



# IMPROVING PROFESSIONAL COMPETENCE OF FUTURE PEDAGOGICAL TEACHERS BASED ON A PERSON-CENTERED APPROACH

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## Abstract

This article describes the analysis that one of the central objectives in the preparation of prospective teachers under contemporary conditions is the enhancement of educational quality through ensuring its fundamental character and alignment with the prospective needs of the individual, society, and the state. In other words, this objective is closely linked to the philosophical categories of fundamental and applied knowledge.

**Keywords:** Professional, competence, future, pedagogical, teachers, person-centered approach.

## Introduction

A prospective teacher possesses an individual constellation of personally and professionally significant abilities and traits that together form their personal and professional potential. These potentials function as foundational prerequisites for successful pedagogical practice. A determining factor in enhancing the effectiveness of the educational process is the teacher's high level of professional preparedness, which largely depends on the degree of development of their pedagogical abilities. Therefore, identifying optimal conditions for the formation and development of these abilities at all stages of teacher education is of paramount importance.

According to R. M. Asadullin and F. Sh. Teregulov, its successful realization depends on adopting a new conceptual framework for the development of the educational sphere, in which these categories are understood as two converging



processes of cognition and as poles between which design- and technology-oriented activity unfolds. This perspective allows any pedagogical project to be interpreted as a compromise solution reflecting a wide diversity of educational practices [1].

The personality of the teacher constitutes a complex, multidimensional structure understood as an integrated system of values, life meanings, and professional orientations. Of particular relevance is the scholarly examination of the teacher's professional activity as a form of subjectivity, characterized by the interdependence and reciprocal influence of qualitative transformations occurring both in the teacher's own personality and in that of their students. Consideration of this dynamic relationship is essential in assessing the level of pedagogical professionalism.

Pedagogical abilities are closely associated with general cognitive abilities, personality traits, and the emotional sphere of the teacher, as well as with domain-specific competencies, including literary and linguistic aptitudes. These specialized abilities manifest in professional practice and contribute to pedagogical creativity only when supported by well-developed pedagogical abilities and a clear pedagogical orientation.

However, in practice, educators often rely on conceptions that are fragmented, disconnected, and lacking systemic coherence, which results in the absence of a holistic vision of the educational process. Contemporary pedagogical research and educational practice indicate that many graduates of teacher education institutions demonstrate an insufficient level of readiness for professional activity in changing conditions, as well as for continuous professional self-development. Longitudinal studies of graduating students further confirm this trend: only a small proportion identify pedagogy and psychology as areas of genuine interest, while merely 16.2% rate the importance of readiness to acquire new knowledge and multifunctional skills at the highest level. Consequently, only a limited number of final-year students—despite completing pedagogical coursework and teaching practice—are prepared to master both the theoretical and practical dimensions of education oriented toward personality development.

In response to this challenge, the efforts of scholars and practitioners are increasingly directed toward substantiating and implementing professionally oriented instruction, strengthening interdisciplinary integration, developing



integrated curricula, identifying invariant and universal cognitive tools, and externalizing these outcomes through visual-methodological materials and multimedia learning resources.

It is well established that the effectiveness of the pedagogical process is contingent upon the conditions in which it is implemented. This raises the question of what an appropriate model for organizing the educational process in teacher education institutions should entail, and what distinguishes personality-oriented pedagogical activity. Pedagogical activity is conceptualized as a professional practice aimed at creating optimal conditions within the educational process for the upbringing, development, and self-development of the student, facilitating opportunities for self-expression, and designing situations conducive to personal growth.

A personality-developing situation is understood as a set of conditions and types of activity in which students are able to realize their potential. Such situations require learners to make choices, assume responsibility, engage in conscious decision-making, and justify their own viewpoints. In this way, the internal relationships and structures of the teaching–learning process are reproduced, forming a concrete educational experience. These processes enable the identification of changes occurring within the learner, the activation of prior knowledge, concepts, and theoretical constructs, and the creation of conditions for students’ self-realization and self-development. Ultimately, this approach supports the effective formation of professional competencies grounded in the learner’s subjective experience, including both life experience and prior educational engagement.

## **LITERATURE REVIEW**

Pedagogical abilities are formed and developed throughout the processes of general schooling, specialized teacher education, and practical engagement with students. They are commonly conceptualized as individual psychological characteristics that facilitate effective performance in professional activity. More specifically, pedagogical abilities are defined as stable, individual properties of personality, reflecting a particular sensitivity to the objects, means, and conditions of pedagogical work, as well as the capacity to design and implement effective models for the development of desired learner qualities.



