European Journal of Interdisciplinary Research and Development
Volume- 45 November- 2025
Website: www.ejird.journalspark.org ISSN (E): 2720-5746

SCIENTIFIC AND PEDAGOGICAL FOUNDATIONS OF METHODOLOGICAL APPROACHES TO PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR PROFESSIONAL ACTIVITY

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Abstract
This article discusses the scientific and pedagogical foundations of methodological approaches to the process of preparing future teachers of the subject of education for professional activity. In the modern educational system, the issues of forming the professional competence of the teacher, developing his methodological training, and effectively organizing the educational process are of great importance. The study analyzes the content of competence-based, systemic, activity-based, and personality-oriented approaches to the training of future teachers of educational science. The pedagogical possibilities of professional and methodological development are revealed based on the scientific views of world, CIS, and Uzbek pedagogical scientists.

Keywords: Education subject, future teacher, professional training, methodological competence, pedagogical approach.

Introduction

Аннотация
В статье рассматриваются научно-педагогические основы методических подходов к подготовке будущих учителей-воспитателей к профессиональной деятельностиоснове научных взглядов педагогов-ученых мира, СНГ и Узбекистана раскрываются педагогические возможности профессионально-методического развития.его методической подготовки и эффективной организации воспитательного процесса. В исследовании проанализировано содержание компетентностного, системного, деятельностного и личностно-ориентированного подходов в подготовке будущих учителей-воспитателей. На основе научных взглядов педагогов-ученых мира, СНГ и Узбекистана раскрываются педагогические возможности профессионально-методического развития.

Ключевые слова: педагогика, будущий учитель, профессиональная подготовка, методическая компетентность, педагогический подход, профессиональное развитие, инновационный метод.

Annotatsiya
Mazkur maqolada bo‘lajak tarbiya fani o‘qituvchilarini kasbiy faoliyatga tayyorlash jarayonida metodik yondashuvlarning ilmiy-pedagogik asoslari yoritilgan. Zamonaviy ta’lim tizimida o‘qituvchi shaxsining kasbiy kompetentligini shakllantirish, metodik tayyorgarligini rivojlantirish hamda tarbiyaviy jarayonni samarali tashkil etish masalalari muhim ahamiyat kasb etmoqda. Tadqiqotda bo‘lajak tarbiya fani o‘qituvchilarini tayyorlashda kompetensiyaviy,

tizimli, faoliyatli va shaxsga yo‘naltirilgan yondashuvlarning mazmuni tahlil qilingan. Jahon, MDH va O‘zbekiston pedagog olimlarining ilmiy qarashlari asosida kasbiy-metodik rivojlantirishning pedagogik imkoniyatlari ochib berilgan.

Kalit so‘zlar: tarbiya fani, bo‘lajak o‘qituvchi, kasbiy tayyorgarlik, metodik kompetensiya, pedagogik yondashuv, kasbiy rivojlanish, innovatsion metod.

Introduction

Today, the reforms being implemented in the education system require improving the quality of professional training of teaching staff. One of the urgent pedagogical problems is the formation of professional and methodological competencies of specialists preparing to teach the subject of Education, which ensures the spiritual and moral development of the younger generation. A teacher of the subject of education is not only a specialist who provides knowledge to students, but also a pedagogical subject that influences their worldview, moral values, and the formation of a socially active personality. Therefore, it is important to develop methodological knowledge, pedagogical skills, and practical skills in the process of training future teachers of the subject of education.

In recent years, the Republic of Uzbekistan has been implementing large-scale reforms aimed at improving the quality of teacher training. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 “On the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” identified improving the quality of education, developing the professional skills of teachers, and widely introducing modern pedagogical technologies into the educational process as priority tasks.

Also, the Decree of the President of the Republic of Uzbekistan No. PF-6108 dated November 6, 2020 "On measures to develop the spheres of education and science in the new period of development of Uzbekistan" established the legal framework for developing the professional competencies of teachers, introducing innovative approaches to the educational process, and increasing the effectiveness of pedagogical activities.

