

THE ROLE AND SIGNIFICANCE OF PEDAGOGICAL PRACTICE IN
DEVELOPING PROFESSIONAL COMPETENCE AMONG FUTURE TEACHERS

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Abstract: *This article provides a theoretical and practical analysis of the role and significance of pedagogical practice in developing the professional competence of future teachers. The aim of the study is to identify the potential of pedagogical practice for developing professional competencies among future teachers, reveal mechanisms for integrating theoretical knowledge with practical pedagogical activity, and substantiate pedagogical conditions that contribute to improving the effectiveness of teaching practice. The study employed the methods of scientific and pedagogical literature analysis, synthesis, comparison, generalization, pedagogical observation, interviews, questionnaires, analysis of pedagogical activities, and systematization of research findings. The results demonstrate that pedagogical practice creates favorable conditions for the comprehensive development of methodological, communicative, organizational, reflective, creative, and research competencies among future teachers. The study also established that the effectiveness of pedagogical practice is closely associated with the content and organization of practice, students' level of independent activity, mentoring, feedback, reflective tasks, and the purposeful use of contemporary educational technologies. The study concludes that organizing pedagogical practice according to the sequence of “observation — planning — practical activity — feedback — reflection — improvement” can serve as an effective model for developing the professional competence of future teachers and preparing them for independent and responsible professional activity.*

Keywords: *pedagogy, practice, competence, competency, teacher, methodology, communication, reflection, creativity, mentoring, innovation, technology.*

Annotatsiya: *Mazkur maqolada bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirishda pedagogik amaliyotning o'rni va ahamiyati nazariy hamda amaliy jihatdan tahlil qilinadi. Tadqiqotning maqsadi bo'lajak o'qituvchilarda kasbiy kompetensiyalarni rivojlantirishda pedagogik amaliyotning imkoniyatlarini aniqlash, nazariy bilimlarni amaliy pedagogik faoliyat bilan integratsiyalash mexanizmlarini ochib berish hamda pedagogik amaliyot samaradorligini oshirishga xizmat qiluvchi pedagogik shart-sharoitlarni asoslashdan iborat. Tadqiqotda ilmiy-pedagogik adabiyotlarni tahlil qilish, sintez, taqqoslash, umumlashtirish, pedagogik kuzatuv, suhbat, so'rovnoma, pedagogik faoliyatni tahlil qilish va tadqiqot natijalarini tizimlashtirish metodlaridan foydalanildi. Natijalar pedagogik amaliyot bo'lajak o'qituvchilarda metodik, kommunikativ, tashkiliy, refleksiv, kreativ va tadqiqotchilik kompetensiyalarini kompleks rivojlantirish uchun qulay sharoit yaratishini ko'rsatdi. Shuningdek, pedagogik amaliyotning samaradorligi uning mazmuni va tashkil etilishi, talabalarning mustaqil faoliyat darajasi, mentorlik, fikr-mulohaza, refleksiv topshiriqlar hamda zamonaviy ta'lim texnologiyalaridan maqsadli foydalanish bilan chambarchas bog'liqligi aniqlandi. Tadqiqot natijalariga ko'ra, pedagogik amaliyotni “kuzatish — rejalashtirish — amaliy faoliyat — fikr-mulohaza — refleksiya — takomillashtirish” ketma-ketligi asosida tashkil etish bo'lajak o'qituvchilarning kasbiy*

kompetentligini rivojlantirish va ularni mustaqil hamda mas’uliyatli kasbiy faoliyatga tayyorlashning samarali modeli bo’lib xizmat qilishi mumkin.

Kalit soʻzlar: pedagogika, amaliyot, kompetensiya, kompetentlik, oʻqituvchi, metodika, kommunikatsiya, refleksiya, kreativlik, mentorlik, innovatsiya, texnologiya.

