



THE ROLE OF FUTURE TEACHERS IN TRAINING PERSONNEL WITH INTELLECTUAL POTENTIAL IN THE NEW UZBEKISTAN

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Abstract

This article analyzes the role of future teachers in shaping an intellectually developed generation of specialists amid the modernization and reform of Uzbekistan's education system. It examines the key tasks facing 21st-century educators and outlines the competencies necessary for successfully nurturing personnel with a high level of knowledge, creative thinking, and civic responsibility.

Keywords: New Uzbekistan, future teacher, intellectual potential, education system, modernization, innovation, professional competencies, teacher education.

Introduction

Education as a Strategic Resource for National Development

Education has always been the foundation of progress and civilization. In today's world—where knowledge and innovation are the main drivers of sustainable development—the role of education has grown immensely.

In recent years, Uzbekistan has undergone a profound transformation of its educational system: modern education standards have been introduced, academic freedoms have been expanded, and conditions have been created for developing individuals with high intellectual capacity.



Government programs such as The Strategy of Actions for Five Priority Areas of Development of the Republic of Uzbekistan and The Concept for the Development of the Education System until 2030 are directly aimed at preparing the intellectual elite of the country. However, no reform can be effective without well-trained teachers capable of implementing these goals in practice.

2. The Future Teacher as a Carrier of Progressive Ideas

Today, higher pedagogical education in Uzbekistan aims not only to teach students the theory of instruction but also to develop pedagogical thinking, innovative approaches to learning, and leadership qualities.

A future teacher must become an active participant in educational reforms, an initiator of innovations, a researcher of the educational process, and a spiritual mentor for youth.

They should possess interdisciplinary knowledge, digital literacy, the ability to work in multicultural environments, and an understanding of students' psychological characteristics, while constantly striving for self-improvement. This is especially important in the context of globalization and the digital transformation of education.

3. Competencies of the Future Teacher in the Knowledge Era

The era of knowledge, digitalization, and the creative economy requires a new set of competencies from future teachers. Traditional teaching is no longer sufficient — today's teacher must be a versatile professional who combines the roles of instructor, mentor, mental coach, digital expert, and even educational manager.

According to international educational standards, the following key competencies are essential for a modern teacher:

- Methodological competence – the ability to design, organize, and assess the learning process.
- Information and digital competence – proficiency in ICT, online education, and interactive digital resources.
- Cognitive competence – the ability to think critically, conduct research, and process information effectively.
- Communicative competence – effective interaction with students, parents, and colleagues.



-Creative and innovative competence – the ability to generate new ideas and apply non-standard approaches in education.

-Ethical and civic competence – commitment to moral principles, patriotism, and spiritual values.

Developing these competencies requires a deep modernization of pedagogical universities, a shift from an academic to a practice-oriented approach, individualized learning, and the integration of modern technologies.

4. The Role of Pedagogical Universities in Developing Intellectual Potential

Pedagogical universities in Uzbekistan are becoming intellectual laboratories shaping the future of the national education system. Here, the foundation is laid for a new generation of teachers capable of ensuring the sustainable development of the country.

This is achieved through:

-The implementation of modular and credit systems, enabling flexible, individualized learning paths;

-The development of international cooperation — dual-degree programs, internships, and academic exchanges;

-Integration of science and practice — student participation in research, conferences, and educational projects;

-The creation of centers for pedagogical excellence and innovation incubators where future teachers design their own teaching methods and apply STEM/STEAM approaches;

-The active use of digital platforms and e-content in teaching.

Thus, the pedagogical university becomes not only a place of learning but also a space for professional and personal growth — preparing teachers who can nurture intellectually rich, culturally aware, and socially active citizens.

5. Practice-Oriented Training: Bridging Theory and Reality

One of the main objectives of modern pedagogy is to close the gap between theory and practice — to ensure that student-teachers not only acquire knowledge but also learn to apply it in real school environments.

Modern forms of practical training include:

-School internships from the first years of study;

-Mentoring by experienced teachers and university instructors;



- Conducting open lessons, pedagogical trainings, and master classes;
- Case studies and simulations of educational situations;
- Practicums on organizing extracurricular activities and patriotic or moral education.

Additionally, teaching practice in remote regions helps future teachers understand the social significance of their profession, work with limited resources, and find creative solutions to pedagogical challenges — preparing them for the realities of modern schools.

6. National and Spiritual Values as Part of Intellectual Education

The development of intellectual potential is impossible without relying on national, cultural, and spiritual traditions. Uzbekistan possesses a rich historical and cultural heritage — literature, philosophy, Islamic ethics, and oral traditions.

The mission of the future teacher is not only to educate but also to preserve and transmit these values to younger generations, fostering pride in their homeland, respect for elders, and a desire for knowledge and goodness.

The combination of intellectual development and moral education creates a harmonious, well-rounded personality capable of acting effectively in society and serving as a moral example for others.

7. Examples of Successful Pedagogical Initiatives in Uzbekistan

In recent years, several initiatives in Uzbekistan have contributed to developing personnel with strong intellectual potential, including:

- “Ilm-fan maktabi” (School of Science) – specialized schools for gifted students taught by the nation’s best teachers;
- The National Contest “Teacher of the Year” – identifying and rewarding talented educators;
- The digitalization of schools – introducing interactive boards and distance learning platforms;
- The establishment of youth academies, clubs, and technoparks – promoting engineering, mathematics, and logical thinking among students.

These initiatives not only motivate teachers toward self-improvement but also create an educational environment conducive to the intellectual development of learners.



Conclusion

The role of future teachers in preparing intellectual personnel for the New Uzbekistan cannot be overstated. The country's future depends on their professionalism, worldview, pedagogical culture, and competence.

The teacher of the future is not just an educator but a creator of the nation's intellectual elite — shaping thinking, moral values, and the cultural identity of the new generation.

Amid rapid reforms and global challenges, it is the future teacher who becomes the key agent of change — ensuring sustainable development, spiritual renewal, and innovative progress in Uzbekistan.

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