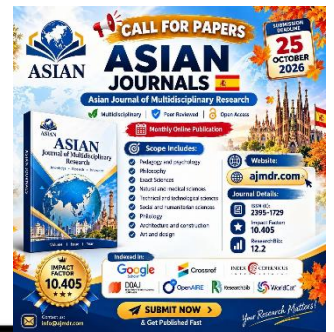




MODERN MODEL FOR DEVELOPING PEDAGOGICAL ABILITIES
OF PRESCHOOL EDUCATION STUDENTS BASED ON AN INTEGRATIVE
APPROACH

Khasanova Gulnoza Ilhom qizi

Jizzakh State Pedagogical University, Department of Preschool Education, PhD, Senior
Lecturer

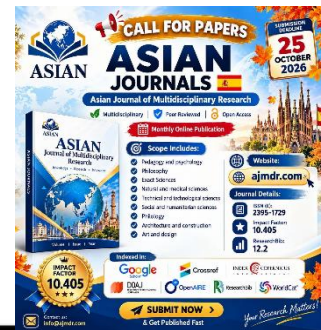
<https://doi.org/10.5281/zenodo.23244381>

Abstract: This article examines the problem of developing the pedagogical abilities of students majoring in Preschool Education through the framework of an integrative approach. The study analyzes the interrelationship of integrative, competency-based, learner-centered, activity-oriented, research-oriented, acmeological, and reflective approaches in the professional preparation of future preschool teachers. Pedagogical abilities are conceptualized as a multidimensional system comprising cognitive, communicative, constructive, organizational, diagnostic, prognostic, creative, and reflective components.

Keywords: integrative approach, preschool education, future preschool teacher, pedagogical abilities, professional competence, interdisciplinary integration, creativity, communicative competence, reflection, research activity, digital competence, pedagogical activity.

Introduction

Contemporary higher education increasingly emphasizes not only the acquisition of theoretical knowledge but also the development of students' readiness for real professional activity. In the modern labor market, analytical and creative thinking, adaptability to changing conditions, collaborative skills, effective use of technological tools, and continuous self-development are regarded as important professional qualities. The *Future of Jobs Report 2025* published by the World Economic Forum particularly



emphasizes the significance of analytical thinking, creative thinking, flexibility, motivation, and self-awareness in professional activity [1].

These tendencies are directly relevant to the preparation of specialists in preschool education. A preschool teacher performs a range of interrelated professional functions, including observing children’s development, identifying their educational needs, designing learning situations, selecting appropriate methods and resources, cooperating with parents and colleagues, and evaluating children’s developmental outcomes from a pedagogical perspective.

The legislative and regulatory framework governing education and preschool education in Uzbekistan also emphasizes the development of learners’ abilities, potential, and individual capacities, improvement of educational quality, and strengthening of teachers’ professional competence. In particular, the Laws of the Republic of Uzbekistan “On Education” and “On Preschool Education and Upbringing” establish the legal and organizational foundations of the preschool education system [2; 3]. The strategic development of preschool education also places considerable emphasis on improving teachers’ professional capacity, introducing contemporary educational technologies, and enhancing the quality of educational and upbringing processes. The qualification requirements for the 60110200 – Preschool Education programme require graduates to acquire pedagogical, psychological, methodological, and practical competencies in an interconnected manner [4]. Consequently, the preparation of future preschool teachers requires a transition from acquiring pedagogical knowledge within isolated academic disciplines toward applying such knowledge within an integrated professional activity system. This necessity makes the integrative approach an important methodological basis for developing the pedagogical abilities of students majoring in Preschool Education.