Аннотация: В данной статье теоретически и практически анализируются роль и значение педагогической практики в развитии профессиональной компетентности будущих учителей. Цель исследования заключается в выявлении потенциала педагогической практики в формировании профессиональных компетенций будущих учителей, раскрытии механизмов интеграции теоретических знаний с практической педагогической деятельностью, а также обосновании педагогических условий, способствующих повышению эффективности педагогической практики. В исследовании использовались методы анализа научной и педагогической литературы, синтеза, сравнения, обобщения, педагогического наблюдения, интервьюирования, анкетирования, анализа педагогической деятельности и систематизации результатов исследования. Результаты показывают, что педагогическая практика создает благоприятные условия для комплексного развития у будущих учителей методических, коммуникативных, организационных, рефлексивных, творческих и исследовательских компетенций. Также установлено, что эффективность педагогической практики тесно связана с ее содержанием и организацией, уровнем самостоятельной деятельности студентов, наставничеством, обратной связью, рефлексивными заданиями и целенаправленным использованием современных образовательных технологий. В исследовании сделан вывод о том, что организация педагогической практики в соответствии с последовательностью «наблюдение — планирование — практическая деятельность — обратная связь — рефлексия — совершенствование» может служить эффективной моделью развития профессиональной компетентности будущих учителей и их подготовки к самостоятельной и ответственной профессиональной деятельности.

Ключевые слова: педагогика, практика, компетенция, компетентность, учитель, методика, коммуникация, рефлексия, творчество, наставничество, инновация, технология.

INTRODUCTION

Contemporary reforms in the education system, the transition toward competency-based approaches in teacher education, and the growing emphasis on the quality of educational outcomes have made the development of professional competence among future teachers an important scientific and pedagogical issue. A modern teacher is expected not only to possess profound theoretical knowledge in a particular subject area but also to apply this knowledge effectively in authentic educational contexts, design and organize learning activities, take into account learners’ individual characteristics, establish effective pedagogical communication, assess educational outcomes, and employ contemporary pedagogical technologies. Therefore, strengthening the relationship between theoretical preparation and practical professional activity, facilitating future teachers’ adaptation to authentic educational environments, and enhancing their readiness for independent pedagogical practice have become essential priorities of higher pedagogical education.

In Uzbekistan, ongoing reforms aimed at modernizing teacher education, strengthening the practical orientation of educational programs, and enhancing the professional potential of pedagogical personnel provide an important regulatory and organizational foundation for improving the content of teacher preparation. Current

regulatory documents concerning higher education institutions responsible for teacher preparation emphasize issues related to educational quality, pedagogical preparation, and the development of professional competencies [1]. These developments require higher pedagogical education institutions to strengthen the integration of theoretical knowledge with practical activity, prepare students to perform professional responsibilities independently, and improve mechanisms through which future teachers acquire experience in authentic educational settings.

Pedagogical practice represents an important educational mechanism that connects theoretical preparation with professional activity in the development of future teachers. During pedagogical practice, student teachers become directly acquainted with the functioning of educational institutions, observe and analyze lessons, conduct independent teaching activities, communicate with learners, assess educational outcomes, and acquire experience in making independent decisions in various pedagogical situations. Therefore, pedagogical practice should be regarded not merely as a means of reinforcing theoretical knowledge but as a comprehensive pedagogical process that contributes to the development of methodological, communicative, organizational, reflective, and research competencies.

In recent years, Uzbek scholars have increasingly investigated various methodological aspects of developing professional competence among future teachers. M.S. Abdullayeva examined technologies for increasing the effectiveness of developing the professional competence of future primary education teachers [2]. N.N. Safarova investigated the improvement of methodologies for developing the professional competence of future teachers through modern educational technologies [3]. B.A. Umarov specifically examined the improvement of future teachers' professional competence through digital technologies in the context of qualification-based pedagogical practice [4]. These studies demonstrate the importance of integrating pedagogical practice and contemporary educational technologies into the professional preparation of future teachers.

Furthermore, I.S. Joldasov investigated a methodology for developing the professional competence of future teachers with an emphasis on practical training, highlighting the potential of practical activities in competency development [5]. M.K. Djuraboyev focused specifically on improving the programmatic and methodological support of pedagogical practice for future teachers [6]. These studies demonstrate that improving the content, methodological support, and organizational mechanisms of pedagogical practice is an important condition for strengthening the professional competence of future teachers.

At the same time, although previous studies have examined the role of pedagogical practice in developing future teachers' professional competence from different perspectives, there remains a need to comprehensively reveal its potential for developing theoretical knowledge, practical skills, professional reflection, pedagogical communication, independent decision-making, and the ability to use contemporary educational technologies within an integrated framework. In particular, pedagogical practice should be analyzed not simply as an opportunity to acquire classroom teaching experience, but as an integrative process that contributes to the formation of professional identity, pedagogical thinking, reflective abilities, and competencies for solving authentic professional problems.

