

Scientific and Pedagogical Opportunities for Developing the Teaching Skills of Future Teachers Based on A Functional Approach

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Abstract: This article examines the scientific and pedagogical opportunities for developing the pedagogical skills of future educators based on a functional approach. Specifically, through literature analysis, different models of pedagogical skill development are compared, and types of practical activities—individual and collective—are studied in accordance with the general theory of activity within the functional approach. The article presents innovative methods of teacher training based on the functional approach, techniques for their application in the educational process, as well as pedagogical conditions and recommendations.

Keywords: Function, pedagogical mastery, creative thinking, pedagogical project, functional approach, communicative competence, professional motivation.

Introduction: In the modern education system, the development of pedagogical skills is one of the most pressing issues. As President of the Republic of Uzbekistan Shavkat Mirziyoyev has stated, “There is no future without education” — not just a slogan, but a significant direction aimed at improving the professional competence of teachers.

During his visit on September 30, 2024, to the Abdulla Avloni National Institute of Pedagogical Mastery, the President remarked: “This institute must not wait passively but should be a propagator and leader. It is necessary to involve more teachers and school principals from the regions and enhance the quality in all schools. The builders of our future are educated in schools.” [1]

A functional approach is a pedagogical model aimed not only at teaching theoretical knowledge but also at developing students’ ability to apply that knowledge in practical life. Future teachers, through this approach during their educational process, apply their knowledge to real-life situations. This helps them develop skills in discussion, project design, and problem-solving, as well as encourages independent research and practical experience.

The purpose of this article is to improve methods aimed

at developing the pedagogical skills of future teachers based on a functional approach. To achieve this goal, the following tasks are set:

To theoretically study the significance and essence of the functional approach in pedagogy;

To compare the scientific-pedagogical opportunities for developing pedagogical skills within the current education system;

To develop recommendations for improving teachers’ pedagogical skills based on the functional approach.

METHODOLOGY

Historical analyses show that pedagogical skills form the core of a teacher's professional activity and are a fundamental tool for organizing an effective learning process. Pedagogical skill is not only about teaching knowledge, but also about professionally developing the individual — intellectually, morally, ethically, and socially. According to Professor A. Khalikov, pedagogical mastery consists of three core components:

Knowledge and skills – mastery of pedagogical theory and practice.

Professional competencies – the ability to organize lessons effectively and communicate with students.

Personal qualities – such as patience, systematic thinking, and a creative approach.

The essence of the functional approach is that it provides a methodological basis for systematically analyzing and improving pedagogical activity. Each component of the educational process carries a specific function and is considered in its interrelation with others [2, p.156]. A functional approach enables the development of evaluation criteria for pedagogical effectiveness.

In the field of pedagogical psychology, scholars such as Y.N. Kulyutkin and G.S. Sukhovskaya identify the main components of pedagogical skill as:

Communicative competence – the teacher's ability to interact effectively with students;

Organizational ability – the ability to plan and conduct lessons efficiently;

Emotional stability – the ability to maintain composure under stress [8].

They emphasized that communicative skill, organizational competence, and emotional stability are the main structural elements of pedagogical mastery and can be directly developed.

Other important components include:

Management of the educational process – incorporating psychological and methodological strategies into the organization of teaching;

Professional motivation – the teacher's dedication and commitment to their profession [4].

Aelita Kapitonovna identified these elements by synthesizing psychological perspectives with the general dynamics of professional activity.

Sh.A. Amonashvili links pedagogical mastery with creative approaches and insists that teachers must adopt an individualized approach while considering students' personal characteristics. According to him, pedagogical mastery is composed of two pedagogical aptitudes:

Creative thinking – the ability of the teacher to develop new pedagogical methods.

Psychological insight – the deep understanding of students' needs and emotions [6].

Throughout the research process, we have classified the structural components of pedagogical skill based on literature analysis, sociological surveys, and psychological testing data. The study prioritizes identifying qualities that ensure the teacher's effective and creative performance.

