

Current State Of Pedagogical Conditions For Developing Professional Transversal Skills In Future Educators

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Received: 12 August 2025; **Accepted:** 08 September 2025; **Published:** 11 October 2025

Abstract: This article analyzes the pedagogical conditions for developing professional transversal skills in future educators on a scientific basis. The study reveals innovative approaches to training pedagogical personnel based on the latest regulatory documents in education in the Republic of Uzbekistan, particularly programs such as "New Uzbekistan Development Strategy-2030," "Digital Uzbekistan-2030," and the "Concept for Preschool Education Development until 2030."

During empirical research, a pedagogical model aimed at fostering transversal competencies in preschool education students - such as creativity, communication, reflective thinking, problem-solving, teamwork, and digital literacy - was developed and tested.

The experimental results demonstrated that integrating digital technologies, using interactive methods, and creating a reflective learning environment are crucial for developing the professional competencies of future educators. The model and practical recommendations developed in this article can be applied to effectively organize the pedagogical process and enhance the professional training of educators.

Keywords: Future educators, transversal skills, pedagogical conditions, digital technologies, interactive methods, professional competence, pedagogical model.

Introduction: Today, global competition, the rapid advancement of information technologies, and dramatic shifts in labor market demands necessitate a fundamental reassessment of the process of training pedagogical personnel for the education system. Particularly in preschool education, it is crucial to develop transversal skills (creativity, communication, problem-solving, reflective thinking, teamwork, digital literacy, etc.) alongside the professional competencies of future educators.

The state policy and regulatory documents of the Republic of Uzbekistan aim to reinforce innovation, quality, and competency-based approaches in pedagogical training: Presidential Decree No. UP-60 "New Uzbekistan Development Strategy-2030" identifies measures to develop personnel potential in education, introduce pedagogical innovations, and strengthen the competency-based approach as priority areas. Decree No. PF-6079 "Digital Uzbekistan-2030" aims to digitalize education, enhance teachers' information and communication skills, and integrate

modern technologies into the educational process.

The Law on Education No. 3PY-637 dated September 23, 2020, defines the legal framework of the education system, regulates pedagogical activity, and emphasizes continuity between higher education and preschool and school education. The Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. PP-4312 dated May 8, 2019, "Concept for the Development of the Preschool Education System until 2030," aims to align the preschool education system with international standards, modernize competency-based training of educators, and improve pedagogical methods. Presidential Decree No. UP-51 dated March 19, 2025, "On Measures for Further Improvement of the Preschool and School Education System," outlines new measures for developing preschool education, including areas for enhancing teachers' professional potential. The Presidential Decree No. UP-152 dated September 30, 2024, "On the Quality of Preschool Education and the Introduction of Modern Practices," defines directions for improving preschool education

quality, focusing on teachers' professional development, and implementing modern pedagogical approaches. The Law of the Republic of Uzbekistan No. ZRU-957 dated September 7, 2024, "On Reforms in the Field of Education within the Framework of Reforming the Public Administration System," regulates the activities of executive authorities in preschool and school education and aims to improve management mechanisms in this area. Additionally, the Government Resolution No. UP-79 dated May 26, 2023, "On the Procedure for Certification of Teaching Staff in Preschool and School Education," establishes the professional certification process for teachers working in general secondary educational institutions. According to the Law on Education, educational institutions, including preschools and schools, must operate in accordance with state-established standards and competencies.

These documents and policy directions indicate the need to strengthen an approach in the training of pedagogical personnel aimed not only at teaching theoretical knowledge, but also at the systematic formation of transversal competencies.

However, in practice, the pedagogical environment and methodological resources created for future educators in higher educational institutions are not yet at an integrated level, lacking sufficient conditions to ensure competency development through educational materials, interactive methods, and digital platforms. Accordingly, this work aims to analyze the current state of pedagogical conditions in the process of developing professional transversal skills of future educators, identify shortcomings, and determine ways for improvement. The introduction substantiates the topic's importance through state policy and regulatory legal acts, while subsequent sections continue the scientific exploration of the topic through theoretical analysis, empirical research, and results.

