



METHODOLOGY FOR DEVELOPING FUTURE TEACHERS' EDUCATIONAL COMPETENCE THROUGH PROJECT-BASED TECHNOLOGY

Kulmatova Khurshidakhon

Assistant of Preschool Education Department,
Yuldasheva Ominakhan

Elementary Education, 3rd year

<https://doi.org/10.5281/zenodo.21127013>

Abstract

This article provides a scientific analysis of the theoretical and methodological foundations, practical mechanisms, and effectiveness indicators of developing future teachers' educational competence through project-based technology. In contemporary teacher education, the professional image of a teacher is no longer limited to mastery of subject knowledge; it also includes the ability to design educational situations, provide social and moral support for learners, work with a class community, organize constructive communication, and manage a value-oriented educational environment. From this perspective, project-based technology is interpreted as an effective didactic tool that develops independent thinking, initiative, reflective culture, creative decision-making, and the ability to connect educational work with real social contexts.

Keywords: educational competence, future teacher, project-based technology, pedagogical methodology, competence-based approach, educational activity, pedagogical project, reflection, professional training, moral education.

INTRODUCTION

The content of teacher training in the global education system is increasingly acquiring a competence-based, practical, and socially oriented character. The modern schoolteacher operates not only as a specialist who transmits knowledge but also as an educator who shapes learners' personal development, social adaptation, attitude toward moral values, civic position, and life skills. For this reason, preparing future teachers for educational activity in higher pedagogical education has become a strategic issue. It requires the learning process to move beyond theoretical lectures and to rely on the design, analysis, and implementation of real educational situations.

The reforms implemented in the education sector of the Republic of Uzbekistan further increase the relevance of this issue. Resolution No. PQ-289 of the President of the Republic of Uzbekistan, dated June 21, 2022, defined the tasks of improving the quality of pedagogical education, developing the activities of higher education institutions that train pedagogical personnel, and organizing the educational process on the basis of modern requirements. The National Program for the Development of School Education for 2022-2026, approved by Presidential Decree No. PF-134 of May 11, 2022, identified the enhancement of the prestige of the teaching profession, improvement of the qualitative composition of teachers, and renewal of educational and methodological support as priority areas. The Uzbekistan-2030 Strategy also sets important tasks related to raising the status of pedagogical personnel and aligning their knowledge and qualifications with international standards.

In his speeches and decisions devoted to the development of the education system, President Shavkat Mirziyoyev has repeatedly emphasized the irreplaceable role of teachers in educating a modern, knowledgeable, patriotic, proactive, and responsible young generation. This approach turns the development of future teachers' educational competence into an essential methodological task for higher education institutions. Educational competence is an integrative professional quality that combines a teacher's personal values, professional knowledge, communicative skills, organizational abilities, and capacity to act appropriately in pedagogical situations.

METHODOLOGY

Competence-based, axiological, activity-oriented, systemic, and learner-centered approaches were selected as the methodological foundation of the article. The competence-based approach makes it possible to assess future teachers' readiness for educational activity through the unity of knowledge, skills, values, professional attitudes, and personal experience. The axiological approach substantiates that humanism, patriotism, social responsibility, justice, tolerance, and cooperation occupy a central place in educational competence. The activity-oriented approach requires students' active participation through real projects, while the learner-centered approach takes into account their individual abilities, motivation, and professional self-awareness.

In the European pedagogical tradition, the ideas of project-based learning were formed in close connection with J. Dewey's concept of learning through experience, W.H. Kilpatrick's project method, D. Kolb's model of experiential learning, J. Bruner's interpretation of discovery learning, and socio-constructivist approaches that developed under the influence of L.S. Vygotsky. In European educational practice, project technology is viewed as a pedagogical format that supports students' independent inquiry, collaborative communication, and ability to solve socially significant problems. In this process, the teacher acts not as a controller but as a facilitator who guides, consults, and organizes reflection.

