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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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A MODEL FOR DEVELOPING TRANSVERSAL- METHODOLOGICAL COMPETENCIES IN FUTURE EDUCATORS

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Abstract: This annotation outlines the priority directions for modernizing the higher education system in Uzbekistan up to 2030. In this process, the development of independent learning, critical thinking, and transversal-methodical competencies in future preschool educators is defined as a key objective. The use of innovative pedagogical technologies in the educational process serves to strengthen the professional training of future specialists. In particular, transversal-methodical competence integrates knowledge, creativity, and adaptability, enabling effective solutions to professional tasks. The study develops a model for training educators that includes goal-setting, systematic organization of educational content, and stages for competence assessment. This model creates a foundation for graduates to successfully operate in a modern educational environment.

Key words: higher education, Uzbekistan-2030, independent learning, critical thinking, pedagogical technologies, professional competence, transversal-methodical competence, competency-based approach.

Annotatsiya: Ushbu annotatsiyada O'zbekiston oliy ta'lim tizimini 2030-yilgacha modernizatsiya qilishning ustuvor yo'nalishlari yoritilgan. Mazkur jarayonda bo'lajak maktabgacha ta'lim tashkiloti tarbiyachilarida mustaqil ta'lim olish, tanqidiy fikrlash va transversal-metodik kompetensiyalarni rivojlantirish asosiy maqsad sifatida belgilangan. Ta'lim jarayonida innovatsion pedagogik texnologiyalardan foydalanish bo'lajak mutaxassislarining kasbiy tayyorgarligini mustahkamlashga xizmat qiladi. Xususan, transversal-metodik kompetensiya bilim, ijodkorlik va moslashuvchanlikni integratsiyalashgan holda kasbiy vazifalarni samarali hal etish imkonini beradi. Tadqiqotda maqsadni belgilash, ta'lim mazmunini tizimli tashkil etish va kompetensiyalarni baholash bosqichlarini o'z ichiga olgan pedagoglarni tayyorlash modeli ishlab chiqilgan. Ushbu model bitiruvchilarning zamonaviy ta'lim muhitida muvaffaqiyatli faoliyat yuritishi uchun zamin yaratadi.

Kalit so'zlar: oliy ta'lim, O'zbekiston-2030, mustaqil ta'lim, tanqidiy fikrlash, pedagogik texnologiyalar, kasbiy kompetensiya, transversal-metodik kompetensiya, kompetensiyaviy yondashuv.

Аннотация: В данной аннотации рассматриваются приоритетные направления модернизации системы высшего образования в Узбекистане до 2030 года. В данном процессе развитие самостоятельного обучения, критического мышления и трансверсально-методических компетенций у будущих педагогов дошкольного образования определяется как ключевая задача. Использование инновационных педагогических технологий в образовательном процессе способствует укреплению профессиональной подготовки будущих специалистов. В частности, трансверсально-методическая компетентность объединяет знания, креативность и адаптивность, обеспечивая эффективное решение профессиональных задач. В исследовании разработана модель подготовки педагогов, включающая целеполагание, системную организацию образовательного содержания и этапы оценки компетенций. Данная модель создает основу для успешной деятельности выпускников в современной образовательной среде.

Ключевые слова: высшее образование, Узбекистан-2030, самостоятельное обучение, критическое мышление, педагогические технологии, профессиональная компетентность, трансверсально-методическая компетентность, компетентностный подход.

INTRODUCTION

In the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, important tasks have been defined, including fostering students' independent learning, critical and creative thinking, and systematic thinking; developing entrepreneurial skills; introducing techniques and technologies aimed at competency development in the educational process; orienting the educational process toward the formation of practical skills; and extensively implementing advanced pedagogical technologies, training programs, and educational and methodological materials based on international educational standards. The

modernization of the educational system and the changes occurring in higher education are essential for the development of the professional competence of educational institution staff. Currently, state educational standards of higher education are being implemented, and innovations in educational content and technology are being widely introduced, aimed at improving the quality of training for future professional education teachers.