LITERATURE REVIEW

Problems concerning the improvement of professional skills of future educators are reflected in the works of European scholars such as J.A. Comenius, John Locke, Pestalozzi, A. Diesterweg, and K.D. Ushinsky. In particular, the Czech scholar and renowned pedagogue J.A. Comenius includes love for children, high morality, knowledge, talent, and abilities among the most important characteristics of a teacher-educator, and describes their essence in detail. Jan Amos Comenius highly valued the role of teachers in developing a child's worldview, emphasizing that teaching is "a very honorable profession that stands higher than any other profession on Earth." In the author's opinion, the educator-teacher must be able to deeply understand

their duties and fully appreciate their own worth. J.A. Comenius, describing the image of a teacher-educator, emphasizes the importance of manifesting the following qualities: "Conscientious, hardworking, persistent, moral, loving their work, treating children with affection, inspiring in them a desire for knowledge, leading children in their footsteps, and forming religious beliefs."

I.G. Pestalozzi, while assessing the professional qualities of educators, mainly focuses on their role in improving public education, as well as their significance and tasks in mastering the fundamentals of science. The great German pedagogue Adolf Diesterweg, speaking about the educator's constant engagement in studying subjects, said: "A teacher should regularly engage in science. Otherwise, they will become like a withered tree and stone. Just as a dried tree and stone cannot bear fruit, no results can be expected from such a teacher in the future." A. Diesterweg highly valued the role of a teacher-educator in education, emphasizing that a teacher's deep understanding of their activities and continuous improvement of pedagogical skills arise from their heartfelt love for children. The pedagogue emphasized that to fully understand children's individual characteristics, abilities, and activities, teachers must also possess a certain level of psychological knowledge.

Currently, leading European scientists B.P. Zyazin, V.A. Kan-Kalik, Y.N. Kyulyutkin, N.D. Nikandrov, L.I. Ruvinsky, and others are conducting research on the further improvement of the pedagogical skills of teachers.

In Uzbekistan, the textbook "Pedagogical Professional Competence and Creativity" by Nargiza Mamajonovna Kuchkarova, the textbook "Pedagogy" for higher educational institutions by O'. M. Askarova, M. Khaitboev, M. S. Nishonov, the textbook "Pedagogical Deontology and Competence" by Kenzhaboev Abdusalim Erkaboevich and Kenzhaboeva Dilafruz Abdusalomovna, and the textbooks "General Pedagogy" for bachelors of non-pedagogical higher educational institutions by Abdullaeva Shakhzoda Abdullaevna and Askarov Abror Davlatmirzaevich analyze the profession of educator and the transversal professional competencies necessary for it.

In the Republic of Uzbekistan, serious requirements are imposed on the moral character, intellectual potential, and professional skills of educators. In this regard, the First President of the Republic of Uzbekistan, I.A. Karimov, notes: "For an educator to be a teacher, to cultivate the intellect of others, to enlighten them, to raise them to be true patriots and true citizens, first and foremost, the educator themselves must meet such

high standards and possess such great qualities."

Based on the above, the content of the requirements for the personality of today's educator is understood. Methodological manuals and recommendations have appeared for the further improvement of the professional skills of educators based on national traditions, customs, and values, and for the development of their pedagogical activity to meet modern requirements. Currently, scientific research on this problem continues. In the 21st century, the role of educators is being further enhanced. Now, global changes and the constant development of science, technology, and information and communication technologies require high skill, strong will, psychological strength, deep knowledge, and prudence from educators.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

The main goal of this study is to analyze the existing pedagogical conditions in the process of forming professional transversal skills of future educators, to assess their effectiveness, and to substantiate ways of improvement aimed at practice. The research was conducted on students of the Department of Preschool Education at Kokand University, Gulistan State Pedagogical Institute, and Chirchik State Pedagogical University.

