

A Model of Preparing Future Teachers for Professional Activity Based on Coaching Technologies

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Abstract. *This article addresses the important task of developing a modern education system capable of responding to rapidly changing societal demands, fostering creativity, critical thinking, and self-improvement. In achieving this goal, the role of the teacher is radically changing: from the traditional transmitter of knowledge to a guide-facilitator, that is, a coach helping to unlock the student's personal and intellectual potential. Therefore, integrating coaching technologies into the training of future teachers and developing effective models for their preparation for professional work are relevant. This article presents the results of a study on the professional development of future teachers based on coaching technologies.*

Key words: *socio-economic, coaching technologies, conceptual model, facilitator, traditional knowledge.*

Login. Literature review on the topic. The attention paid to youth today, the changes implemented on the basis of socio-economic reforms, measures aimed at improving the material, technical and methodological support of educational institutions, work aimed at updating and simplifying curricula, first of all, create the need to improve the activities of participants in the educational process. Now the teacher is not only a provider of knowledge, but also a person who develops the personality of the learner, provides professional guidance, and reassures them of tomorrow. Therefore, it is of great importance to bring the process of professional training of future teachers of education to a new qualitative stage, to introduce coaching technologies into active pedagogical practice. Today, there are many methodological approaches related to the content of training future teachers of education for professional activity based on coaching technologies. The general methodological basis of our research is a systematic approach that allows us to study this process as a holistic system consisting of interconnected components. In the research of NA Muslimov, the systematic approach is defined as “a direction in the methodology of scientific knowledge and social practice, based on the perception of objects as a system. The systematic approach directs the researcher to reveal the integrity of the object, identify various types of its connections and present them in a single theoretical form.” This approach is important in our research for the gradual establishment of the process of preparing future teachers for professional activity based on coaching technologies, as well as for developing a model of the process, clarifying the interrelationships of the components of the technological process.

Research Methodology. In order to ensure the implementation of the tasks set out in the Resolutions of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022-2026”, “On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms being implemented in the country”, Resolutions of the Cabinet of Ministers No. 1059[1] dated December 31, 2019 “On measures to establish the Concept of Continuous Spiritual

Education”, No. 422 dated July 6, 2020 “On measures for the gradual introduction of the subject “Education” into practice in general secondary educational institutions”, and other regulatory legal acts related to this activity, this dissertation work serves a certain purpose. [2]

Analysis and results. The modern education system requires the teacher not only to transfer professional knowledge and experience, but also to act as a coach-pedagogue, a guide, and a supporter who comprehensively develops the personality of the learner. Especially in the era of technology and technology, the widespread use of mobile devices, gadgets, various online platforms, and social networks, which occupy a large part of the lives of the younger generation as a means of irrational and simply “interesting” time, makes the idea of education teachers becoming mature specialists even more relevant. From this point of view, the use of coaching technologies in preparing future education teachers for professional activity not only improves the quality of the educational process, but also stimulates professional reflection and personal growth in them.

Coaching is a set of technologies aimed at developing self-awareness, professional growth, decision-making, motivation and reflection based on cooperation between the teacher and the student ¹, which helps to form the internal potential, responsiveness, independent and analytical thinking of future teachers. When applied to future teachers of education in the process of professional training, interactive training based on the principles of coaching allows creating a truly creative space rich in opportunities and resources not only for teachers and students, but also for their parents.

As one of the directions of modern pedagogical education, coaching technologies are recognized as a powerful tool supporting personal and professional development. Various coaching approaches are effective in developing reflective thinking, value-based decision-making, social and communicative skills, initiative and creativity, which are especially necessary for teachers of educational sciences ². From this point of view, we consider it necessary to dwell on the content and types of coaching technologies.

The development of professional and pedagogical competence in future teachers requires taking into account the individual characteristics of each person, their interests and needs, the level of professional and pedagogical preparation, as well as their capabilities and pace of development. This requires the use of a person-centered approach in this process. The importance of an activity-oriented approach is that the process of professional development is carried out as a result of specific goal-oriented activities. That is, this approach means that the process of professional development of a future teacher is not limited only to theoretical knowledge, but is conditioned by real pedagogical situations, such as drawing up lesson plans, developing methodological materials, conducting practical exercises, and analyzing the lesson process.