METHODOLOGICAL MODEL AND ORGANIZATIONAL STAGES OF THE RESEARCH

The methodology for developing future teachers' educational competence through project-based technology is based on a model consisting of four structural components. The first component is the motivational-value orientation. It aims to shape students' attitude toward the teaching profession, educational activity, working with children, and national as well as universal values. At this stage, methods such as problem-based questions, analysis of educational situations, motivational conversations, creation of an image of a professional ideal, study of experienced teachers' practice, and development of a value map can be used.

The second component is the cognitive orientation. It is directed toward strengthening students' knowledge of educational theory, methods of educational work, age and pedagogical psychology, the activity of a class leader, cooperation with families and local communities, formation of a student group, preventive education, and organization of spiritual and educational events. Lecture-discussions, conceptual maps, clusters, seminars, analytical essays, work with scientific sources, and study of normative legal documents are effective in this direction.

The third component is the practical-activity orientation, which represents the main field of project technology. Students develop small group projects on topics such as "Developing a Reading Culture at School," "Forming Environmental Responsibility among Learners,"

“Creating a Healthy Socio-Psychological Climate in the Classroom,” “Digital Safety and Information Culture,” “An Educational Event Based on National Values,” and “Strengthening Cooperation with Parents.” Each project includes a problem, goal, tasks, target group, resources, timeline, expected outcome, assessment criteria, and reflection section.

The fourth component is the reflective-evaluative orientation. It helps students analyze their own activity, identify mistakes, evaluate the effectiveness of pedagogical decisions, and determine a plan for further development. Reflective journals, peer-assessment sheets, the analysis “What have I learned?”, portfolio defense, project presentation, and expert feedback are the main tools of this stage.

The methodology is implemented in three stages. At the diagnostic-preparatory stage, the level of students’ educational competence, their motivation, and readiness for project activity are identified. At the design-practical stage, groups select a problematic situation, develop a project plan, propose a system of practical activities, and present the outcome. At the reflective-generalizing stage, project products are analyzed, achievements and shortcomings are determined, and recommendations are developed. This sequence ensures that project activity does not remain a formal creative task but becomes a purposeful mechanism for professional and educational development.

RESULTS AND DISCUSSION

Classes organized on a project basis produce several positive outcomes in the development of future teachers’ educational competence. First, students begin to understand educational activity not as a set of ready-made scenarios but as a process of identifying, analyzing, and solving pedagogical problems. This strengthens the creative and responsible nature of professional thinking. Second, project assignments teach students to work in groups, distribute tasks, search for information, make decisions, and defend results. As a result, communicative, organizational, and leadership skills develop.

Third, educational projects form students’ value-based attitude toward pedagogical situations. For example, a student who develops a project on environmental education perceives the idea of responsible attitude toward nature not only as a theoretical concept but also in connection with learners’ behavior, practical actions in the school environment, and collective initiatives. A reading-culture project, in turn, is interpreted as an educational tool that develops learners’ moral world, speech culture, and independent thinking.

Fourth, project activity develops reflective culture among future teachers. In traditional lessons, students often participate as recipients of ready-made knowledge. In the project process, however, they are required to evaluate the justification of their ideas, the effectiveness of selected methods, their role in the group, and the educational significance of the final outcome. Such reflection is an important condition for professional growth. It helps students realize that the teacher’s work involves continuous analysis, correction, and improvement rather than mechanical performance of planned activities.

The discussion of results shows that simply assigning a project is not enough to develop educational competence. The process must be methodologically well organized. The project topic should be directly related to students’ future professional activity; assessment criteria should be defined in advance; students should be guided to work with sources; integration with pedagogical practice should be ensured; and consultation and analysis should take place at

every stage. Otherwise, the project may outwardly resemble a creative assignment, but its effect on educational competence will remain limited.