The relevance of this issue is determined, on the one hand, by the increasing implementation of competency-based approaches in education and, on the other hand, by the need to enhance the effectiveness of practical preparation for future teachers' professional activity. From this perspective, it is important to align the content and organizational forms

of pedagogical practice with the professional needs of future teachers, improve mechanisms for diagnosing competencies developed during practice, and establish effective approaches for assessing students’ professional development dynamics.

The aim of the study is to analyze the role and significance of pedagogical practice in developing the professional competence of future teachers from theoretical and practical perspectives, identify the key professional competencies developed during pedagogical practice, and substantiate pedagogical opportunities that can enhance its effectiveness.

The objectives of the study are to analyze the content and essence of the concepts of pedagogical practice and professional competence based on scientific literature; determine the role of pedagogical practice in developing the professional competence of future teachers; systematize the key professional competencies developed during pedagogical practice; identify opportunities for integrating theoretical knowledge with practical pedagogical activity; assess the influence of pedagogical practice on the professional preparation of future teachers; and develop scientifically grounded practical recommendations aimed at improving the effectiveness of pedagogical practice.

LITERATURE REVIEW AND METHODS

Literature Review. The development of professional competence among future teachers has been increasingly studied within the framework of competency-based education, practical professional preparation, pedagogical mastery, reflective activity, and innovative educational technologies. Among the important theoretical sources, the textbook *Pedagogy* by M.X. Toxtakhodjayeva and co-authors provides a systematic presentation of the foundations of pedagogy, research methods, didactics, educational principles, forms, methods and means of education, and factors contributing to the effective organization of the educational process [7].

O. Kurbanbayeva’s analysis of scientific research on the development of pedagogical competence among future teachers emphasizes the competency-based approach as an important methodological foundation of teacher education. The study examines the components and stages of pedagogical competence development and compares research conducted in Uzbekistan and other countries [8].

D. Samatova considers the development of professional competencies among future teachers as an important condition for achieving educational effectiveness. The author emphasizes the multidimensional nature of professional competence and the necessity of integrating competence development into teacher education programs [9].

M. Latipova proposed a model for developing the professional competence of future pedagogy teachers, identifying pedagogical knowledge, communicative competence, and reflective activity as important structural components. The study employed document analysis, questionnaires and interviews, observation, experimental methods, statistical analysis, and comparison [10].

The study by X. Umarqulova is particularly relevant to the role of pedagogical practice in developing professional competence. The research analyzes the influence of qualification-based pedagogical practice on the development of creativity, methodological, performance-pedagogical, and organizational abilities among future music teachers. The findings emphasize the importance of integrating pedagogical practice with information and communication technologies and innovative educational methods [11].

A 2026 study by M. Madraximova examines methods and technologies for developing the professional competence of prospective teachers during teaching practice. The study highlights problem-based learning, case study, project-based learning, reflective practice, mentoring, and digital educational technologies as effective mechanisms for integrating theoretical knowledge with practical experience [12].

International research also emphasizes the relationship between practice-oriented learning and professional competence. Zharylgassova et al. describe practice-oriented learning as an integrated approach that connects professional knowledge, pedagogical judgment, authentic teaching activities, mentoring, systematic reflection, and competence-oriented assessment in teacher education [13].

The literature review demonstrates that pedagogical practice represents one of the key mechanisms connecting theoretical preparation with professional activity. However, there remains a need to consider pedagogical practice not merely as a means of developing teaching skills but as an integrated pedagogical system aimed at developing methodological, communicative, reflective, organizational, creative, and research competencies.

Research Methods. The study employed a combination of theoretical, empirical, and analytical research methods to investigate the role and significance of pedagogical practice in developing the professional competence of future teachers.

At the theoretical stage, scientific literature, textbooks, methodological manuals, research articles, dissertations, and relevant regulatory documents concerning pedagogy, professional competence, pedagogical practice, professional preparation of future teachers, and practice-oriented learning were analyzed using the methods of analysis, synthesis, comparison, generalization, and systematization [7; 8; 9; 10].

Particular attention was paid to regulatory documents concerning the improvement of teacher education in Uzbekistan. Specifically, Decree No. PF-73 of the President of the Republic of Uzbekistan dated April 28, 2025, establishes measures aimed at improving the teacher-training system through a unified approach, transforming higher pedagogical education programs on the basis of international experience, and strengthening the integration of science and practice [14].

At the empirical stage, pedagogical observation, interviews, questionnaires, analysis of practical activities, and examination of pedagogical documentation were used to identify the professional skills of future teachers. These methods made it possible to examine students' abilities to plan lessons, organize educational activities, communicate with learners, assess educational outcomes, make independent decisions in pedagogical situations, and reflect on their professional activities.

