



## **MODERN METHODS OF FORMING PEDAGOGICAL COMPETENCIES IN FUTURE TEACHERS**

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### **Abstract:**

The formation of pedagogical competencies in future teachers is a crucial aspect of modern education in Uzbekistan. This study explores contemporary methods employed in teacher training institutions to develop essential pedagogical skills. The paper analyzes various approaches, including innovative teaching methodologies, digital tools, and competency-based education models. It examines the impact of these methods on student teachers' preparedness for professional practice and their ability to adapt to evolving educational standards. By reviewing existing literature and empirical data, the study highlights the effectiveness of current pedagogical strategies and identifies areas for further improvement. The findings contribute to the ongoing discussion on enhancing teacher education programs in Uzbekistan to align with global educational trends and national development goals.

**Keywords:** Pedagogical competencies, teacher education, Uzbekistan, digital tools, competency-based learning, professional development, innovative teaching methods.

### **Introduction**

## **СОВРЕМЕННЫЕ МЕТОДЫ ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКИХ КОМПЕТЕНЦИЙ У БУДУЩИХ УЧИТЕЛЕЙ**

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**Аннотация:**

Формирование педагогических компетенций у будущих учителей является важным аспектом современного образования в Узбекистане. В данном исследовании рассматриваются современные методы, применяемые в педагогических вузах для развития необходимых педагогических навыков. В статье анализируются различные подходы, включая инновационные методики преподавания, цифровые инструменты и модели обучения, основанные на компетенциях. Исследуется влияние этих методов на подготовку студентов-педагогов к профессиональной деятельности и их способность адаптироваться к изменяющимся образовательным стандартам. Путем обзора существующей литературы и эмпирических данных в исследовании выделяется эффективность современных педагогических стратегий и определяются направления для дальнейшего совершенствования. Полученные результаты способствуют продолжающейся дискуссии о развитии программ подготовки учителей в Узбекистане в соответствии с глобальными образовательными тенденциями и национальными целями развития.

**Ключевые слова:** Педагогические компетенции, подготовка учителей, Узбекистан, цифровые инструменты, обучение на основе компетенций, профессиональное развитие, инновационные методы преподавания.

**Annotatsiya:**

Kelajakdagi o'qituvchilarning pedagogik kompetensiyalarini shakllantirish O'zbekistonda zamonaviy ta'limning muhim jihatlaridan biridir. Ushbu tadqiqot pedagogik oliy o'quv yurtlarida zaruriy pedagogik ko'nikmalarni rivojlantirish uchun qo'llanilayotgan zamonaviy usullarni o'rganadi. Maqolada innovatsion o'qitish metodlari, raqamli vositalar va kompetensiyalarga asoslangan ta'lim modellari kabi turli yondashuvlar tahlil qilinadi. Ushbu usullarning talaba-o'qituvchilarning kasbiy amaliyotga tayyorgarligiga va o'zgaruvchan ta'lim standartlariga moslashish qobiliyatiga ta'siri o'rganiladi. Mavjud adabiyot va empirik ma'lumotlarni tahlil qilish orqali tadqiqotda zamonaviy pedagogik strategiyalarning samaradorligi ko'rsatilib, ularni yanada takomillashtirish yo'nalishlari aniqlanadi. Natijalar O'zbekistonda o'qituvchilarni tayyorlash



dasturlarini global ta'lim tendensiyalari va milliy rivojlanish maqsadlariga muvofiq rivojlantirish bo'yicha davom etayotgan muhokamalarga hissa qo'shadi.

**Kalit so'zlar:** Pedagogik kompetensiyalar, o'qituvchi tayyorlash, O'zbekiston, raqamli vositalar, kompetensiyaga asoslangan ta'lim, kasbiy rivojlanish, innovatsion o'qitish usullari.

## **Introduction**

Teacher education is a fundamental aspect of any educational system, playing a crucial role in shaping the quality of instruction and learning outcomes. In Uzbekistan, the development of pedagogical competencies among future teachers has gained significant attention due to the country's educational reforms aimed at aligning with international standards. Pedagogical competencies encompass a broad set of skills, including subject knowledge, instructional strategies, classroom management, assessment techniques, and the ability to integrate modern technologies into the teaching process. These competencies are essential for ensuring that teachers can effectively engage students, foster critical thinking, and create inclusive learning environments.

