

Examining the Components of Pedagogical Expertise Through an Axiological Framework, Using Preschool Education as an Illustrative Example

Turgunov Mirjalol Mirzakhamdam

Fergana State University

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Abstract: This abstract explores the theoretical and methodological foundations of preparing students for teaching roles, employing an axiological framework as a guiding paradigm. The study investigates the development of educational competencies in students through the lens of axiology, emphasizing the values and beliefs that shape effective teaching practices. Axiology, as a branch of philosophy concerned with values and ethics, offers a comprehensive framework for understanding the complex interplay between educators' values, instructional methods, and student learning outcomes. The analysis delves into key components of pedagogical expertise, elucidating how teachers' values and beliefs influence their instructional approaches and interactions with students. By examining the underlying principles of axiology, the study highlights the significance of fostering a value-driven approach to education, where educators prioritize the holistic development of students' intellectual, emotional, and ethical capacities. Furthermore, the study explores practical implications for incorporating axiological principles into teacher training programs and curriculum design. It underscores the importance of cultivating reflective and ethically-minded educators who are capable of promoting inclusive learning environments and fostering students' critical thinking skills. Through case studies and illustrative examples drawn from preschool education, the essay demonstrates how an axiological approach can enhance teaching effectiveness and contribute to the overall quality of education. Overall, this research offers valuable insights into the transformative potential of axiological pedagogy in preparing future educators for the challenges of contemporary teaching practice.

Keywords: Axiological Approach, Pedagogical Process, Pedagogical Activity, Integrative, Value, Value Approach, Axiological Hierarchy, Technology, Cognitive, Emotional, Socio-Centric, Genetic, National, Historical, Technical

Introduction

It is necessary to emphasize that the development of pedagogical abilities is also crucial in the training of future teachers. Pedagogical skills encompass a spectrum of inherent qualities essential for effective teaching (Archana, 2021; dos Santos, 2023; Mazilov, 2020; Shakirova, 2021). These attributes empower educators to adeptly orchestrate professional endeavors, ensuring a high standard of performance. Central to the educator's role are qualities that reflect their humanity, complemented by a deep reservoir of professional knowledge, pedagogical acumen, and refined instructional techniques (Almenbetova, 2021; Galymzhan, 2021; Kadutskaya, 2020).

Moreover, the humanity of teaching lies at the heart of the profession, intertwining with pedagogical prowess to shape impactful educational experiences. Educators who embody empathy, compassion, and understanding create nurturing learning environments conducive to students' holistic development (DuBois, 2019; Seckel, 2020; Voithofer, 2019). Balancing these human attributes with pedagogical expertise fosters a dynamic teaching approach that fosters student engagement, intellectual growth, and socio-emotional well-being. As such, the cultivation of pedagogical skills emerges as a cornerstone in the education and training of future teachers, equipping them with the essential tools to navigate the complexities of contemporary educational landscapes (Li, 2022; Matlasevych, 2021; Mazilov, 2022).

Methodology

The preparation of students for professional activities in Uzbekistan is based on socio-philosophical and pedagogical-psychological foundations. These foundations also contribute to the formation of the value system. N. Shadiyev, B. Adizov, O. Jamoldinova, I. Isayev, Sh. Mardonov, U. Solomov, O. Musurmonova, S. Nishanova, V. Slastenin, D. Ro'ziyeva, B. Khodjayev, Sh. Sharipov, Sh. Shodmonova, YE. Shiyanov, N. Egamberdiyeva, M. The study of the Quran and its teachings is given significant emphasis in national, worldwide, spiritual, moral, aesthetic, and educational research. A special focus is placed on the examination of educational values and the exploration of specific issues related to the development of future teachers' value systems.