An integrative approach ensures the interconnection of knowledge, skills, competencies, and types of professional activity within the educational process. It does

not imply the mechanical combination of the content of different subjects. Rather, knowledge and activity components required to solve a particular professional problem are integrated into a coherent didactic system. In preschool education, such integration primarily involves the coordinated application of knowledge from pedagogy, psychology, child physiology, preschool teaching methodology, speech development methodology, visual arts, music, physical education, information and communication technologies, and related disciplines in professionally meaningful situations. Recent studies by Uzbek scholars have also highlighted the potential of integrative approaches in preschool education. G. Rizayeva associates an integrative approach with the development of teachers' professional competence in preschool education [5]. M.P. Imomov emphasizes the possibilities of integrated education in organizing developmental centers in preschool organizations [6]. S. Sharifzoda considers the integrative approach as one of the socio-didactic mechanisms for developing core competencies [7].

Based on these theoretical considerations, the integrative approach can be implemented through five major directions:

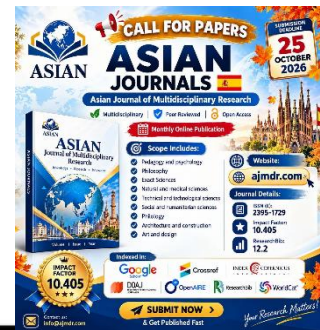
1. **Interdisciplinary integration** – combining knowledge from different disciplines around a common professional task.
2. **Integration of theory and practice** – connecting theoretical knowledge with authentic pedagogical practice.
3. **Integration of education and research** – involving students in independent investigation and analysis of professional problems.
4. **Integration of traditional and digital learning** – using digital tools purposefully and pedagogically appropriately.
5. **Integration of individual and collaborative activity** – combining independent learning with cooperative professional activity.

These forms of integration contribute to the holistic professional preparation of

future preschool teachers. Pedagogical ability should not be reduced solely to communication skills or the ability to organize educational activities. The professional activity of a contemporary preschool teacher is multidimensional and requires the integration of knowledge, thinking, communication, organization, diagnosis, creativity, and reflection. In this study, the pedagogical abilities of future preschool teachers are systematized into the following components:

Component	Content
Cognitive ability	Acquisition of pedagogical, psychological, and methodological knowledge and the ability to apply it in practical situations
Communicative ability	Establishing effective communication with children, parents, colleagues, and other educational stakeholders
Constructive ability	Designing educational situations, learning activities, and pedagogical processes
Organizational ability	Effectively organizing educational and developmental processes and children's activities
Diagnostic ability	Identifying children's developmental levels, needs, and individual characteristics
Prognostic ability	Predicting children's developmental prospects and anticipated pedagogical outcomes
Creative ability	Developing original ideas and solutions for non-standard pedagogical situations
Reflective ability	Critically analyzing one's own professional activities, decisions, and outcomes

The development of these components not in isolation but through their functional integration contributes to the formation of pedagogical ability as a holistic professional



system. The textbook *Preschool Pedagogy* by F.R. Qodirova, Sh.Q. Toshpo‘latova, N.M. Kayumova, and M.N. A’zamova discusses the professional activity of preschool teachers in relation to children’s holistic development, organization of educational processes, and pedagogical cooperation [8]. These theoretical and methodological perspectives further support the necessity of developing pedagogical abilities through interdisciplinary and practice-oriented learning.

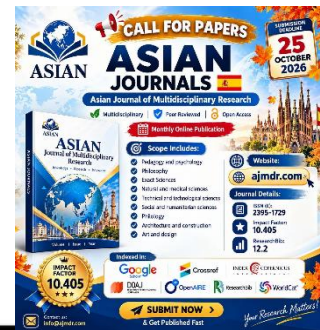
One of the fundamental characteristics of competency-based education is the transition from merely “acquiring knowledge” to “applying knowledge in professional activity.” For a future preschool teacher, this means being able to transfer theoretical knowledge into authentic pedagogical situations. For example, a student may possess theoretical knowledge of child psychology. However, such knowledge becomes a professional competence only when the student can identify a particular change in a child’s behavior, explain its possible causes, and select an appropriate pedagogical strategy. The innovative thinking of future preschool teachers is determined not by their ability to reproduce existing methods, but by their capacity to adapt them to specific pedagogical situations and, when necessary, develop new methodological solutions.