In addition, the decree “on the development strategy of the New Uzbekistan for 2022-2026”, PF-60 of January 28, 2022, states that bringing the quality of education to a new level, developing human capital, spiritual and moral education of young people and increasing the professional potential of pedagogical personnel is one of the important directions.

These regulatory documents determine the need to improve methodological approaches in the process of preparing future teachers of the subject of education for professional activities and to organize the pedagogical process on a scientific basis.

A teacher of the subject of education is not only a knowledge-giving specialist, but also a pedagogue who forms the worldview, moral values, and social activity of the younger generation. Therefore, his professional training should include pedagogical knowledge, as well as the skills to design, organize, manage, and analyze the educational process.

The issue of teacher professional development in world pedagogy has been studied by many scientists. J. Dewey emphasizes that the teacher's activity in the educational process should be based on experience. He believes that the main task of the teacher is to direct the student to independent thinking and activity[1].

B. The taxonomy of educational objectives developed by Bloom shows that in the professional activity of a teacher, in addition to mastering knowledge, it is necessary to apply it in practice and transform it into creative activity[2]. This theory serves as an important methodological basis for organizing the methodological training of future teachers of educational science.

The CIS Pedagogical School also pays great attention to the issues of teacher professional training. L.S. In Vygotsky's cultural-historical theory, personality development is explained as a process related to the social environment and pedagogical influence.[3] This approach allows for a scientific justification of the role of a teacher of educational science in the development of the student's personality.

Uzbek pedagogical scientists have also extensively studied the issues of preparing future teachers for professional activities.

N.A. Muslimov defines professional competence as the ability of a specialist to effectively apply his knowledge and skills in practical activities[4]. In his opinion, a modern teacher must be able to apply theoretical knowledge in practical situations in his professional activities.

Also, U. Tolipov emphasizes that organizing the educational process based on a competency-based approach expands the creative and methodological capabilities of the teacher.[5] This indicates the need to use innovative methods in the process of training future teachers of the subject of education.

Research methodology

In this study, theoretical analysis, comparison, generalization, and systematization methods were used to determine the scientific and pedagogical foundations of methodological approaches in the process of preparing future teachers of the subject of upbringing for professional activities. The following approaches formed the basis of the research methodology: A systematic approach provides for the consideration of the professional-methodological development of the future teacher as a single pedagogical system. On the basis of this approach, the relationship of knowledge, skills, experience and personal qualities is analyzed. The competence-based approach focuses on the formation of the teacher's ability to apply knowledge and skills necessary for professional activity in practice. The activity-based approach justifies the professional development of the teacher's personality through activity. The person-centered approach serves to develop the individual capabilities, pedagogical skills, and creative potential of the future teacher.

RESULTS

The results of the study show that the effective use of methodological approaches in the process of preparing future teachers of educational science for professional activity allows improving the quality of pedagogical training. Since the subject of education is particularly focused on the spiritual and moral development of the individual, it requires a high level of methodological skill from the teacher of this subject. It was determined that the professional training of future teachers of the subject of upbringing consists of the following components:

Theoretical training is understood as the acquisition of knowledge in pedagogy, psychology, and educational methodology, and participation in the educational process requires the possession of theoretical knowledge to conduct it.

Methodological training is the ability to design educational activities, select methods, and use educational tools, which is essential for every future teacher of educational subjects to use wisely in their professional activities. Today's lessons are effective and provide good results in developing the student's learning and cognitive activities.

Practical training - solving pedagogical situations, effectively communicating with students, and finding multiple solutions to life situations, not just one. It is worth noting that such situations exist in the topics of textbooks on the subject of Education.

Reflexive preparation is the ability to evaluate and improve one's own performance, and today it is very effective not only for teachers but also for future specialists.

V.A. Slastenin considers teacher professional development as a continuous process aimed at improving pedagogical activity[5]. Also, the use of modern pedagogical technologies serves to improve the methodological training of future teachers. These views show that methodological development is a continuous process in the training of future teachers of the subject of education.

U. Tolipov emphasizes that the educational process, organized on the basis of a competency approach, develops the creative capabilities of the teacher[6]. The use of pedagogical technologies in the professional training of future teachers is also one of the important results. Interactive methods, problem-based learning, project-based activities, and the use of digital tools bring students closer to their future professional activities.