Several scientific studies have been conducted in the CIS nations regarding the training of educators for professional and pedagogical activities, as well as the development and implementation of teaching methods in the educational process. Specifically, O.A.Kolesnik, B.T.Likhachev, A.I.Mishenko, V.A.Slastenin, L.F.Spirina, L.G.Semushina, V.P.Bespalco, V.M.Monakhov, G.L.Yilin, T.K.Smikovskaya, S.V.Wasekin, O.B.Yepisheva, G.A. Referenced in the research conducted by scientists like Monakhov from international scientists. Wilson, J. Kim, Angela Stoff, Benjamin Bloom, Brian Cole, Drapeau Patty, Jaslin Holberg, Merriembar Jeron, and Leyle M. Spencer examined the details of how pedagogical staff are prepared for professional teaching activities.

Result and Discussion

Pedagogical skill is a self-regulating system within an individual's psyche, with humane orientation being the primary feature of this system. Abilities are the primary prerequisite for achieving success, and educational techniques serve as the means to achieve it. Now, let us thoroughly examine the four components of pedagogical expertise.

A. Teacher's Emphasis on Humanistic Values

When we view the clash of ideas and the fight for one's stance as a theatrical performance, the entire role of the educator revolves around these dramatic situations. As a result, disagreements become more apparent as the ability level increases. The innovative system presented by the imaginative teacher often faces resistance from traditional perspectives. The personality orientation of each teacher varies, with the most significant ones being:

- 1) self-orientation, which includes self-confidence and the aspiration to be seen as an educated, demanding, and authentic teacher;
- 2) means-oriented orientation, focusing on the pedagogical methods used to influence students;
- 3) goal-oriented orientation, emphasizing a creative and humane approach to the objectives, strategies, objects, and methods of pedagogical activity. For an educator, the primary focus on achieving the purpose of humanizing activities is of greater significance. However, it is only through the sense of obligation towards the future, deliberate effort, boundless affection for children, and the expertise of the educator that their professional abilities are developed.

B. Expertise in a Specific Field

The professional orientation of a talented future teacher is based on two essential factors: their subject-specific training and their ability to effectively communicate with students. Professional knowledge forms the essential foundation of educational skills. The teacher's expertise is concentrated on science as well as on kids who excel in it. The substance of professional expertise, conversely, is established by a thorough understanding of the theory and practice specific to the field, as well as education and psychology. The distinctive characteristic of professional-pedagogical knowledge is its intricate nature. The teacher must possess the capacity to integrate the concepts being studied. The synthesis is founded upon the resolution of pedagogical tasks, the examination of pedagogical situations, and the selection of methods for mutual collaboration. When a teacher solves each pedagogical task, their professional expertise is engaged and demonstrated as a whole system. The future teacher's pedagogical thought is shaped based on their professional expertise, concepts, and norms. They are seen in student behavior. This approach formulates regulations based on the individual experiences of each student during the process of qualifying practices. However, it is only by possessing specialized expertise that he may comprehend it and discern its principles. It is important to consider that educating a teacher and assuring their professional competence is a highly intricate process.

Professional knowledge should be developed simultaneously at all levels, encompassing a methodological understanding of the Universal Laws of development, the purpose of upbringing, and the necessary conditions. Theoretical knowledge should include rules, principles, and fundamental forms of pedagogy and psychology. Methodological knowledge should involve a comprehensive understanding of the educational process. Technological knowledge should focus on practical problem-solving in specific educational contexts. The task involves the careful selection, analysis, and processing of knowledge to use professional thought, specifically for pedagogical objectives, which are developed to a certain degree.

C. Teaching Skills

The third component of the pedagogical skill system is pedagogical shells. They represent the trajectory of psychological processes that govern the efficacy of pedagogical endeavors. Various research provides a classification of instructional abilities. Among these options, we must select the most fundamental ones that contribute to the development of pedagogical skills. Upon analyzing the scientific study conducted on this matter, we have identified six primary categories of skills.

1. Communicativity. The capacity to engage in conversation with someone is contingent upon one's admiration for them.
2. Sensory capabilities. Professional elegance, empathy, and pedagogical intuition decide it.
3. Personal equilibrium refers to the capacity to apply deliberate control and reach a logical conclusion.
4. Emotional equilibrium, which refers to the capacity to regulate one's own emotions.
5. The capacity to provide positive forecasts.
6. Innovation.