Researchers such as V.A.Bolotov and D.V.Chernilevsky identify a set of specific principles underlying personality-oriented education: the principle of active engagement, the principle of individuality, the principle of partnership-based interaction, the principle of reflexivity, and the principle of freedom of choice accompanied by responsibility. The implementation of these principles, alongside general didactic principles, enhances the effectiveness of personality-oriented pedagogical practice. Furthermore, scholars including D.A.Belukhin, E. V.Bondarevskaya, V. V. Serikov, and I. S.Yakimanskaya emphasize several defining characteristics of such an approach [3]; [4]; [5]:

the humanization of the educational process through the expansion and deepening of anthropological, moral-spiritual, cultural-educational, and social dimensions of curricular content;

the integration of pedagogical rigor with recognition of each learner's individuality and the uniqueness of their personality;

the activation and individualization of learners through their engagement in diverse forms of activity, the development of independent learning skills, the cultivation of self-education, and the promotion of self-awareness through personality-developing situations.

## DISCUSSION

The following section presents practical examples of self-management techniques, independent student assignments (designed to foster the development of professional competencies in future teachers and support their professional self-development within pedagogical disciplines), as well as an achievement portfolio as a tool for individualized assessment of learners' knowledge.

During the initial lectures of the course "Introduction to Pedagogical Activity," first-year undergraduate students are introduced to a set of self-management strategies that facilitate their professional formation. These strategies include:

- perceiving higher education not as an obligation but as a stage of self-improvement and personal development;
- maintaining a broad intellectual curiosity, recognizing that diverse knowledge may prove valuable in both professional and personal contexts;
- engaging in continuous learning and striving for ongoing intellectual growth;
- developing self-efficacy and confidence in one's abilities;



- setting clear goals, prioritizing key objectives, and managing time efficiently;
- adhering to core principles such as: “learning not for examinations but for professional practice and life,” “lifelong learning,” and “practice as the foundation of mastery.”

Students are also encouraged to engage in reflective practice by regularly posing questions to themselves after each class, such as: What new knowledge have I acquired for my future profession and life? What skills have I developed? What conclusions can I draw for my future professional activity? What guidance or recommendations have I received?

The internalization of these self-management techniques contributed to the formation and development of a positive attitude among most students toward the academic discipline, their chosen profession, interpersonal relations, and society at large.

Independent student assignments were designed and categorized according to the following criteria:

**1. Information-processing tasks:**

- a) collecting data on prominent national and international educators (including brief biographical information and key works);
- b) preparing a concise overview of the life and pedagogical legacy of the distinguished educator and enlightener M. Akmulla;
- c) compiling a pedagogical glossary;
- d) analyzing the professional standard for teachers and producing a written profile of a contemporary educator;
- e) describing innovative pedagogical practices of two or three educators;
- f) preparing an academic essay based on a selected topic;
- g) compiling a bibliography of scholarly works related to teaching activities within a specific historical period, followed by annotating one selected work;
- h) creating a database of articles on teaching practices from various sources (newspapers, journals, online platforms, etc.).

**2. Mini-research tasks:**

- a) conducting a survey on a selected topic;
- b) carrying out a small-scale study on the issue “Motivations for Choosing the Teaching Profession” (e.g., in physics, mathematics, biology, history), followed by an analytical report;



c) investigating the educational needs of a student group and preparing an analytical summary.

3. Tasks aimed at developing a professionally oriented self-development program (structured by semesters or for the entire period of study, with clearly defined goals and objectives):

a) formulating key goals to be achieved during university education;

b) compiling a list of academic and self-educational achievements for a specified period;

c) analyzing one's academic and self-development achievements over the past two years and evaluating personal progress;

d) identifying the competencies required for professional expertise and outlining strategies for their development;

e) determining areas of knowledge for further study and specifying the methods, timing, and context for their acquisition [2].

#### **4. Project-based and situational tasks:**

a) solving pedagogical cases with multiple-choice responses;

b) solving pedagogical situations requiring detailed action plans;

c) designing a project to address a selected pedagogical problem;

d) modeling an educational (formative) situation.

#### **5. Reflective essay tasks:**

a) articulating one's position regarding the future profession;

b) composing reflective narratives about former teachers;

c) defining one's perspective on the professional image of a teacher;

d) analyzing personal motivations for choosing the teaching profession.

