical technologies and interactive methods will strengthen the professional training of educators, which will lead to an increase in the quality of education.

In conclusion, the successful implementation of the model for developing professional transversal competencies of future educators will not only improve the quality of the education system, but also enable the personal and professional development of educators. This process, in turn, will ensure the adaptation of society to changes in the field of education and increase the effectiveness of pedagogical activities.

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