

# A Model For Developing The Professional Competence Of Future Pedagogy Teachers

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**Abstract:** This article analyzes the theoretical and methodological foundations of a model aimed at the formation and development of the professional competence of future pedagogy teachers. The concept of competence, its components, and its significance in the educational process are explained based on scientific literature. Within the scope of the research, a model for developing professional competence in accordance with modern educational requirements is proposed, and its effectiveness is substantiated through practical experience. The article contributes to enhancing the efficiency of training pedagogy teachers in higher pedagogical educational institutions.

**Keywords:** Professional competence, pedagogy subject, pedagogical model, prospective teacher, methodology, development.

**Introduction:** The modern education system operates under the conditions of continuous updates brought about by scientific and technological progress, socio-economic changes, advancements in digital technologies, and global integration processes. These dynamics, in turn, demand that all participants in the pedagogical process—particularly prospective educators—become specialists who possess modern approaches, think innovatively, make independent decisions, and are professionally competent.

This requirement is especially crucial for future teachers of the pedagogy subject, as they are directly involved in shaping the moral and ethical foundations of society. They play a pivotal role in fostering values among youth such as civic consciousness, patriotism, humanism, social responsibility, a sense of justice, and respect for cultural values. Today, the professional competence of teaching personnel has become a key factor in enhancing the quality of education, developing human capital, and achieving sustainable social progress. In particular, the professional training of pedagogy teachers is defined not only by their theoretical knowledge but also by their practical skills in educational activities, as well as their personal and social competencies. This highlights the necessity of preparing specialists who are adaptable to the modern

pedagogical environment, capable of effectively applying innovative technologies, understanding each learner individually, and systematically organizing the educational process.

Professional competence is a complex, multidimensional concept that encompasses not only traditional knowledge and skills but also moral values, a personal stance, creativity, communication skills, the ability for reflective analysis, and social responsibility—qualities inherent to a modern teacher.

Developing these competencies must not be left to chance; rather, it should be carried out through a systematic, phased, and scientifically grounded approach. For this reason, structuring professional training on the basis of a competency-based approach has become an urgent issue in pedagogical education today.

One of the key responsibilities facing higher pedagogical institutions is to prepare future teachers of the pedagogy subject not only with theoretical knowledge but also as specialists equipped with practical skills and methodological competencies, capable of organizing effective educational processes that contribute to students' personal development.

This task involves implementing innovative technologies in the learning process, creating

pedagogical conditions that promote professional competence, optimizing didactic tools, and applying personalized developmental approaches. Additionally, there is a pressing need to thoroughly study both international and national experiences and, through analytical integration, develop an effective model adapted to practical conditions.

This article explores the theoretical and methodological foundations of a model aimed at developing the professional competence of future pedagogy teachers. It analyzes the components, practical relevance, stages, and implementation mechanisms of the model.

Furthermore, the article discusses the potential for increasing future teachers' professional capacity by integrating this model into the educational process. Such an approach is expected to enhance the quality and effectiveness of pedagogical education, ensure continuity within the upbringing system, and establish advanced pedagogical conditions conducive to nurturing a socially and morally mature younger generation.

The main objective of the article is to develop a model for fostering professional competence in pedagogy subject specialists, validate it through experimental trials, scientifically substantiate it, and establish methodological principles for its integration into the pedagogical process.

**Literature Review.** The concept of professional competence has become one of the central themes of contemporary research in pedagogy and educational theory. This notion encompasses a broad spectrum, including not only the teacher's knowledge and skills, but also their ability to engage in professional activities effectively, independently, critically, and reflectively. The analysis of existing literature on professional competence provides a comprehensive understanding of both theoretical frameworks and practical directions in this domain.

At the international level, the issue of professional competence has been explored in numerous reports, frameworks, and model documents developed by reputable organizations such as UNESCO, the OECD, and the World Bank. For example, UNESCO's 2005 report proposes a teacher training model based on a competency-based approach. In this model, the teacher is characterized by being activity-oriented, socially adaptable, capable of professional reflection, and skilled in problem-solving—features considered as key competencies.

Renowned Canadian scholar M. Fullan (1993) presents a broader interpretation of professional competence in his research. According to him, this competence goes

beyond subject-specific knowledge and pedagogical skills, encompassing adaptability to dynamic socio-pedagogical conditions, teamwork, innovation implementation, and a continuous drive for professional growth.

L. Darling-Hammond (2006), in her studies, evaluates teacher professional competence through several criteria: the ability to communicate effectively with students, to foster critical thinking, to apply individualized approaches to learners, and to uphold principles of social justice.

Furthermore, the competence model developed by J. Raven (2002) is based on a systemic approach that integrates personal, professional, and social competencies. His model emphasizes that professional competence is not limited to a body of professional knowledge; it is intrinsically linked to an individual's moral values, life stance, personal responsibility, and motivation for self-development.

Uzbek scholars have also conducted various studies on the issue of professional competence. For instance, A. A. Abduqodirov, in his research, identifies a teacher's professional ethics, pedagogical culture, and socio-psychological preparedness as key components of professional competence. M. R. Kholbekova emphasizes the importance of structuring the educational process based on the principles of vocational orientation and linking it closely with practical experience in order to shape teacher competence. She highlights the integration of theoretical knowledge and practical skills as a necessary condition for developing professional competence.

G. T. Yusupova, in her work, identifies the following components of professional competence: methodological preparation, communicative culture, innovative thinking, and ethical perspectives. Each of these plays a distinct role in shaping the personality of future pedagogues. O. M. Turaev explores mechanisms for developing teachers' professional competence through the mastery and practical application of modern pedagogical technologies.