The role of the teacher-facilitator is of special importance in developing educational competence through project-based technology. The facilitator does not provide students with ready-made answers; instead, the facilitator guides them in seeing the problem, asking questions, selecting sources, defining educational outcomes, and reaching conclusions. This approach strengthens students' independence, increases their pedagogical responsibility, and reinforces their professional identity. It also creates a learning environment in which students acquire experience of cooperation, mutual support, and shared responsibility.

Project-based methodology also contributes to the formation of a socially active teacher personality. By participating in educational projects, future teachers learn to connect the classroom with the broader social environment, including families, neighborhoods, cultural institutions, and youth organizations. This helps them understand that educational work is not an isolated activity but a socially meaningful process requiring cooperation among various stakeholders. Consequently, project technology enhances both methodological readiness and civic responsibility in future pedagogues.

CONCLUSION

The methodology for developing future teachers' educational competence through project-based technology is an effective approach that responds to the urgent needs of contemporary pedagogical education. The current meaning of the teaching profession is not limited to the transmission of knowledge; it also includes complex educational activity that influences learners' moral, social, ethical, and communicative development. Therefore, the process of preparing future teachers for educational work should be directed not toward memorizing theoretical information but toward understanding real pedagogical situations, analyzing problems, designing educational solutions, and evaluating outcomes.

Project-based technology has significant didactic potential for fulfilling this task. It develops students' independent thinking, initiative, culture of communication, ability to work in a team, creative decision-making, and capacity for reflective analysis. Through projects with educational content, students gain a deeper understanding of their professional role, learn the means of influencing the learner's personality, and recognize cooperation among school, family, and community as an essential component of the pedagogical process. Such activity strengthens future professional readiness as a class leader, subject teacher, and educator.

The methodological model proposed in the article is based on the unity of motivational-value, cognitive, practical-activity, and reflective-evaluative components. The motivational-value component forms students' attitude toward the profession and educational values. The cognitive component strengthens knowledge of educational theory, methodology, and normative legal foundations. The practical-activity component develops professional skills through designing, implementing, and presenting educational projects. The reflective-evaluative component ensures that students analyze their own activity, draw conclusions, and determine their personal trajectory of professional development.

The analysis indicates that project technology produces high results when it is used not merely as a method but as an integrative model for organizing pedagogical preparation. For this purpose, project topics should be selected in accordance with real problems of educational activity, tasks should be given step by step, assessment criteria should be clearly developed, the

connection with pedagogical practice should be strengthened, and students' reflective activity should be organized systematically. Integrating the methodology of educational work, pedagogy, psychology, foundations of spirituality, and pedagogical practice with project technology can bring future teachers' professional and educational preparation to a qualitatively new level.

References:

1. Mirziyoyev, Sh. M. (2021). The Strategy of New Uzbekistan. Tashkent: Uzbekistan.
2. Resolution of the President of the Republic of Uzbekistan No. PQ-289 of June 21, 2022, "On Measures to Improve the Quality of Pedagogical Education and Further Develop the Activities of Higher Education Institutions Training Pedagogical Personnel."
3. Decree of the President of the Republic of Uzbekistan No. PF-134 of May 11, 2022, "On Approval of the National Program for the Development of School Education in 2022-2026."
4. Decree of the President of the Republic of Uzbekistan No. PF-158 of September 11, 2023, "On the Uzbekistan-2030 Strategy."
5. Azizkhodjayeva, N. N. (2006). Pedagogical Technologies and Pedagogical Mastery. Tashkent: TSPU.
6. Hasanboyev, J., To'raqulov, X., & Haydarov, M. (2011). Pedagogy. Tashkent: Fan va texnologiya.
7. Musurmonova, O. (1996). Spiritual Values and Youth Education. Tashkent: O'qituvchi.
8. Mavlonova, R., To'rayeva, O., & Holiqberdiyev, K. (2001). Pedagogy. Tashkent: O'qituvchi.
9. Tokhtakhodjayeva, M. Kh. (2010). Theory and History of Pedagogy. Tashkent: Iqtisod-moliya.
10. Dewey, J. (1938). Experience and Education. New York: Macmillan..