Transversal-methodological competence refers to integrated qualities based on an individual's general capacity to operate, as well as on the knowledge and experience manifested in their professional training. Thus, the concepts of competence and competency are broader than the concepts of knowledge, skills, and abilities, as they include such qualities as the integration of specialist knowledge into practical activities, foresight in identifying and solving problems, the ability to solve non-standard professional situations and complex tasks efficiently, productivity, flexibility in adapting to changing working conditions, and creative thinking skills. The development of the target component, which reflects a modern competitive professional personality, is associated with both internal and external factors. The state and society can be considered external factors, while personality traits represent internal factors. Through the interaction of these factors, a modern competitive personality is formed, enabling future educators to apply their professional skills not only in the training process but also in everyday life. The target component of the developed model, focused on the professional development of future educators based on a competency-based approach, determines the purpose of the activity, namely improving the technology of preparation for professional activity.

RESEARCH METHODOLOGY

The methodological component serves as the foundation for designing the process of developing the professional-pedagogical competence of future educators. The competency-based approach is applied in the educational process in accordance with the requirements of state educational standards (DTS) and qualifications. The development of professional-pedagogical competence is carried out through the use of pedagogical task-based methods, interactive educational technologies, didactic tools (such as tests, situational tasks, and creative exercises), and information and communication technologies.

ANALYSIS AND RESULTS

The resultant component includes levels, indicators, and criteria of the professional competence of the future educator (excellent, good, average, acceptable), as well as the assessment of students' knowledge, skills, qualifications, activities, self-awareness, and control. Goal setting in the formation of professional and pedagogical competencies of future educators is based on a model for developing professional and pedagogical competence, which integrates the main foundations and factors of research work. The model is developed based on the organization of the process and the accuracy of the results.

The study of the effectiveness of the model educational process, divided into system and subsystem elements, ensures the achievement of gradual educational outcomes in a goal-oriented manner, as well as the ability to conduct and control the pedagogical process in a holistic and organized way.

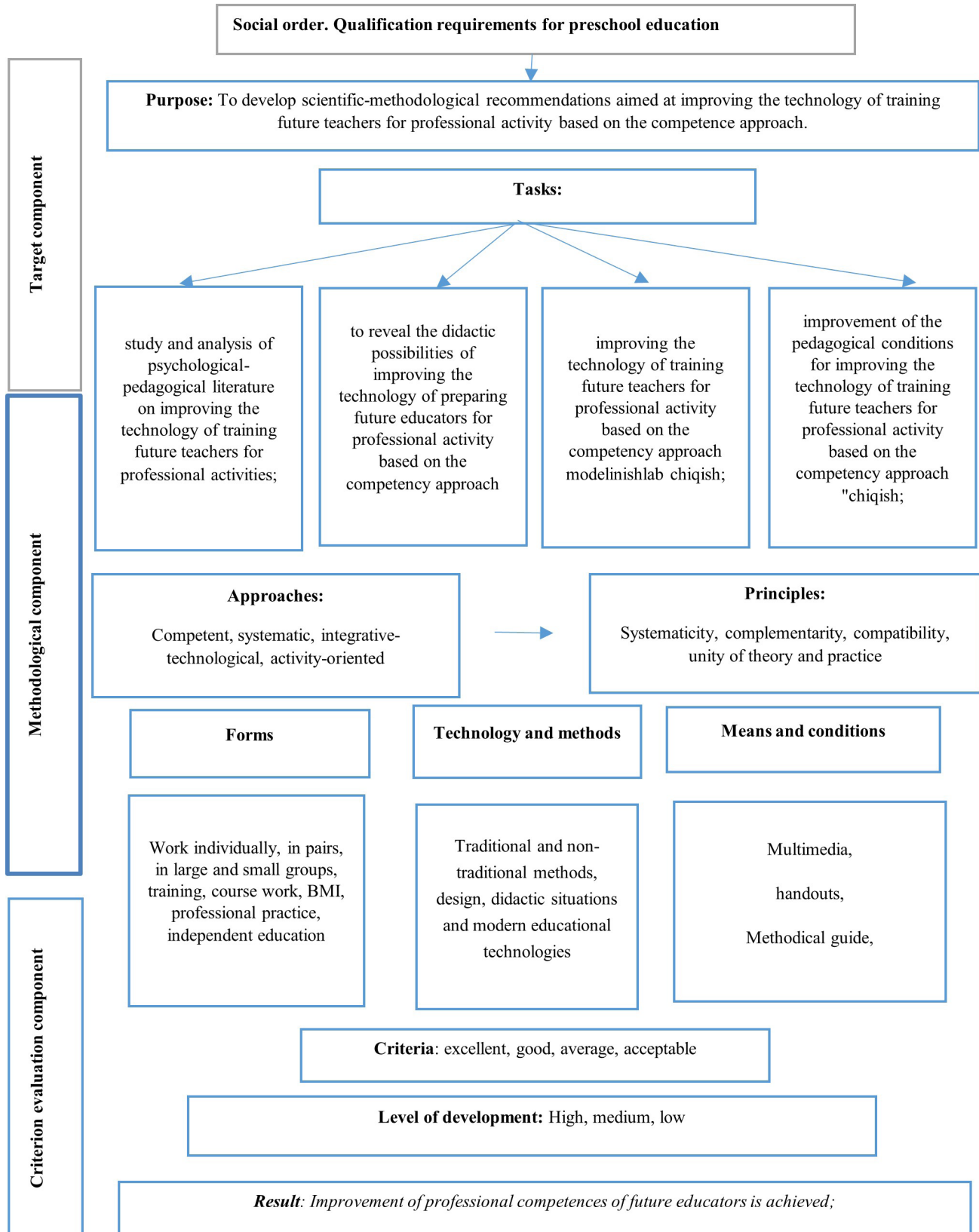
The model includes the task of training and quality control mechanisms for future educators based on the requirements of the DTSS and social demand in preparing them for professional activities. Classroom instruction, qualification practice, independent learning processes, and the acquisition of work experience, along with the development of personal, professional, and individual qualities, ensure the formation of basic, universal, and special competencies of graduates.