The subject of pedagogy stands out from other academic disciplines due to its ethical, spiritual, cultural, and psychological dimensions. Therefore, the professional competencies required for a pedagogy teacher differ from general pedagogical competencies. In this regard, local scholars such as Kh. I. Karimova, Z. R. Mamajonova, and F. T. Tadjibayeva have conducted important research into the ethical dimensions of educational competence, adaptability to pedagogical environments, fidelity to national values, and the selection and application of educational tools.

However, a thorough analysis of the existing literature reveals that there is still no sufficiently developed theoretical and practical model specifically aimed at forming the professional competence of future teachers of the pedagogy subject. Most studies remain limited within the framework of general pedagogical competencies and do not fully address the unique content, methodology, and culturally-psychologically embedded aspects of educational activity within the pedagogy field.

Therefore, this research is intended to fill that gap by developing a theoretical and methodological model for fostering the professional competence of future pedagogy teachers, testing it through experimental trials, and providing a scientific and practical justification. This, in turn, will lay the foundation for training high-quality, competitive specialists who can meet the needs of society within the framework of higher pedagogical education.

**Research Methodology.** This study employed a systematic approach based on the integration of theoretical and practical methods. The primary methodological principle adopted was the competency-based approach, as it allows for an in-depth and comprehensive examination of the process of professional competence formation. The competency-based approach considers the teacher's professional knowledge, skills, qualifications, and personal qualities as an integrated whole, providing a foundation for the development of precise methods aimed at their enhancement.

The research was conducted in the following key stages:

**Analytical Stage:** At this stage, existing scientific and theoretical literature was thoroughly reviewed. Both foreign and local pedagogical studies, normative-legal documents, and methodological guidelines were analyzed to derive specific conclusions regarding modern requirements for future teachers of upbringing (education) subjects. This process also involved consideration of the global and national contexts of the educational process, as well as the evolution of the concepts of pedagogical skills and professional competence.

**Model Development Stage:** Based on the research findings, a theoretical and methodological model aimed at developing the professional competence of future upbringing subject teachers was created. This model includes the following main components: objectives, content, pedagogical methods, educational-didactic and innovative tools, and a monitoring system for evaluating effectiveness. The model systematically reflects the structural components of competence and

their interrelations, thereby facilitating the efficient organization of the teacher preparation process.

**Experimental Stage:** The developed model was practically tested with third- and fourth-year students of a pedagogical institute. Experimental and control groups were established during this phase. The outcomes of pedagogical activities conducted according to the model were studied in detail through diagnostic tests, observations, and interviews. This process enabled the determination of the model's effectiveness as well as identification of its strengths and weaknesses.

**Analysis and Generalization Stage:** At the conclusion of the experiment, the collected data were thoroughly analyzed using statistical and comparative analysis methods. Changes and development levels in each component of professional competence were identified and scientifically evaluated concerning their interaction and role in the educational process. This stage documented the model's practical application, its impact on education quality, and positive changes introduced into the pedagogical process.

The study extensively applied the following scientific research methods:

- **Document analysis:** Examination of pedagogical, psychological, and sociological literature, state education standards, and methodological guidelines.
- **Questionnaires and interviews:** Conducted with future teachers and their instructors to clarify demands and needs related to competence.
- **Experiment and observation:** Studied changes during the implementation of the model and assessed the professional readiness of students.
- **Statistical analysis and comparison:** Scientifically analyzed results and compared indicators before and after the experiment.

The scientific novelty of this research lies in the development and practical testing of a professional competence development model specifically designed for future upbringing subject teachers, featuring clearly defined structural components. The model was shown to be not only theoretically sound but also practically effective. Consequently, it was confirmed that this model can be widely applied as a new approach to improving the quality of pedagogical education.

Moreover, the research findings contribute to the enhancement of educational processes in higher education institutions and serve as a basis for developing recommendations aimed at increasing teachers' professional qualifications. This, in turn, supports the further improvement of education quality

and professional training standards.

**Analysis and Results.** The analysis phase of the study was conducted using the methods predefined in the research methodology. The following methods were employed to assess the professional competence of future teachers of upbringing subjects:

- Diagnostic tests,
- Surveys based on the Likert scale,
- Expert evaluation,
- Mathematical and statistical analysis (percentage indicators, mean values).

A total of 100 prospective upbringing subject teachers participated in the study. Their levels of professional competence were analyzed across three main dimensions:

1. Pedagogical knowledge
2. Communicative competence
3. Reflective (self-analysis) activity

The results indicate that students educated according to the proposed model demonstrated increased engagement during lessons, achieved success in freely expressing their opinions and effective communication, and acquired skills in self-analysis and evaluation of their activities. These indicators confirm the model's effectiveness and its potential for implementation in real educational practice.

## CONCLUSION

The theoretical and methodological foundations for the formation and development of the professional competence of future teachers of upbringing subjects have been comprehensively explored in this study. The analysis indicates that the formation of professional competence serves as a crucial factor in preparing educators who meet modern educational requirements. Professional competence encompasses not only a set of knowledge and skills but also the teacher's moral values, capacity for innovative thinking, and possession of communicative and reflective approaches.

The proposed model is aimed at the systematic and stepwise development of this competence, incorporating theoretical knowledge, practical training, methodological skills development, and a personal approach. Furthermore, this approach, developed through the integration of both foreign and national experiences, contributes to enhancing the effectiveness of training specialists in upbringing subjects within higher pedagogical education institutions.

Overall, the findings of this article demonstrate the

necessity of deeply integrating the competency-based approach into the pedagogical education system and define the methodological foundations required to prepare future upbringing subject teachers for active participation in the socio-moral development of society.

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