The comparison and generalization methods were used to identify the professional competencies developed at different stages of pedagogical practice. Methodological, communicative, organizational, reflective, creative, and research competencies were defined as the main analytical dimensions. This approach made it possible to examine the contribution of pedagogical practice not only to the development of individual skills but also to the formation of the future teacher's integrated professional competence.

At the stage of data analysis, qualitative and quantitative analysis, grouping, comparison, and generalization were applied to evaluate the influence of pedagogical practice on the development of professional competencies. This methodological framework enabled the study to identify the relationship between the content, organizational forms, and

methodological support of pedagogical practice and the professional competence of future teachers.

RESULTS AND DISCUSSION

Pedagogical practice represents an important practical stage in the development of professional competence among future teachers. The results of the study demonstrate that pedagogical practice expands students’ opportunities to apply theoretical knowledge in authentic educational settings, perform professional tasks independently, and adapt to real pedagogical activities. In particular, the development of lesson planning, organization of the educational process, communication with learners, assessment of learning outcomes, and independent decision-making in pedagogical situations can be identified as important outcomes of pedagogical practice.

Within the study, the main components of professional competence were systematized as methodological, communicative, organizational, reflective, creative, and research competencies. These competencies develop in an interconnected manner and become evident at different stages of pedagogical practice.

Table 1. Key professional competencies developed during pedagogical practice.

No.	Professional competence	Manifestation during practice	Expected outcome
1	Methodological competence	Lesson planning and selection of appropriate methods and tools	Ability to effectively design educational activities
2	Communicative competence	Interaction with learners, teachers, and parents	Effective pedagogical communication
3	Organizational competence	Organization of lessons and extracurricular activities	Ability to manage the pedagogical process
4	Reflective competence	Analysis of teaching activities and identification of weaknesses	Self-assessment and professional development
5	Creative competence	Use of innovative methods and non-traditional tasks	Creative approaches to pedagogical problems
6	Research competence	Identification and analysis of pedagogical problems	Ability to address problems on a scientific basis

The table demonstrates that pedagogical practice contributes not to the development of a single component of professional competence but to the integration of several competencies. When students apply methodological knowledge while organizing a lesson, they simultaneously develop communicative, organizational, and reflective competencies. Therefore, pedagogical practice can be regarded as an integrated educational environment for the development of professional competence.

One of the important findings of the study is that the transfer of theoretical knowledge into practical activity during pedagogical practice increases future teachers’ professional confidence. Pedagogical and methodological knowledge acquired in classroom settings is tested through direct interaction with learners. This enables students to adapt theoretical

knowledge to specific situations, identify pedagogical problems, and develop independent solutions.

Another important outcome of pedagogical practice is the development of professional reflection. Analyzing one’s own teaching activity, evaluating learner engagement, determining the effectiveness of teaching methods, and drawing conclusions for future practice contribute significantly to professional growth. When reflective activities are organized systematically, students become more aware of their strengths and weaknesses and are able to develop individual strategies for further professional improvement.

The study also demonstrates that the effectiveness of pedagogical practice cannot be determined solely by its duration. Its outcomes are influenced by the clarity of practice objectives and content, students’ level of independent activity, feedback provided by supervisors and mentor teachers, the use of modern pedagogical technologies, the inclusion of reflective tasks, and the active participation of students.

From this perspective, organizing pedagogical practice according to the sequence of “observation — implementation — analysis — evaluation — improvement” can be considered an effective methodological model. Within this model, students first observe the activities of experienced teachers, then undertake independent pedagogical activities, analyze their performance, evaluate the outcomes, and redesign subsequent activities based on identified weaknesses.

Table 2. Mechanism of pedagogical practice in developing professional competencies.

Stage	Student activity	Competence developed
Observation	Observing and analyzing experienced teachers’ activities	Analytical and reflective competence
Planning	Defining lesson objectives, content, methods, and tools	Methodological competence
Practical activity	Conducting independent lessons and pedagogical activities	Methodological, communicative, and organizational competence
Feedback	Receiving recommendations from teachers and supervisors	Reflective competence
Self-analysis	Identifying strengths and weaknesses of one’s own activity	Reflective and research competence
Improvement	Redesigning subsequent pedagogical activities	Creative and professional competence

This mechanism transforms pedagogical practice from a passive observation process into an active professional development environment. Students are not merely recipients of ready-made knowledge but active participants who design, analyze, and improve their own professional activities.