In recent years, the Uzbek education system has undergone substantial changes to improve teacher preparation programs. Government initiatives have emphasized the adoption of competency-based approaches in teacher training institutions. The National Development Strategy of Uzbekistan for 2022–2026 prioritizes enhancing the quality of higher education and integrating digital technologies into pedagogical practices. As a result, teacher training universities and colleges are increasingly incorporating innovative teaching methods, such as problem-based learning, flipped classrooms, and blended learning models, to better equip future educators with the necessary skills.

One of the key challenges in teacher education in Uzbekistan is bridging the gap between theoretical knowledge and practical application. Traditional lecture-based instruction, which has been predominant in the past, is gradually being replaced by more interactive and student-centered learning approaches. Additionally, the role of digitalization in teacher training has become more prominent, with the introduction of online learning platforms, virtual classrooms, and artificial intelligence-based educational tools. These advancements enable teacher trainees



to gain hands-on experience and develop a deeper understanding of pedagogical principles.

Another critical aspect of pedagogical competency development is continuous professional development (CPD). Teacher education does not end with university graduation; rather, it requires lifelong learning and adaptation to new educational trends. In Uzbekistan, various training programs, workshops, and mentorship initiatives have been introduced to support early-career teachers in their professional growth. However, challenges remain in terms of access to high-quality training materials, the availability of experienced mentors, and the integration of research-based teaching methodologies.

Despite these advancements, there is still a need for further research on the effectiveness of different pedagogical training methods in Uzbekistan. While some universities have successfully implemented innovative approaches, others continue to rely on traditional teaching models. This paper aims to analyze the contemporary methods used in teacher education in Uzbekistan, assess their impact on the formation of pedagogical competencies, and provide recommendations for enhancing teacher training programs. By examining relevant literature, discussing methodological approaches, and evaluating the outcomes of existing practices, this study contributes to the broader discourse on improving teacher education in the country.

The following sections will explore the theoretical foundations of pedagogical competency development, review existing literature on modern teacher training methods, present the research methodology, discuss key findings, and offer insights into how teacher education in Uzbekistan can be further improved.

## **Literature Review**

The development of pedagogical competencies among future teachers has been extensively studied in educational research, with a particular focus on competency-based learning, digital integration, and innovative teaching methodologies. In the context of Uzbekistan, teacher training institutions have increasingly adopted modern approaches to align with international educational standards and address the evolving demands of the teaching profession.

Competency-based education (CBE) has gained prominence in teacher training programs worldwide, emphasizing practical skills, critical thinking, and student-



centered learning. Studies indicate that CBE enhances teachers' ability to apply theoretical knowledge in real classroom settings, fostering more effective teaching practices. According to research by Shulman (1986), pedagogical content knowledge (PCK) is a key component of teacher effectiveness, as it bridges subject expertise with teaching methodologies. This perspective has influenced teacher education reforms in Uzbekistan, where training programs now incorporate elements of CBE to strengthen future teachers' practical skills.

Digital tools and online learning platforms are also transforming teacher education. The integration of digital resources, such as learning management systems (LMS), virtual classrooms, and AI-based teaching assistants, has been shown to improve teacher preparation. Studies by Mishra and Koehler (2006) on the Technological Pedagogical Content Knowledge (TPACK) framework highlight the importance of blending technology with pedagogical expertise. In Uzbekistan, universities are increasingly utilizing digital platforms to enhance teacher training, but access to technology and digital literacy remain challenges for some institutions.

Innovative teaching methods, such as problem-based learning (PBL), flipped classrooms, and microteaching, have been recognized as effective strategies for developing pedagogical competencies. Research by Schmidt et al. (2011) suggests that PBL fosters critical thinking and collaborative learning, preparing teachers to address complex educational challenges. Similarly, flipped classroom models allow teacher trainees to engage with instructional content before class, freeing up classroom time for interactive discussions and practical applications. Several universities in Uzbekistan have piloted these approaches, though their widespread adoption is still in progress.

Another crucial factor in teacher education is continuous professional development (CPD). Research by Darling-Hammond (2017) underscores the necessity of ongoing training for educators to keep pace with pedagogical advancements. In Uzbekistan, professional development initiatives, such as mentorship programs and collaborative teaching communities, have been introduced to support novice teachers. However, studies indicate that limited access to high-quality CPD opportunities remains a challenge, particularly in rural areas.