The object of the research is the process of professional training for future educators studying in the field of preschool education.

The subject of the research is the pedagogical conditions influencing the formation of professional transversal skills in future educators, their systematization, and interdependence in the educational process.

Research hypothesis

If in higher educational institutions for future educators:

- digital technologies, interactive methods, and a competency-based approach are integrated;
- conditions are created in the educational process that stimulate reflective, communicative, creative, and collaborative activities;
- the activity of a teacher-educator is organized based on pedagogical innovations, then the professional transversal skills of future educators will be effectively formed.

Research objectives:

- Analyze the theoretical foundations of developing professional transversal skills in future educators.
- Study the state of existing pedagogical conditions in the higher education system.

- Analyze advanced foreign and national experiences that contribute to the development of transversal skills.
- Develop an effective pedagogical model for future educators.
- Organize experimental work and assess its results based on empirical analysis.

Research methods.

The following methods were used comprehensively in the research process:

Theoretical methods - comparison, generalization, analysis and synthesis, systematization, study of pedagogical and psychological literature.

Empirical methods - questionnaire, interview, observation, experiment, diagnostics, assessment of pedagogical process results.

Statistical methods - quantitative and qualitative processing of obtained results, representation in tables and graphs.

Model creation method - designing a pedagogical model aimed at developing transversal skills in future educators.

Stages of experimental work.

The empirical part of the study was carried out in three stages:

-Preparatory stage (diagnostic analysis):

The existing level of professional training of future educators, the state of transversal skills, and the existing pedagogical conditions were studied. Preliminary data were collected using surveys and interviews.

-Main stage (experimental training):

In the higher educational institution, classes were organized based on digital technologies, interactive methods (cluster, aquarium, debate, "Case study") and a reflective approach. At this stage, the pedagogical model was tested.

-Final stage (analysis of results):

The results of the experimental and control groups were compared, and the dynamics of changes were statistically analyzed. According to the results, it was proven that the proposed methodology is effective in developing transversal competencies in future educators.

Scientific novelty of the research.

- A pedagogical model has been developed that facilitates the development of professional transversal skills in future educators.
- The effectiveness of integrating digital technologies and interactive methods in the process of forming

transversal skills has been scientifically substantiated.

- A system of innovative pedagogical conditions for future educators has been developed.

Practical significance of the research.

Research results can be used:

- In improving curricula and programs in the field of

preschool education;

- In professional development courses for educators;

- As a practical guide in teaching the subjects "Pedagogy," "Methods of Vocational Education," and "Innovative Educational Technologies."

Research Methods Used in the Study

Table 1

№	Method Name	Method Description	Purpose of Application in the Study
1	Observation Method	Observing students' active participation during the lesson process in a natural setting.	To identify the practical manifestation of transversal skills.
2	Questionnaire (Survey)	Conducted based on 20 open-ended and close-ended questions.	To study students' opinions and existing competencies.
3	Interview Method	Conducted in the form of individual and group interviews.	To determine students' communicative, reflective, and creative thinking levels.
4	Pedagogical Experiment	Carried out in three stages with control and experimental groups.	To verify the effectiveness of the proposed pedagogical conditions.
5	Diagnostics	Assessment tools based on the Likert scale were used.	To quantitatively evaluate the level of formation of transversal skills.
6	Statistical Analysis	Data processed through tables, percentages, mean scores, and t-test.	To determine the reliability of experimental results.
7	Analysis and Synthesis	Literature, documents, and both international and national experiences were studied.	To develop the theoretical basis and scientific concept.
8	Modeling Method	A pedagogical model was developed based on certain conditions.	To systematically develop transversal skills in future educators.