In this regard, the following educational methods are particularly relevant:

Case Study-Students are presented with a real or simulated pedagogical situation. They identify the problem, analyze its causes, develop several possible solutions, and justify their professional decision.

Project-Based Learning-Students identify a pedagogical problem, formulate goals and objectives, plan stages of activity, develop a practical product, and evaluate the results.

Problem-Based Learning-Students are not provided with a ready-made answer. Instead, they identify the problem, search for relevant evidence, analyze available information, and formulate an evidence-based conclusion.



Pedagogical Training-Training activities contribute to the development of communication, organizational skills, emotional regulation, cooperation, and professional interaction.

Microteaching-Students independently conduct a short learning activity or a fragment of a lesson. The activity is subsequently analyzed by peers and the instructor, enabling students to identify strengths and areas requiring improvement.

Reflective Tasks-Students evaluate their own professional performance through questions such as:

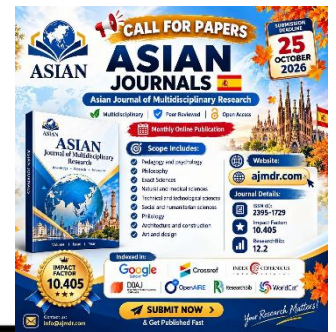
- What did I do effectively?
- Which decision was less effective?
- What should I change in a similar situation in the future?

The integration of these methods enables several components of pedagogical ability to be developed simultaneously.

Research activity is particularly important in the professional preparation of future preschool teachers because pedagogical practice cannot be reduced to predetermined and repetitive situations. Teachers frequently encounter new circumstances related to children's individual development, interests, behavior, or learning difficulties.

Organizing research-oriented learning contributes to the development of analytical and critical thinking, independent decision-making, and professional responsibility. At the same time, students differ in their professional interests, motivation, level of knowledge, and pedagogical experience. Therefore, the development of pedagogical abilities should take individual learning trajectories into account. For diagnostic purposes, students may be conditionally characterized according to three professional orientations:

First group – students with a predominantly practical-pedagogical orientation.



These students demonstrate a strong interest in working with children, organizing educational activities, and engaging in interpersonal communication.

Second group – students with a predominantly research-oriented profile.

They demonstrate a stronger interest in academic literature, problem analysis, research activities, and formulation of scientific conclusions.

Third group – students with an integrated professional orientation.

They are able to combine practical pedagogical activity with research and creative work.

This classification can be used for diagnostic purposes and may serve as an initial basis for designing individualized professional development programmes.

Reflection constitutes an important component of pedagogical ability. Through reflection, students become aware of their professional activities, evaluate their decisions, identify difficulties, and determine directions for future improvement. A reflective approach transforms the student from a passive participant in the educational process into an active subject capable of managing his or her own professional development. Digitalization has also introduced new requirements for preschool teachers. Merely using digital tools is insufficient. Their educational value depends on the teacher's ability to select appropriate technologies and integrate them into the learning process in accordance with pedagogical objectives. The 2024 qualification requirements for the Preschool Education programme are also oriented toward comprehensive preparation of graduates for contemporary professional activity [9].

Conclusion

The development of pedagogical abilities among students majoring in Preschool Education is one of the important tasks of contemporary teacher education. The professional activity of a preschool teacher is multidimensional and requires the integration of pedagogical knowledge, psychological awareness, methodological preparation, communication skills, diagnostic and prognostic abilities, creative thinking,

digital competence, and reflective practice.

The analysis presented in this study demonstrates that an integrative approach can provide a coherent methodological basis for developing these professional qualities. Through integration, knowledge from different academic disciplines can be connected, theoretical learning can be combined with practical situations, and students' research and creative activities can be strengthened.

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