

MODERN STRATEGIES, PROBLEMS AND SOLUTIONS FOR PREPARING FUTURE PEDAGOGUES FOR PROFESSIONAL ACTIVITY

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Annotation. *This article analyzes the specific features of preparing future pedagogues for professional activity in higher educational institutions, as well as the stages of developing pedagogical skills and competencies. The article highlights modern approaches to integrating theoretical knowledge with practice, developing skills in the use of digital technologies, and preparing future teachers for innovative activities.*

Keywords: *Professional training, pedagogical competence, creativity, digital education, innovative activity, Third Renaissance, pedagogical mastery, modern teacher.*

Introduction

The strategic tasks of improving the quality of the education system in New Uzbekistan and creating the foundation for the Third Renaissance are directly entrusted to highly qualified pedagogues. The process of preparing future teachers should not be limited only to providing theoretical knowledge, but must also focus on developing their professional abilities, creativity, and rich practical experience. A modern pedagogue should not only possess deep knowledge of his or her subject, but also demonstrate the qualities of a psychologist, technologist, and effective manager.

The adoption of the Law of the Republic of Uzbekistan “On the Status of a Pedagogue” on February 1, 2024, demonstrates the high level of social attention given to the field and confirms that the requirements for professional competence have been strengthened at the legislative level. In today’s educational paradigm, a teacher is no longer viewed as a simple “provider of information,” but rather as a designer of the educational process and a “facilitator” who supports students’ independent learning.

In the context of rapid globalization and digital transformation, the development of any country is increasingly measured by its intellectual potential, especially by the level of advancement of its education system. Under the conditions of New Uzbekistan, the

strategic goals of radically improving educational quality and building the foundation for the Third Renaissance place enormous responsibility on modern-thinking, creative, and highly qualified pedagogical personnel. Indeed, the effectiveness of any reform in the education system primarily depends on how well teacher preparation corresponds to modern requirements.

The following directions are considered priorities in preparing future pedagogues:

- Integration of theory and practice – combining the knowledge acquired in higher education institutions with real pedagogical processes in schools;
- Psychological and pedagogical training – developing teaching methodologies while taking into account the psychological characteristics of the new generation;
- Digital competence – the ability to effectively integrate artificial intelligence, VR/AR technologies, and cloud-based platforms into the teaching process;
- Competency-based approach – developing students’ soft skills such as communication culture, emotional intelligence, and teamwork abilities.

The issue of preparing future pedagogues for professional activity has become one of the central topics in modern educational research. Contemporary pedagogical theory emphasizes that teacher education should be based not only on subject knowledge, but also on the formation of professional competencies, innovative thinking, and the ability to adapt to rapidly changing educational environments.

The competency-based approach serves as the theoretical foundation of modern pedagogical training. According to this approach, future teachers are expected to acquire professional, communicative, digital, and socio-emotional competencies that enable them to effectively organize the educational process. In this context, the teacher is regarded as a facilitator, mentor, and organizer of learning rather than merely a transmitter of information.

Constructivist learning theory also plays an important role in teacher preparation. This theory argues that knowledge is actively constructed by learners through experience and interaction. Therefore, future pedagogues should be trained to create student-centered learning environments where learners actively participate, think critically, and solve problems collaboratively. Such an approach enhances independent learning skills and promotes creativity among students. Another significant theoretical aspect is the integration of theory and practice. Educational researchers emphasize that pedagogical knowledge becomes effective only when it is applied in real classroom situations. For this reason, modern teacher education programs increasingly focus on teaching practice, microteaching, reflective observation, and dual education systems. Through these mechanisms, future teachers develop methodological competence and gain professional confidence.

Digital pedagogy and technological integration constitute another important theoretical dimension. In the era of digital transformation, teachers are expected to use

artificial intelligence, virtual learning environments, multimedia technologies, and cloud-based platforms effectively in the teaching process. The Technological Pedagogical Content Knowledge (TPACK) framework highlights the necessity of integrating technological, pedagogical, and subject knowledge in teacher education.

Furthermore, humanistic and psychological theories underline the importance of emotional intelligence, motivation, empathy, and communication skills in pedagogical activity. A modern teacher should understand the psychological characteristics of learners and create a supportive educational atmosphere that encourages active participation and personal growth.

Thus, the theoretical basis of preparing future pedagogues combines competency-based education, constructivist pedagogy, digital transformation, reflective practice, and humanistic approaches. These theories collectively contribute to the development of highly qualified, innovative, and socially responsible teachers capable of meeting the demands of contemporary education.

Conclusion

Preparing future pedagogues for professional activity is not merely a task within the curriculum, but a strategic investment that strengthens the intellectual foundation of the country. In order to organize this process effectively, it is necessary to pay attention to the following fundamental aspects:

- Synthesis of national and universal values – applying advanced international methodologies such as STEAM and PISA while relying on the rich heritage of Al-Khwarizmi, Beruni, and Jadid enlightenment thinkers;
- Digital transformation – creating mechanisms for an individualized approach to each learner through the use of artificial intelligence and hybrid learning models;
- Professional adaptation – improving students’ methodological skills in real educational environments through a dual education system based on the “theory-practice-research” triad.

In conclusion, the training of future teachers in accordance with modern requirements serves as an important factor in ensuring the sustainable development of society and increasing the competitiveness of the national education system on a global scale.

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