The level of pedagogical competence can be determined by the extent and depth to which future educators acquire the forms and methods of pedagogical action during their professional training. From our perspective, it is preferable to assess pedagogical aptitude by prioritizing communication, which refers to effective communication skills. Typically, this capability is inherent in all individuals, although it exhibits itself in different measures. A teacher with poor communication skills hinders the professional atmosphere and inhibits connection with students. It is vital to ascertain whether you have a desire to be in the presence of the majority. Various intriguing approaches might be employed to ascertain this.

Communicativeness is characterized not only by the ability to engage in conversation but also by the level of satisfaction derived from the communication process. When interacting with youngsters and others, expressing praise and happiness will contribute to maintaining a diligent attitude and enhancing a creative mindset. A teacher's proficiency in a language enhances the development of perceptual capacities. If the instructor cannot

comprehend the student's inner emotions based on even the slightest external indication, differentiate between superficial and genuine attention, and grasp the underlying intentions behind their behaviors, it becomes challenging for them to arrive at a definitive and purposeful conclusion.

The capacity of a proficient educator to comprehend an individual, specifically to possess personal dynamism, is interconnected. Dynamism, or personal equilibrium, refers to the capacity to persuade and assimilate, as well as the internal energy required to exert various effects. An instance of such a capability is the undertaking of innovators - educators. Their lessons are illuminating, their perspectives are captivating, and their words have the power to resonate with the reader. One may be apprehensive about the methods of acquiring knowledge and developing the skills to possess it independently.

Personal balance, or dynamism, is linked to one's capacity for emotional regulation, which encompasses the area of influence and the gravitational pull of a skilled educator. Self-discipline and self-regulation foster emotional equilibrium, enabling individuals to manage themselves and navigate various circumstances.

The capacity to forecast optimistically, along with other aptitudes, is crucial in cultivating a well-balanced character and nurturing individuals who are beneficial to society. The teacher is not justified in using the phrase "never..." while referring to the student. Due to the unpredictable nature of the future, it cannot be asserted that "you will never amount to anything." The teacher's forecast should serve as a source of inspiration for the pupil, guiding him toward a particular objective.

D. Educational Methodology

The fourth component of the pedagogical skill system is the organizational form of teacher behavior, specifically referred to as pedagogical techniques. In the absence of behavioral approaches, possessing knowledge, orientation, and talent alone does not ensure the attainment of superior outcomes. Pedagogical strategies encompass two distinct abilities - self-regulation and collaborative problem-solving - that are employed in the process of addressing pedagogical problems. The first group possesses abilities in self-regulation of posture, emotions, and speech techniques, whereas the second group possesses skills in didactic, organizational, and communicative impact tactics. Pedagogy is a respected profession that demands great responsibility in ensuring the provision of quality education and training to the younger generation, as mandated by society. The President of Uzbekistan, Sh.M.Mirziyoyev, emphasized the crucial role of instructors and coaches in the development of a new Uzbekistan. He expressed his appreciation and provided them with important responsibilities based on this belief. This crucial responsibility entails the meticulous journey of the educator, involving the education and nurturing of the children in our nation, which plays a pivotal role in shaping the prospects of the country. In light of recent developments, it has become evident that reforms must primarily commence with an educational system.

Enhancing the education and rearing system mostly involves enhancing the performance of the educator. The expertise and spiritual development of an educator are

crucial for the ongoing growth and development of the younger generation. The realization of these priorities and the cultivation of a new generation capable of assuming responsibility for the destiny and future of our homeland necessitates considerable effort from each of us, steadfastness—it demands diligence and, based on this demand, relentless exploration, and innovation, as well as diligence. Given that the educator plays a crucial role in shaping a child's educational development, it is logical to question what qualifications they should possess. Is there a definitive regulatory foundation for the enforced demand on these educators? The textbook "Pedagogical Skill" by A'zam Khalikov outlines the pedagogical prerequisites necessary for an individual to be considered a proficient teacher:

1. A strong cultural background is indicative of erudition and intelligence.
2. The one has comprehensive expertise in his field of study.
3. A comprehensive mastery of information in areas such as pedagogy and psychology, together with the proficiency to use them in professional endeavors. The criteria for the character of this mentioned educator naturally originated from beliefs grounded in science.