The future educator should master a system of skills and qualifications related to professional activities, including: setting goals, selecting content, and organizing project work; synthesizing a range of problem-solving approaches or implementation strategies; carrying out tasks in a timely and creative manner; determining indicators that provide necessary information on the development of theoretical and practical knowledge, skills, and qualifications.

The methodological foundations for the development of professional and pedagogical competence were analyzed based on the stages and processes of organizing training in non-classroom and independent education. The content, forms, methods, and means of education in teaching preschool subjects were also analyzed. The future educator must also acquire the following competencies: setting goals, selecting content, and organizing project work; synthesizing possible solutions to problems or approaches to implementation; performing assigned tasks in a timely and creative manner; determining indicators that ensure access to information on the development of theoretical and practical knowledge, skills, and qualifications. In addition, the proposed model emphasizes the integration of theoretical training with practical experience through a systematic combination of classroom instruction, extracurricular activities, and independent learning. Special attention is given to reflective practice, self-assessment, and continuous professional development, enabling future educators to critically analyze their pedagogical activities and improve professional performance. The model also incorporates



feedback mechanisms from educational institutions and social stakeholders to ensure alignment with labor market requirements and contemporary preschool education standards. As a result, future educators develop the ability to apply innovative teaching methods, adapt to changing educational conditions, and effectively solve professional problems. This holistic approach ensures the sustainable development of professional and pedagogical competence and enhances the overall quality of educator training in higher education institutions.



Picture 1: Social order. Qualification requirements for preschool

Based on the competence-based approach, a model for improving the technological system of preparing future educators for professional activities was developed to increase the effectiveness of practical activities in acquiring knowledge, skills, and qualifications in the educational process. The model considers the influence of basic, general, and special competencies on the development of professional-pedagogical competence and the didactic development of professional competence structures.

CONCLUSION

In conclusion, the modernization of the higher education system in Uzbekistan requires a competency-based approach to the professional training of future preschool educators. The findings of this study demonstrate that the development of transversal-methodical competence plays a crucial role in fostering independent learning, critical thinking, and professional adaptability. The proposed training model, which is based on clear goal setting, systematic organization of educational content, and staged competence assessment, ensures the effective integration of innovative pedagogical technologies into the educational process. As a result, future educators are better prepared to respond to the demands of a rapidly changing educational environment. The implementation of this model contributes to improving the quality of preschool education and supports the successful professional development of graduates in accordance with modern educational standards.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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