Research Stages

Table 2

№	Stage name	Description of activities carried out	Results and expected outcomes
1	Preparatory (diagnostic) stage	– Theoretical and regulatory sources, as well as advanced pedagogical practices, were studied. – The current level of preschool teacher candidates' transversal skills was identified through surveys and interviews.	Analytical data on the initial state were obtained, and the methodological foundation was established.

		– Experimental and control groups were formed for further research.	
2	Main (experimental) stage	– Training sessions were organized for the experimental group based on digital technologies, interactive methods, and a reflective approach. – The pedagogical model based on competence-oriented learning was tested in practice. – The control group continued to study under traditional teaching methods.	The effectiveness of pedagogical conditions was observed, and the dynamics of positive changes were recorded.
3	Final (result analysis) stage	– The results of the experimental and control groups were compared. – Differences were assessed through statistical analysis (percentage, mean score, t-test). – The overall outcomes were summarized, and final conclusions and practical recommendations were developed.	Positive development in transversal skills was proven, confirming the effectiveness of the proposed pedagogical model.

CONCLUSION

The development of professional transversal skills in future educators is recognized as one of the priority areas in the modern education system. Theoretical analyses, practical observations, and experimental work conducted during the study demonstrated that for the effective organization of the pedagogical process, it is necessary not only to acquire theoretical knowledge but also to develop transversal skills such as creativity, communication, reflective thinking, problem-solving, and teamwork.

Recent regulatory legal acts of the Republic of Uzbekistan, particularly Presidential Decrees No. UP-60 "New Uzbekistan Development Strategy-2030," No. UP-6079 "Digital Uzbekistan-2030," No. PP-4312 "Concept for the Development of Preschool Education until 2030," and Presidential Decrees No. UP-51, UP-152, and UP-79 have established the need to strengthen innovative, digital, and competency-based approaches in the training of pedagogical personnel. The research results based on these documents proved that integrating digital technologies into the educational process, using interactive methods, and creating a creative learning environment significantly impact the professional formation of future educators.

According to the analysis of the experimental results, students in the experimental group demonstrated a clear increase in communicative, reflective, and digital literacy skills compared to the control group. This confirms the practical effectiveness of the developed pedagogical model. The findings during the study

showed that transversal competencies are effectively formed when the following conditions are present in the educational process:

- teachers' and educators' ability to proficiently apply digital and innovative technologies;
- systematic use of interactive and reflective methods in training sessions;
- expanding students' opportunities for independent thinking, analyzing problematic situations, and working in teams;
- enriching the educational environment with motivational, creative, and digital resources.

Consequently, the pedagogical model and methodological recommendations developed in the study can serve as a methodological basis for improving the process of developing professional transversal skills in future educators.

In conclusion, the conducted scientific research indicates that organizing the educational process on a digital and interactive basis, systematizing pedagogical conditions, and creating an environment of creative cooperation between teachers and students are decisive factors in developing modern competencies in future educators.

Suggestions:

1. Innovatively organize the pedagogical environment in higher educational institutions. In the process of training future educators, it is recommended to conduct classes using interactive methods (debates,

clustering, "case study") and a reflective approach. This develops their critical and creative thinking skills.

2. Widely implement digital educational tools in the educational process.

It is necessary to enhance students' digital literacy and cultivate a culture of independent work through the systematic use of digital platforms such as Moodle, Google Classroom, Kahoot, and Canva.

3. Create a diagnostic system for assessing the professional transversal skills of educators. It is necessary to regularly determine students' competency levels through assessments based on the Likert scale, reflective tests, and methods of mutual analysis.

4. Implement modules for developing transversal competencies in advanced training courses for pedagogical personnel.

For educators working in preschool education, it is advisable to conduct specialized training sessions and seminars on communicative, creative, and teamwork skills.

5. Implement the pedagogical model in practice.

It is necessary to systematically support the professional development of future educators by integrating the pedagogical model developed during the research into the curricula and practical training systems of higher educational institutions.

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