DISCUSSION AND RESULTS

Relying on the pedagogical views of Abu Nasr al-Farabi,

one of the most prominent thinkers of the Islamic Renaissance, it can be concluded that the process of education and upbringing must be entrusted to experienced and knowledgeable teachers, be subject to supervision, and directed toward specific goals. As he notes: "...Every child cannot independently understand things and events, nor can they attain happiness. A teacher is necessary for this." In teaching and upbringing, "...a teacher must neither be overly harsh nor excessively lenient. Too much severity breeds hatred in the hearts of students, while too much softness leads them to disrespect the teacher and lose interest in learning. Therefore, a teacher should select either strict or lenient methods depending on the child's character." [3]

Abu Ali Ibn Sina (980–1037), who made significant contributions to science and thought, emphasized in his works the special role of upbringing in human development. He noted that teachers should carry out their responsibilities with a strong sense of accountability. He offered the following guidelines for successful teaching:

1. Be calm and serious when interacting with students
2. Pay attention to how well students understand the material.
3. Use diverse teaching methods and formats.
4. Monitor students' memory, ability to learn, and personal characteristics.
5. Inspire interest in science.
6. Emphasize the most important parts of the curriculum.
7. Present knowledge in a way that suits the students' age and cognitive level.

In his works, Shaykh Muslihiddin Saadi Shirazi categorized educators. He described overly strict teachers as: "...grim-faced, harsh-tongued, rude and hurtful, greedy and harsh by nature. Their presence alone ruins the mood of students, who fail to benefit from their knowledge or upbringing."

In contrast, overly soft teachers are portrayed as: "...kind and gentle, never harsh or hurtful. But their softness leads students to lose respect and interest, becoming distracted by games and idle chatter." [9, p. 152]

Abdurrahman Jami, a 15th-century scholar, in Iskandarnoma, wrote:

"A teacher must be wise, just, and possess all noble qualities. A mentor who lacks moral character can never educate children properly."

He poetically emphasized:

“Without the guidance of a teacher,
Ignorance would darken the world.” [10, p. 359]

In the literary heritage of Alisher Navoi, teachers are given particular respect. According to him, every person must honor the teacher who gave them knowledge and upbringing. The value of what a teacher provides cannot be measured. He warned against entrusting future generations to unqualified mentors and emphasized that a teacher should be not only knowledgeable but also morally and spiritually upright.

In his didactic work “Mahbub-ul Qulub”, Navoi wrote that a teacher must be respected in society, live with a sense of duty toward the people, and support the community. He strongly criticized ignorant, self-serving, and opportunistic teachers, stating that a true educator must: “...not teach for personal gain or status, not boast about titles, not use madrasas for self-glorification, and be knowledgeable in religious sciences, pure in actions, and free from vice.” [4]

The thoughts of these great Central Asian thinkers have served as important sources in shaping pedagogical thought and outlining the qualities expected of future educators.

According to Prof. A.K. Markova, Doctor of Psychological Sciences, pedagogical skill in the process of personal and professional development includes:

Pedagogical abilities – the teacher's ability to effectively organize the learning process.

Instructional management – combining psychological and methodological approaches in education.

Professional motivation – the teacher's passion and dedication to their profession.

These components, as highlighted by Aelita Kapitonovna, reflect a synthesis of psychological perspectives and the integrity of professional practice [7, p. 192].

Sh.A. Amonashvili connects pedagogical mastery with creativity, emphasizing that a teacher must adopt an individual approach and consider students' personal traits. He states that pedagogical mastery consists of two essential pedagogical aptitudes:

Creative thinking – the development of new pedagogical methods.

Psychological insight – deep understanding of students' needs and emotions [5, p. 208].

CONCLUSION

In conclusion, the process of developing the pedagogical skills of future educators based on a functional approach is a vital part of the modern

education system. This approach equips future teachers with the ability to solve problems in their professional practice, fosters creativity, and enhances their responsiveness to students' individual needs.

The scientific and pedagogical potential of the functional approach lies in its alignment with the competency-based model, its emphasis on practical activities, interdisciplinary integration, and the development of strategies for working with gifted students. In today's educational landscape, teachers are expected not only to possess theoretical knowledge but also to apply functional strategies, use modern technologies, and address students' individual characteristics.

To improve pedagogical skills, a teacher must continuously engage in self-development, master new methods and technologies, and effectively implement communication and psychological strategies in the learning process. The core demand of modern education is to cultivate students' activity, independent research skills, and creative thinking. Therefore, the adoption of interactive methods and innovative technologies is a key factor in the professional growth of educators.

Pedagogical mastery is not merely the ability to impart knowledge—it is the art of touching the human soul. Successfully integrating historical heritage with contemporary approaches will contribute significantly to improving the quality of education.

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