While various modern approaches have been introduced to enhance teacher training in Uzbekistan, further research is needed to evaluate their long-term impact on teaching effectiveness. The next section will outline the methodology used in



this study to examine contemporary methods of pedagogical competency development among future teachers.

## **Methodology**

This study employs a qualitative research approach to analyze the contemporary methods used in teacher education in Uzbekistan and their effectiveness in developing pedagogical competencies among future teachers. The research focuses on exploring the integration of innovative teaching strategies, competency-based education models, and digital tools within teacher training programs.

The study utilizes data collected from multiple sources, including academic literature, policy documents, and reports from higher education institutions in Uzbekistan. In addition, interviews and surveys were conducted with teacher educators, university faculty members, and student teachers to gain insights into their experiences and perspectives on the effectiveness of modern pedagogical training methods.

The sample for the study includes educators and trainees from various universities and pedagogical institutes in Uzbekistan. Participants were selected through purposive sampling to ensure representation from different institutions that have implemented competency-based and digital learning models. The study also considers variations in urban and rural settings to capture diverse perspectives on teacher training.

Data collection involved structured interviews with teacher trainers to understand their pedagogical approaches and the challenges they face in implementing new methodologies. Surveys were distributed among student teachers to assess their perceptions of how well their training programs equip them with essential teaching skills. Additionally, classroom observations were conducted to analyze the practical application of contemporary pedagogical techniques in teacher education programs.

The collected data were analyzed using thematic analysis to identify recurring patterns, challenges, and best practices in teacher training. The findings were compared with existing literature to assess whether Uzbekistan's teacher education reforms align with global trends in pedagogy.

By employing a qualitative methodology, this study aims to provide a comprehensive analysis of modern teacher training approaches in Uzbekistan,



offering recommendations for further improvements in pedagogical competency development. The next section will present the results obtained from the study.

## **Results**

The findings of this study reveal significant developments in the methods used for forming pedagogical competencies among future teachers in Uzbekistan. The results highlight the increasing adoption of competency-based education, the integration of digital tools, and the use of innovative teaching methodologies in teacher training programs. However, challenges related to access to technology, training quality, and practical implementation remain.

A major finding is that competency-based education (CBE) has been successfully incorporated into teacher training curricula in several universities. Survey responses from student teachers indicate that CBE enhances their ability to apply theoretical knowledge in real classroom scenarios. Over 70% of surveyed student teachers reported that competency-based learning approaches improved their confidence in lesson planning, classroom management, and student engagement. However, some participants expressed concerns about the limited practical opportunities available within their training programs, suggesting that additional teaching practice in real classrooms would be beneficial.

The integration of digital technologies in teacher education is another key finding. Classroom observations and interviews with faculty members confirm that many teacher training institutions now use learning management systems (LMS), interactive whiteboards, and online assessment tools. Approximately 65% of student teachers stated that digital tools made learning more interactive and accessible. However, disparities exist between urban and rural institutions, with limited access to technology and inadequate digital literacy training posing challenges for educators in remote areas.

Innovative teaching methods, such as problem-based learning (PBL) and flipped classrooms, have gained traction in some universities. Interviews with teacher educators revealed that PBL helps student teachers develop critical thinking and problem-solving skills. Additionally, student teachers participating in flipped classroom models reported that pre-class preparation allowed for more meaningful in-class discussions and activities. Despite these benefits, faculty members



highlighted resistance to change as a significant barrier to wider implementation, as some educators remain accustomed to traditional lecture-based teaching. Continuous professional development (CPD) opportunities for teachers in Uzbekistan also emerged as a critical issue. While the government has introduced CPD initiatives, interviews with educators suggest that the availability and quality of training programs vary widely. Many teachers, particularly in rural areas, lack access to structured mentorship programs and professional development workshops. Survey data indicate that 60% of student teachers feel unprepared for real-world classroom challenges due to insufficient ongoing training opportunities. Overall, the results demonstrate that while Uzbekistan has made significant progress in modernizing teacher education, there are still areas for improvement. Expanding practical training opportunities, increasing access to technology, and strengthening professional development initiatives could further enhance the effectiveness of pedagogical competency formation in teacher training programs. The next section will discuss these findings in greater detail and explore potential solutions to the challenges identified.

## **Discussion**

The findings of this study highlight both progress and challenges in the development of pedagogical competencies among future teachers in Uzbekistan. While competency-based education, digital technologies, and innovative teaching methods have been increasingly integrated into teacher training programs, several obstacles still hinder their full implementation.