According to the results of the study of the relevant literature, it was shown that the preparation of future teachers of education for professional activity based on coaching technologies is also directly related to reflexive processes. According to Sh. Qurbonov, E. Seytkhalilov, M. Quronov, R. Ahliddinov and I. Majidov, reflection is an important mechanism of effective thinking, which includes assessing situations and actions, finding methods and operations for solving tasks. The professional preparation of a future primary school teacher is directly related to self-awareness in future professional activity, conscious analysis, evaluation and further improvement of their activities, thoughts, decisions, actions and results. This is achieved by applying a reflexive approach to the process. [3]

The process of professional training of a future teacher of education, first of all, requires the development of professional competence. The next competency approach, reflected in our research work, involves the development of not only theoretical knowledge, but also the ability to effectively apply it in practice. The application of a competency approach to the process of professional training brings the professional training of a future teacher of education closer to real working conditions,

integrates theoretical knowledge with practical activities, and develops personal and social competencies together.

The application of coaching technologies to the process of professional training, conducting coaching sessions, and a technological approach to the training process requires a unique innovative thinking. That is, this process involves the development of learners in accordance with the requirements of the time by organizing training based on new methods, technologies, and organizational forms. This indicates the importance of an innovative approach in preparing future educators for professional activity based on coaching technologies. [4]

future teachers for professional activity based on coaching technologies is related to mentoring activities aimed at strengthening the connection between theory and practice, forming a positive attitude of the student to the profession, strengthening the ability to make independent decisions on the selection, application and evaluation of pedagogical methods, and helping to overcome difficulties in adapting to problematic situations. Mentoring is a process in which an experienced teacher provides support, advice and motivation to young specialists or students to achieve success in their professional activities. From this point of view, we believe that using the possibilities of the mentoring approach will serve to increase the effectiveness of the process of professional training of future teachers of education.

It should be noted that in the preparation of future teachers of education for professional activity based on coaching technologies, it is recommended to use the capabilities of these methodological approaches in an integrated manner. A single approach may not be effective in the process of preparing for professional activity. In the research of VV Volodin, internal and external factors of the process of preparing future teachers to provide pedagogical care during their professional activity are distinguished. The author includes internal factors: practical experience, subjective experience, social and cognitive activity of students; external factors: educational content, organization of the educational process, creation of dialogical communication between teachers and students. In the scientific article of AKMildzikhova, the following three components of a social nature that affect the work of a teacher are distinguished: 1) factors related to the objective and personal characteristics of the individual; 2) socio-organizational factors of the educational institution; 3) factors related to the subjective-psychological characteristics of the individual. The author also notes that objective-personal factors may include professional skills, teacher competence, teaching experience, level of education, qualifications, professional stability, age, length of service, etc. [5]

As a result of the study of relevant literature, the following factors were identified for the preparation of future teachers for professional activity based on coaching technologies: Personal motivation and goal orientation; quality of communication and feedback; mechanisms of reflection and self-assessment; integration of innovative pedagogical technologies. Also, in the process of training future teachers, along with the educational institution and the existing conditions in it, the family also serves as an important factor and participates as an important social institution in personal and professional development. The family, as a school of initial socialization of a person, is of fundamental importance in shaping the professional orientation, value system, communication skills, and attitude to work.

Also, the role of the family in improving the professional training process based on coaching technologies is explained by the fact that the spiritual encouragement and support of the future teacher by family members strengthens internal motivation in achieving professional goals, through the family the student acquires the qualities necessary in his profession, such as responsibility, honesty, humanity, and the experience of family members and the circle of communication directly affect the expansion of the student's professional development opportunities. All of the factors listed above should be taken into account in the preparation of future teachers of education for professional activity based on coaching technologies and the capabilities of these factors should be used in a comprehensive manner. Because they serve to increase the effectiveness and efficiency of the professional training process of the future teacher and limit the negative impact of random negative factors and unexpected changes on the process. The conclusions drawn from the analytical studies described in the previous paragraphs of the dissertation, based on the structure and components of the process of preparing future teachers for professional activity based on coaching technologies, made

it possible to develop a pedagogical model that serves to ensure the effectiveness of the process, which has an improving nature. [6]

Model from the Latin *modulus* - meaning measure, standard, is a copy of something exactly as it is or reduced or enlarged, which can serve as a template for many productions. Modeling is a scientific method that allows you to create various models of an object of knowledge and use them in scientific creativity. In the modeling method, instead of the object, its model is studied. To model is to work on, create a model of something.