The legislation "on education" serves as the fundamental framework for regulating relationships in the field of education in our republic. This law is a state document that holds ultimate authority in defining the legal status and obligations of the pedagogical person. The President of our country is In his solemn address on September 28, 2019, Sh.M.Mirziyoyev emphasized that the specified criteria for teachers and coaches are essential in the current era and hold great significance for educators and mentors. "We all recognize that the current tumultuous period is crucial for the advancement of the educational system across all domains. We are also facing highly significant and pressing objectives." Undoubtedly, it is feasible to establish optimal circumstances for the acquisition of information by our youth, by constructing educational facilities and furnishing them with contemporary resources. However, the most challenging and demanding role is to provide training to instructors who educate our children according to rigorous standards, while encouraging new ways of thinking and fostering innovation. Today's teacher must possess a broad range of expertise and be committed to continuous self-improvement. They must be both a knowledgeable instructor and a dedicated student, continually striving to enhance their skills. The utmost crucial aspect is that the teacher must possess unwavering patriotism. Only a teacher who possesses a profound affection and dedication to their vocation, with a deep sense of loyalty to their homeland, can nurture a genuinely patriotic individual." The state is committed to safeguarding the dignity of educators in our country by prioritizing the creation of favorable conditions for their success in the educational system. This includes efforts to restore and uphold the honor and reputation of teachers. The legislation of the Republic of Uzbekistan, known as "The Law on the Status of an Educator," comprises 21 articles and was enforced on February 1, 2024. This legislation outlines the rights, responsibilities, and key safeguards for educators. It applies to educators working in both state and non-governmental educational institutions inside the Republic of Uzbekistan. Undoubtedly, educators are continuously enhancing their work per the

evolving demands of society. Based on the author's suggestion, it is preferable to categorize the needs of pedagogical people in the following manner. Each of these requirements holds importance for educators in the present day. When a component no longer fulfills the standards of the system, the content and goal of the educator's professional activity likewise cease to exist. The teaching guidebook "General Pedagogy" by M. Nurmatova outlines a set of requirements for the pedagogical individual:

1. The intended objective of the activity is clearly understood by both the student body and each student.
2. Students demonstrate initiative and rely on positive activism to organize their advocacy efforts.
3. The student's action is directed by pedagogy.
4. Every child gain entrepreneurial and executive skill during the process of engaging in activities.
5. Analyze the outcome of the project and motivate the participants. When contemplating the ideal qualities of a teacher, the esteemed philosopher Ibn Sina highlights several important factors about the pedagogical requirements for an educator's character. These include: being attentive and serious when interacting with children, ensuring that students truly comprehend the knowledge being imparted, employing diverse methods and approaches in teaching, considering the student's memory and capacity for acquiring knowledge, and delivering information to students in a manner that aligns with their age, cognitive abilities, and level of understanding. Being a child and having the ability to empathize with children is a crucial and intricate prerequisite for the teaching profession. Only a teacher with a strong desire to witness a student's potential reaching its highest levels may leave a lasting impression on their soul. Like a skilled architect, they have the power to shape the course of society and secure its place in its history.

Conclusion

The elements of educational skill that are being addressed demonstrate the systematic nature of this phenomenon in instructional action. A proficient level of expertise plays a crucial role in enhancing the overall quality of pedagogical work. It enables the formation of a professional position, facilitates self-analysis and personal development for the teacher, and allows for a more pronounced expression of the teacher's personality. Furthermore, the refinement of pedagogical techniques leads to further advancements in the field.

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