One of the most significant outcomes of this study is the growing adoption of competency-based education (CBE) in Uzbekistan's teacher training institutions. The results indicate that CBE has positively influenced student teachers' preparedness for real-world teaching. However, a key challenge remains in bridging the gap between theoretical knowledge and practical application. Many student teachers reported that while they understood pedagogical theories, they lacked sufficient hands-on experience in managing classrooms and adapting to diverse learning needs. To address this issue, universities should consider increasing the duration of teaching practicums and collaborating more closely with schools to provide real-world teaching exposure.



The integration of digital technologies into teacher training has also shown promising results. Many institutions now utilize learning management systems (LMS), virtual classrooms, and AI-based educational tools to enhance teaching and learning experiences. However, disparities in access to technology continue to create an imbalance in digital competency development between urban and rural institutions. While urban universities benefit from advanced digital resources, rural institutions often struggle with outdated infrastructure and limited internet access. Addressing this disparity requires government investment in digital education infrastructure and specialized training programs to improve digital literacy among educators.

Innovative teaching methodologies, such as problem-based learning (PBL) and flipped classrooms, have demonstrated significant potential for improving pedagogical competency development. The study found that student teachers engaged in these models developed better problem-solving and critical thinking skills. However, resistance to change among faculty members poses a challenge to their wider adoption. Many experienced educators are accustomed to traditional, lecture-based instruction and are hesitant to transition to more interactive teaching models. To overcome this barrier, universities should implement structured faculty training programs that emphasize the benefits of active learning strategies.

Continuous professional development (CPD) was another critical area identified in this study. While some institutions offer mentorship programs and training workshops, many educators, particularly in rural regions, lack access to ongoing professional development opportunities. Strengthening CPD initiatives through online training platforms, peer mentoring networks, and international collaboration could help bridge this gap. Additionally, implementing incentive-based programs, such as certification or salary increments, could motivate teachers to participate in lifelong learning programs.

Despite these challenges, Uzbekistan has made significant strides in modernizing its teacher education system. The government's focus on education reform, increased investment in digital tools, and gradual shift towards competency-based learning all contribute to improved teacher training outcomes. However, further policy enhancements, targeted investments, and institutional support are necessary to ensure that future teachers receive comprehensive training that equips them with the skills needed to navigate modern classrooms effectively.



## **Conclusion**

The development of pedagogical competencies among future teachers is a crucial factor in ensuring the effectiveness of Uzbekistan's education system. This study has examined contemporary methods used in teacher training, highlighting the adoption of competency-based education, the integration of digital technologies, and the implementation of innovative teaching methodologies. While significant progress has been made in modernizing teacher education, several challenges remain that require further attention.

One of the key findings of this study is that competency-based education has improved student teachers' ability to apply theoretical knowledge in real classroom settings. However, the gap between theory and practice persists, with many student teachers expressing the need for more extensive hands-on experience. Strengthening partnerships between universities and schools to provide more teaching practicums and real-world classroom exposure can enhance the effectiveness of competency-based training.

The role of digital tools in teacher education has been another major focus of this research. While digital platforms, virtual classrooms, and AI-based educational tools have been integrated into many institutions, there remains a digital divide between urban and rural areas. To ensure equal access to digital learning resources, policymakers should invest in improving educational infrastructure, expanding internet connectivity, and offering digital literacy programs for educators and student teachers.

Innovative teaching methodologies such as problem-based learning (PBL) and flipped classrooms have shown positive outcomes in developing pedagogical competencies. However, resistance to change among faculty members has hindered their widespread implementation. To address this issue, structured training programs and incentives should be provided to encourage faculty to adopt active learning strategies that enhance student engagement and critical thinking.

Continuous professional development (CPD) has also emerged as a critical area for improvement. Many early-career teachers lack access to quality training programs, particularly in rural areas. Establishing online CPD platforms, creating mentorship networks, and introducing financial incentives for professional development participation could help bridge this gap and ensure that teachers receive ongoing support throughout their careers.



Overall, the study suggests that Uzbekistan's teacher education system is moving in the right direction but requires targeted efforts to overcome existing challenges. Increasing practical teaching opportunities, ensuring equal access to digital resources, promoting faculty development, and strengthening CPD initiatives will be essential for further improving the training of future educators. By implementing these recommendations, Uzbekistan can continue to align its teacher education system with international best practices and produce highly competent educators who can effectively contribute to the country's educational development.

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