Based on the content of the definitions given to the concept of " model", its following characteristics can be systematized:

- 1) A copy of the process is created through the model ;
- 2) the model arises as a result of the researcher's cognitive activity and reflects certain stages and their meaningful components;
- 3) the process is always smaller in scale than the one being modeled, reflecting only a part of the characteristics, simplifying it.

future teachers of education based on coaching technologies is a model for organizing this process, which is developed on the basis of requirements that represent the main content, and which represents the necessary methods, techniques, technologies and tools with certain stages.

Preparation for professional activity takes place in the educational process, moving from ignorance to knowledge, and this requires reliance on certain educational principles. Educational principles embody certain requirements for the effective implementation of the developmental process as initial rules that determine its content, organizational forms and methods in accordance with the general goals and laws of the educational process.

The implementation of the model proposed in our research work requires the use of the following principles: integrity, integrativity, cooperation and interactivity, reflexivity, innovation and flexibility, goal-orientedness, and achievement support. The principle of integrity determines the formation of the personality of a future teacher by the harmony of education, upbringing and development. In preparing future teachers of education for professional activity based on coaching technologies, the unity of education and upbringing, the harmony of theory and practice, the coverage of all areas of personal development, interdisciplinary integration, and a holistic consideration of the connection with the needs of society constitute the essence of this principle. The coaching process involves the implementation of training in combination with specialized disciplines, pedagogy, psychology, communication and management. This demonstrates the relevance of the process of preparing future teachers for professional activity based on coaching technologies to the principle of integrativeness. [7]

cooperation and interactivity is based on cooperation, mutual respect, open communication and equal position between the teacher and the student. In coaching sessions, the teacher and the student participate as “co-learning partners” through dialogue and questions. As a result, it is possible to develop the skills of active participation, creativity and joint problem-solving, which are important in the process of professional training. Another important principle in our scientific research is the principle of reflexivity, which involves analyzing one's own activities and results, drawing conclusions from mistakes, and improving future activities. At the end of each session based on coaching technologies, an analysis of the situation is provided based on questions such as “what did I learn?”, “how did I benefit?”, “what would I change?”, and this encourages the future teacher to develop the skills of self-management and independent decision-making for professional growth.

innovation and flexibility implies the use of educational technologies, digital tools and flexible methods in the process of modern professional training. In accordance with this principle, the professional training of future teachers of education based on coaching technologies is carried out in accordance with the requirements of integrating various online platforms, multimedia and interactive

methods into the coaching process. As a result, the student also develops the skills to adapt to a rapidly changing pedagogical environment. [8]

The principle of goal-orientation implies that each training session and the entire process should be focused on a specific goal and result. In accordance with this principle, the expected results were determined at the beginning of the training sessions based on coaching technologies, and the achieved results were analyzed at the end. In coaching sessions, recognizing and encouraging each small success of a student is recognized as a guarantee of the effective conduct of the process. This means that the principle of supporting the achievements of future teachers is a necessity, and this principle is manifested as a key source of increasing self-confidence in learners through positive feedback.