N. Azizkhujayeva evaluates pedagogical technologies as a scientifically based system of activities that guarantees the achievement of educational goals.[7] She believes that the presence of methodological approaches in the teacher's activities is one of the main factors determining the effectiveness of education.

In the process of preparing for teaching the subject of education, it is necessary to form the following methodological skills in future teachers:

- designing educational activities;
- taking into account the age and individual characteristics of students;
- Pedagogical analysis of educational situations;
- Use of innovative methods;
- Development of pedagogical communication culture.

DISCUSSION

The issue of preparing future teachers of the subject of upbringing for professional activity is one of the urgent areas of pedagogical theory and practice. Analyses have shown that while the traditional education model is focused solely on imparting theoretical knowledge, the modern approach requires the development of the teacher's practical and methodological competencies. The use of methodological approaches in the process of training future teachers of educational science increases the effectiveness of pedagogical activity. Because the content of educational science is not limited to theoretical knowledge, but is aimed at the formation of human values, spiritual qualities, and social experience.

J. According to Dewey's theory, the educational process is effective only when it is organized in connection with life experience. This idea is especially important in teaching the subject of education, as this subject is more about life situations, values, and social relationships than theoretical knowledge.

L.S. Based on Vygotsky's views on the social nature of development, the future teacher of educational science is considered as the main pedagogical subject that influences the development of the student's personality.[3] Therefore, teacher training should not only include knowledge of the subject matter, but also the ability to manage the educational process.

The introduction of a competency-based approach in the education system of Uzbekistan has led to an update in the content of training future teachers. N.A. The concept of professional competence put forward by Muslimov indicates the ability of a future specialist to apply knowledge in practical activities as the main criterion.[4] Based on this, the development of methodological training of future teachers of the subject of education requires the following pedagogical conditions:

- orienting the educational process towards professional activity;
- ensuring the integration of theory and practice;
- developing independent thinking and creative activity;

- forming pedagogical reflection.

N.N. Azizkho'jayeva interprets pedagogical technologies as a scientifically based system that serves to achieve educational goals[7]. Based on this, it is necessary to form the following competencies in future teachers of the subject of education:

- pedagogical design;
- communicative culture;
- management of educational situations;
- use of innovative methods;
- independent pedagogical decision-making.

Ensuring the active participation of students in the process of professional and methodological development has a positive impact on their future pedagogical activities. The results of the study show that the level of readiness of future teachers for pedagogical activity increases when the process of professional and methodological development is carried out in stages.

CONCLUSION

The use of methodological approaches in preparing future teachers of educational science for professional activities is one of the important areas of modern pedagogical education. Based on the results of the study, the following conclusions were drawn: the process of professional training should be organized on the basis of a unity of knowledge, skills, and competencies; methodological approaches increase the readiness of a future teacher for pedagogical activity. Competency-based, systemic, activity-based, and person-centered approaches form the methodological foundations of teacher training. The use of innovative technologies and practical methods contributes to professional and methodological development.

The use of methodological approaches in the process of preparing future teachers of educational science for professional activities is one of the important conditions for improving the quality of pedagogical education. The combination of systematic, competence-based, activity-oriented and personality-oriented approaches in the process of professional training allows the development of the methodological potential of a future teacher.

The formation of the professional competence of a teacher of the subject of education requires not only the acquisition of pedagogical knowledge, but also the scientific organization of the educational process, the use of innovative methods, and the systematic improvement of one's activities.

Therefore, it is of great scientific and practical importance to improve the content of training future teachers of the subject of education in higher pedagogical educational institutions based on modern methodological approaches and to ensure their professional and methodological development.

The use of innovative methods, pedagogical technologies, and practical exercises in the process of preparing to teach the subject of education increases the methodological skills of future teachers. Personality-oriented and competency approaches are a priority in the training of a teacher of educational science. professional-methodological development is a continuous process, which is improved through the independent search, experience and reflexive activity of the future educator.

Therefore, the scientific organization of methodological approaches to the professional training of future teachers of educational science is one of the important factors in improving the quality of education.

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