

**PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF PROFESSIONAL AND
PEDAGOGICAL TRAINING OF FUTURE TEACHERS**

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ABSTRACT

This article examines the pedagogical and psychological foundations of professional and pedagogical training of future teachers within the context of modern educational transformation. The study analyzes theoretical approaches to teacher preparation, emphasizing the integration of pedagogical knowledge, psychological competence, and professional skills. Particular attention is given to the development of reflective thinking, motivation, communicative competence, and emotional intelligence as essential components of effective teaching practice. The paper explores contemporary models of teacher education, highlighting the role of learner-centered approaches, competency-based frameworks, and continuous professional development. The interconnection between pedagogical theory and psychological principles is considered a key factor in shaping professionally competent, adaptable, and socially responsible educators. The findings underline the importance of creating a supportive educational environment that fosters personal growth, professional identity formation, and readiness for innovative teaching activities.

Keywords: professional teacher training, pedagogical foundations, psychological foundations, teacher education, professional competence, reflective practice, communicative competence, emotional intelligence, learner-centered approach, competency-based education, professional development.

INTRODUCTION

The rapid transformation of modern society, globalization processes, and the digitalization of education have significantly increased the requirements for the professional competence of teachers. In this context, the professional and pedagogical training of future teachers has become one of the central issues in contemporary educational research. The effectiveness of educational reforms largely depends on the quality of teacher preparation, which must be grounded in solid pedagogical and psychological foundations.

Professional and pedagogical training is a complex, multidimensional process that integrates subject knowledge, teaching methodology, psychological awareness, and practical experience. Modern teacher education programs are expected not only to provide theoretical knowledge but also to develop critical thinking, creativity, emotional stability, communicative competence, and reflective abilities. These qualities enable future teachers to adapt to dynamic educational environments and respond effectively to diverse learners' needs.

The pedagogical foundations of teacher training emphasize learner-centered approaches, competency-based education, and the formation of professional identity. At the same time, psychological foundations focus on understanding learners' cognitive development, motivation, individual differences, and socio-emotional characteristics. The integration of these two dimensions ensures the holistic development of future educators and strengthens their readiness for professional activity.

Despite significant research in teacher education, there remains a need to systematize and clarify the interrelationship between pedagogical and psychological components in the preparation of future teachers. Therefore, this article aims to analyze the key pedagogical and psychological principles underlying professional teacher training and to determine their role in shaping competent, reflective, and innovative educators.

Pedagogical Foundations of Professional Teacher Training



The pedagogical foundations of professional and pedagogical training of future teachers are based on modern educational paradigms that prioritize competency development, learner-centeredness, and lifelong learning. Contemporary teacher education emphasizes the transition from traditional knowledge transmission to the formation of professional competencies that enable effective teaching practice in diverse educational settings.

A competency-based approach plays a crucial role in teacher preparation, focusing on the development of subject, methodological, social, and digital competencies. This approach ensures that future teachers acquire not only theoretical knowledge but also practical skills necessary for planning, implementing, and evaluating the teaching–learning process. Pedagogical training also highlights the importance of reflective practice, which allows future teachers to analyze their professional actions, identify challenges, and continuously improve their instructional strategies.

Additionally, innovative pedagogical technologies—such as problem-based learning, project-based learning, and collaborative learning—are widely integrated into teacher education programs. These methods promote active learning, critical thinking, and creativity, contributing to the professional growth of future educators.

Psychological Foundations of Teacher Education

Psychological foundations are essential for understanding the internal mechanisms that influence the professional development of future teachers. Psychological preparedness includes the development of motivation for teaching, emotional stability, self-regulation, and professional resilience. These factors directly affect teachers' effectiveness, job satisfaction, and ability to manage classroom challenges.

An important aspect of psychological training is the development of emotional intelligence, which enables future teachers to recognize and manage their own emotions as well as understand the emotional states of learners. High levels of emotional intelligence contribute to positive teacher–student relationships, conflict resolution, and a supportive classroom climate.

Furthermore, psychological knowledge of cognitive development, learning styles, and individual differences allows future teachers to design inclusive and differentiated instruction. The formation of professional identity and self-efficacy is also emphasized, as it influences teachers' confidence, decision-making, and commitment to the profession.

Integration of Pedagogical and Psychological Components

The effectiveness of professional teacher training largely depends on the integration of pedagogical and psychological components within a unified educational framework. Pedagogical knowledge without psychological understanding may lead to ineffective teaching practices, while psychological awareness without pedagogical competence limits instructional effectiveness.

An integrated approach supports the holistic development of future teachers by aligning teaching methods with learners' psychological characteristics and developmental needs. This integration fosters adaptive teaching, reflective thinking, and innovative problem-solving skills. Practice-oriented training, including teaching internships and microteaching, serves as a bridge between theory and practice, enabling future teachers to apply pedagogical and psychological principles in real educational contexts.

Conditions for Effective Professional and Pedagogical Training

The successful implementation of pedagogical and psychological foundations in teacher education requires specific organizational and pedagogical conditions. These include a supportive learning environment, qualified academic staff, continuous feedback mechanisms, and the use of modern educational technologies.



Mentorship and pedagogical supervision play a significant role in guiding future teachers during their professional development. Additionally, continuous assessment and self-evaluation contribute to the formation of reflective practitioners who are capable of lifelong professional growth.

CONCLUSION

In conclusion, the professional and pedagogical training of future teachers is a multidimensional and dynamic process grounded in strong pedagogical and psychological foundations. Modern educational demands require teachers not only to possess subject knowledge and methodological skills but also to demonstrate psychological readiness, emotional intelligence, reflective thinking, and adaptability to changing learning environments.

The analysis confirms that pedagogical foundations ensure the development of professional competencies, instructional strategies, and innovative teaching practices, while psychological foundations contribute to motivation, self-efficacy, emotional stability, and an understanding of learners' individual characteristics. The integration of these components forms the basis for holistic teacher preparation and supports the formation of professional identity.

Effective professional training is achieved when pedagogical theory and psychological principles are interconnected within practice-oriented educational models. Teaching internships, reflective activities, mentorship, and competency-based approaches play a significant role in strengthening professional readiness.

Therefore, the improvement of teacher education programs should focus on enhancing the integration of pedagogical and psychological disciplines, fostering reflective practice, and creating supportive learning environments that encourage continuous professional growth. Such an approach will contribute to preparing competent, innovative, and socially responsible educators capable of meeting the challenges of modern education.

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