The principles described above should be taken into account when choosing the necessary forms, methods and tools in the process of preparing future teachers of education for professional activity based on coaching technologies. The effectiveness of activities aimed at preparing future teachers for professional activity based on coaching technologies is primarily associated with the correct and reasonable definition of its goal. The model developed within the framework of the study reflects a specific goal: to develop pedagogical conditions for improving the preparation of future teachers for professional activity based on coaching technologies. The model for improving the preparation of future teachers for professional activity based on coaching technologies incorporates motivational-diagnostic, practical and evaluation blocks that ensure the achievement of the set goal

1. The motivational-diagnostic block reflects the social order, goals and objectives. The social order is the preparation of future teachers for professional activity based on coaching technologies, the formation of the ability to teach effectively and with a focus on mobility. [9]

When determining the goal of the process of training for professional activity based on coaching technologies, the influence of factors affecting the process was taken into account. The tasks put forward within the framework of the set goal are directly related to the improvement process and include: clarifying the priority areas of training future teachers for professional activity based on coaching technologies; clarifying the capabilities of pedagogical and psychological disciplines in preparing future teachers for professional activity; expanding the possibilities of interdisciplinary modular education; developing skills in organizing joint collaborative activities and interpersonal interaction in future teachers; improving the practical and technological system of training future teachers for professional activity based on coaching technologies.

2. The practical block reflects the factors, methodological approaches, principles that directly affect the process of preparing future teachers of education for professional activity based on coaching technologies, motivational, creative-communicative, information-active, reflexive-value components of the process of preparing future teachers of education for professional activity based on coaching technologies, the coaching technologies proposed in our dissertation work, the algorithmic stages of practical application of coaching technologies, and the use of an individual coaching-mentoring system in the professional training of future teachers of education; creating a positive, supportive environment in an educational institution; and the pedagogical conditions of involving students in project activities with the active use of coaching technologies.

1. The initial analysis stage involves determining the level of personal and professional preparation, needs, and motivation of students. The diagnostic process was carried out on the basis of tests, questionnaires, interviews, and SWOT analysis.

2. At the planning and strategy selection stage, specific, measurable, achievable, realistic and time-bound goals based on the "SMART" principle were set in cooperation between the coach and the student. When setting goals, attention was paid to aligning the personal development needs of the future teacher with the current level of professional training. Also, at this stage, an individual development plan was developed, which determined the number of coaching sessions, the methods and technologies used (project method, case study, simulation training), and digital resources.

3. During the practical activities and coaching sessions, training was conducted based on coaching technologies. The training was based on group and individual training, role-playing methods, and

technologies for solving problem situations. Priority was given to the completion of each training session with reflection, questions and answers, and final conclusions.

4. During the monitoring and final evaluation phase, two aspects were focused on. The first aspect covered the training process and It provided for the identification of achievements and shortcomings, and, if necessary, for making changes to the individual plan and methodological approaches. Monitoring analysis was carried out through intermediate tests, mutual and self-assessment. The second aspect was the final assessment. The final assessment determined the level of professional training of the student, analyzed the achieved results, and developed a strategy for further independent development, which indicated recommendations and directions for development.

3. The evaluation block reflects the criteria (motivational, creative-communicative, information-active, reflexive-value) and indicators and levels of the process of preparing future teachers for professional activity based on coaching technologies. When determining the criteria, attention was paid to their content expression of the components of the process of preparing future teachers for professional activity based on coaching technologies. When specifying the indicators corresponding to each criterion, the availability of the possibility of testing in natural conditions, the scientifically based organization of the diagnostic process and the appropriate selection of diagnostic tools, and their suitability for the age characteristics of the learners were taken into account. In order to determine the effectiveness of the process of preparing for professional activity based on coaching technologies, levels (weak, moderate, advanced) were formed according to methodological requirements.

Model blocks are interconnected, cover the process as a whole and have a description that continues each other. Each of the model blocks has its own selected content and didactic-methodical features, and serves to solve a certain part of the general educational task of preparing for professional activity based on coaching technologies. [10]

Conclusions and recommendations. The model of training future teachers for professional activity based on coaching technologies is an effective approach that meets the requirements of modern education. This model helps students develop not only their professional competencies, but also their personal qualities, making them masters of their work and real mentors for students. The widespread introduction of such models into the education system will make a worthy contribution to the training of highly qualified and competitive pedagogical personnel in Uzbekistan. The model of training future teachers for professional activity based on coaching technologies is an effective approach that meets the requirements of modern education. This model helps students develop not only their professional competencies, but also their personal qualities, making them masters of their work and real mentors for students. The widespread introduction of such models into the education system will make a worthy contribution to the training of highly qualified and competitive pedagogical personnel in Uzbekistan.

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