The development of communicative competence during pedagogical practice is also particularly significant. Future teachers interact with learners who differ in character, interests, levels of knowledge, and individual needs. Through such interaction, they acquire practical mechanisms of pedagogical communication. This requires not only the transmission of information but also active listening, questioning, explanation, encouragement, conflict management, and consideration of learners’ psychological conditions.

Pedagogical practice also creates significant opportunities for developing creative competence. Not every pedagogical situation can be predicted in advance. Therefore, future

teachers need to adapt to unexpected circumstances, develop different methodological solutions, and adjust educational content to learners’ needs. Such activities contribute to the flexibility and creativity of pedagogical thinking.

The role of pedagogical practice in developing research competence is also important. During practice, students can conduct small-scale pedagogical investigations by observing learners’ achievement, engagement, interests, or particular educational problems. Identifying a problem, collecting information, analyzing it, and developing a practical solution contributes to the development of scientific and pedagogical thinking.

The findings further indicate the importance of mentoring and feedback in increasing the effectiveness of pedagogical practice. When students’ activities are observed by experienced teachers and they receive specific and constructive recommendations, the developmental effect of practice becomes stronger. In particular, feedback should not be limited to identifying weaknesses; it should also provide practical ways to overcome them.

In contemporary educational settings, the content of pedagogical practice should also be enriched through digital technologies. Experience in using electronic educational resources, interactive platforms, multimedia tools, digital assessment instruments, and other contemporary technologies can broaden future teachers’ professional competencies. Digital tools should not be considered an end in themselves but rather as pedagogical instruments that contribute to improving the effectiveness of education.

Overall, the results demonstrate that the significance of pedagogical practice in developing professional competence among future teachers is manifested in several interconnected areas: application of theoretical knowledge in practice, development of professional skills, improvement of pedagogical communication, independent decision-making, strengthening of reflective activity, development of creative approaches, and investigation of pedagogical problems.

Therefore, pedagogical practice should be organized not as an additional element of higher pedagogical education but as an integrated pedagogical system for developing the professional competence of future teachers. Such an approach reduces the gap between theory and practice, strengthens students’ readiness for professional activity, and creates conditions for their development as independent, competent, and reflective professionals.

CONCLUSION

The findings of the study demonstrate that pedagogical practice represents an important pedagogical mechanism for developing the professional competence of future teachers by connecting theoretical knowledge with practical professional activity. During pedagogical practice, students progressively develop professional skills such as lesson planning, organization of the educational process, pedagogical communication, assessment of learners’ activities, independent decision-making in pedagogical situations, and reflection on their own professional performance.

The analysis shows that the effectiveness of pedagogical practice is not determined solely by its duration or by the number of lessons conducted. Rather, it is closely associated with the competency-based organization of practice, the level of students’ independent activity, mentoring provided by experienced teachers and supervisors, systematic feedback, and the implementation of reflective tasks. Therefore, organizing pedagogical practice according to the sequence of “observation — planning — practical activity — feedback —

reflection — improvement” creates favorable conditions for the professional development of future teachers.

The study identified methodological, communicative, organizational, reflective, creative, and research competencies as the principal professional competencies that can be developed through pedagogical practice. Their development strengthens not only students’ ability to perform teaching activities but also their capacity to identify pedagogical problems independently, approach them creatively and scientifically, evaluate their own professional performance, and pursue continuous professional development.

Another important outcome of pedagogical practice is the adaptation of future teachers to authentic professional environments. Practical activity within educational institutions increases students’ sense of professional responsibility, enables them to understand the real complexities of teaching, and provides opportunities to acquire experience in making independent professional decisions. At the same time, integrating contemporary digital and innovative educational technologies into pedagogical practice can further enhance future teachers’ methodological and creative competencies.

Thus, pedagogical practice should not be considered merely as a practical component of higher pedagogical education but rather as an integrated pedagogical system for the comprehensive development of future teachers’ professional competence. This requires improving pedagogical practice programs on the basis of competency-based approaches, assessing practice outcomes according to clearly defined criteria, strengthening mentoring and feedback mechanisms, expanding reflective activities, and using digital educational tools purposefully.

Overall, effectively organized pedagogical practice serves as a significant factor in transforming future teachers’ theoretical knowledge into practical competence, developing their professional confidence and pedagogical mastery, preparing them for independent and responsible professional activity, and supporting their formation as competent educators capable of responding to the contemporary requirements of education.

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