

Innovative Strategies for Preparing Future Teachers in The Spirit of Universal Human Values Under Conditions of Global Education

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Abstract: This article analyzes the urgent issues of shaping the spiritual and moral character of future teachers under conditions of globalization and preparing them in the spirit of universal human values. The article highlights innovative strategies in the modern education system, particularly the mechanisms for preparing future teachers for intercultural communication and for integrating the principles of tolerance and humanism into the educational process.

Keywords: Future teacher, globalization, universal human values, innovative strategies, pedagogical education, spiritual and moral education, tolerance, intercultural communication, global educational space, humanism.

Introduction: The twenty-first century is characterized by an unprecedented acceleration of globalization processes in human development, the penetration of information and communication technologies into all spheres of life, and the strengthening of integration among countries of the world. Under such conditions, the education system has become not only a place that provides knowledge and skills, but also a strategic institution that shapes the spiritual and moral image of the younger generation and educates them in the spirit of universal human values. Along with preparing competitive personnel in the global educational space, ensuring their commitment to both national and universal values has become one of the most urgent issues of today. In particular, in the process of preparing future teachers, it is of great importance to strengthen their spiritual immunity and to cultivate in them tolerance, humanism, and a culture of intercultural communication. Indeed, in a changing world, a teacher is not only a specialist in his or her field, but also a moral leader capable of showing young people the right path in life.

In developing innovative strategies for the preparation of future teachers, there is a growing need to harmonize the advanced achievements of modern pedagogy with the ethical norms that have been formed over centuries. Today, the main task facing higher pedagogical education institutions is not merely to provide students with theoretical knowledge, but also to awaken in them a sense of “global citizenship” and universal responsibility. To achieve this goal, it is necessary to move away from traditional teaching methods and to implement innovative educational models based on creative approaches, learner-centered principles, and the prioritization of moral values. This study analyzes the scientific and methodological foundations for the spiritual and moral formation of future teachers under conditions of global education and proposes effective mechanisms for implementing strategic tasks in this direction.

METHOD

Updating the content of pedagogical education under conditions of globalization and integrating it with universal human values is an urgent requirement of our

time. In the modern world, the educational process has become not only a field of information exchange, but also a space of intercultural dialogue and value confrontation. For this reason, innovative strategies for preparing future teachers should, first of all, be aimed at developing their axiological (value-based) competence. In this process, universal human values such as peace, human rights, social justice, tolerance, and ecological responsibility must become the core of educational curricula. The first pillar of an innovative strategy is the humanization of the educational process. This means that in his or her professional activity, a future teacher must view the child as an individual, respect his or her rights and freedoms, and organize education on the basis of a learner-centered principle. Under conditions of global education, pedagogical education is considered not only within a national framework, but also as part of world civilization.

When President Shavkat Mirziyoyev spoke about the new role of teachers in society, he put forward the following important idea: "In building the foundation of the Third Renaissance, we rely on teachers who embody not only modern knowledge, but also national and universal human values. A teacher is not only a guide for young people, but also the main force shaping their spiritual world." This quotation shows that innovative strategies raise not only the teacher's technological knowledge, but also his or her spiritual and moral preparedness to the highest level of importance. The introduction of the concept of "Global Citizenship Education" in the training of future teachers is considered a central part of innovative strategies.

The second important direction of the strategy is the use of interactive and problem-based teaching technologies in the pedagogical process. Universal human values cannot be taught simply in the form of lectures; they are internalized in students' consciousness through practical experience and analysis. Through the case-study method, future teachers are presented with ethical dilemmas on a global scale. For example, organizing debates on topics such as resolving conflicts between representatives of different cultures or humanity's responsibility in the context of a global ecological crisis sharpens students' critical thinking. Including the "service-learning" method in innovative strategies also produces

significant results. In this approach, students directly participate in solving social problems, such as visiting and supporting the elderly or taking part in environmental campaigns, which helps transfer humanistic qualities from theory into practice.

The third strategic direction is ensuring spiritual security under conditions of digital technologies and forming "digital ethics." The virtual space created by globalization requires future teachers to possess a specific information culture. An innovative strategy envisions not only protecting students from harmful influences on the internet, but also preparing them to become "ambassadors of enlightenment" who promote universal human values in the virtual environment. In the digital world, communication etiquette, cyber-tolerance, and the ability to filter information should become core competencies of the future teacher. In addition, in order to develop intercultural communication competence in future teachers, the introduction of "virtual exchange" programs and the implementation of joint projects with students from foreign higher education institutions broaden their worldview and practically demonstrate how universal human values truly are.

The fourth direction is the creation of an integrated model of pedagogical education. In this model, universal human values are embedded not in just one subject, but in the content of all academic disciplines. The principles of moral responsibility and humanity should be reflected both in mathematics lessons and in language learning classes. The success of an innovative strategy is closely connected with the future teacher's self-awareness. A person who has not understood his or her national identity cannot fully understand universal human values either. Therefore, the strategy must ensure the dialectical interconnection between national values and universal principles. In this process, the cooperation of the educational institution, family, and local community serves as an important foundation in shaping the personal example of the future teacher. When pedagogical mastery is combined with innovation, it becomes a powerful force capable of transforming society.

Preparing future teachers in the spirit of universal human values under conditions of global education is not merely an educational reform, but the creation of the spiritual image of future civilization. Innovative

strategies should shape students not simply as a “storehouse of knowledge,” but as spiritually awakened individuals who live with concern for the problems of the world. The future teachers we prepare must become specialists who are recognized not only in Uzbekistan, but also globally, and who are capable of upholding the banner of humanism in any cultural environment. Our efforts in this direction will serve to enhance the prestige of New Uzbekistan in the international community and to educate a harmoniously developed generation capable of making a достойный contribution to universal progress.

CONCLUSION

In conclusion, it should be emphasized that under the rapid and contradictory processes of globalization, building the system of preparing future teachers on the foundation of universal human values is not merely a need, but a strategic necessity demanded by the times. The analysis conducted shows that innovative strategies should not be limited only to introducing digital technologies into education, but must also aim at fundamentally renewing the spiritual and moral worldview of the future teacher. The priority of the axiological approach in pedagogical education forms in students not only professional skills, but also such qualities as a holistic perception of the world, respect for other cultures, and commitment to the principles of humanism. This, in turn, is the main guarantee for educating enlightened individuals capable of laying the foundation for the Third Renaissance.

A teacher prepared in the spirit of universal human values is a true ambassador of spirituality, capable of resisting ideological threats in the global world and maintaining a balance between national and universal values. The results of our research confirm that the quality of pedagogical education can be raised to a new level through the systematic integration of interactive methods, social projects, and the principles of digital ethics into the educational process. Indeed, today every nation that seeks to have its own worthy place on the world stage must, first of all, strengthen its spiritual foundation and entrust this task to highly qualified teachers. The proposed innovative strategies serve to raise future teachers not only as specialists who “transmit knowledge,” but also as global enlighteners who feel responsibility for the destiny of humanity. The broad implementation of these strategies in practice

will not only enhance the reputation of New Uzbekistan in the field of education, but will also play a decisive role in ensuring the spiritual security of our youth and uniting them around noble ideals.

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