The presented excerpt of student assignments, implemented within the course "Introduction to Pedagogical Activity," requires learners to demonstrate both professional and personal qualities essential for teaching practice. The completion of such tasks enabled students to assess their knowledge, skills, and personal attributes; understand the specific professional requirements of teaching; anticipate necessary personal transformations; design individualized professional development trajectories; and model elements of pedagogical reality.



To enhance the effectiveness of implementing a point-based rating system for assessing student learning outcomes, as well as to facilitate first-year students' adaptation to assessment procedures, universities employ, alongside testing technologies, a portfolio-based approach for the individual evaluation of student achievement. This portfolio is actively utilized by faculty members in departments of pedagogy across all university faculties within the "Pedagogy" module. Empirical practice has demonstrated the effectiveness of portfolio development both in supporting students' academic goals and aspirations for self-improvement, and in fostering the development of their professional competencies.

The portfolio aligns with the objectives and principles of learner-centered education in teacher training institutions and contributes to addressing several key pedagogical tasks. Specifically, it promotes the development of students' learning-to-learn skills, including goal-setting, planning, and the organization of their own academic activities. It also establishes a foundation for the study of other pedagogical disciplines within the module, supports the development of evaluative and reflective practices, enhances motivation to study pedagogical subjects by increasing interest in future professional activity, facilitates self-knowledge, and encourages creative autonomy.

Functionally, the portfolio serves as an instrument of cumulative individual assessment, complementing examination results in determining students' overall рейтинговый standing. Numerous approaches to structuring portfolios exist. For instance, scholars and practitioners such as Z. M. Molchanova, A. A. Timchenko, and T. V. Chernikova propose a structure comprising sections such as: "My Family and I"; "My University and My Professional Self-Development"; "My Life Plans"; "My Working Materials" (including lecture notes, projects, programs, individual assignments, reviews, annotations, etc.); and "My Achievements" (certificates, awards, creative works, publications, etc.). These sections enable the systematization of both academic accomplishments (e.g., grades, diplomas, certificates) and indicators of personal development (e.g., character traits, abilities, communication skills), while also facilitating self-analysis within social contexts and promoting personal growth.

At the initial stage of studying pedagogical disciplines within the "Pedagogy" module, first-year students at Bashkir State Pedagogical University named after



M. Akmulla develop their portfolios as part of the course “Introduction to Pedagogical Activity.” At this stage, the portfolio carries a weight of five points in the overall assessment system. The portfolio structure for first-year students includes the following components: (1) a description of the life and creative legacy of the educator and enlightener M. Akmulla; (2) information on prominent domestic and international educators, including biographical data and key works; (3) a professional self-development program for the period of university study (first semester), outlining personal background, key goals and objectives, and strategies for professional growth; (4) a pedagogical essay (e.g., “My First Teacher,” “My Favorite Teacher,” “Why Is the Teaching Profession Important Today?”); (5) a glossary of pedagogical terms; (6) an achievement test covering major sections of the discipline; and (7) a mini-research paper on a selected topic. The system of practical assignments associated with these sections is aimed at developing students’ professional competencies, including the recognition of the social significance of their future profession and the motivation to engage in professional activity (general professional competence, GPC-1). It also contributes to the development of general cultural competencies (e.g., cognitive culture, the ability to generalize, analyze, and interpret information, as well as to set goals and determine strategies for achieving them—GC-1). In subsequent semesters, the portfolio is expanded to include a “Working Materials” section, comprising seminar and laboratory notes, lesson plans, plans for extracurricular educational activities, projects, diagnostic tools, completed independent work, individual assignments, reviews, and annotations.

Throughout the course, students submit various assignments included in the portfolio in accordance with a structured instructional framework. Following evaluation, instructors organize portfolio defense and presentation sessions. These may take the form of round-table discussions, during which both instructors and students pose questions, engage in critical discussion, and evaluate the presented portfolios. Outcomes of such discussions include the refinement of students’ professional self-development programs, the revision of research topics and structures, clarification of research problems, and an overall increase in students’ interest in their future professional activity.



## CONCLUSION

In conclusion, overall, these activities functioned as a form of developmental training, fostering both professional and personal growth, and establishing a foundation for the anticipatory (forward-looking) nature of future teachers' professional practice. Ultimately, the effectiveness of the point-based rating system for assessing student learning outcomes depends on the extent to which students engage systematically in the development of their portfolios, as well as on the strength of their motivation for future professional activity—manifested in their readiness for knowledge acquisition, self-development, self-education, and self-improvement.

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