

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

THE ROLE OF THE COMPETENCY-BASED APPROACH IN THE DEVELOPMENT OF THE PROFESSIONAL-ETHICAL CULTURE OF FUTURE TEACHERS

Sultanov Sherzod Elmuratovich

Lecturer at Kokand State University, PhD

Abstract

This article analyzes the importance of the competency-based approach in developing the professional and ethical culture of future teachers. In the process of forming professional competencies, the issues of developing the ethical and normative foundations of pedagogical activity, professional values, responsibility, pedagogical ethics and communication culture are covered. Also, the theoretical and practical aspects of forming the skills of effective organization of professional activity, independent decision-making and adherence to ethical principles in the educational process in future teachers through the competency-based approach are revealed. The results of the study show that the competency-based approach is an important methodological basis in developing the professional and ethical culture of future teachers.

Keywords. Future teacher, professional and ethical culture, competency-based approach, pedagogical competence, pedagogical ethics, professional values, pedagogical skills, communicative competence, moral education, quality of education, professional development, pedagogical activity.

Introduction

Competencies represent a set of qualities and capabilities that enable an individual to effectively solve life and professional problems, as well as to

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

achieve personal and professional self-realization. From this perspective, the more comprehensive, relevant, and systematic the acquired knowledge within the framework of competencies is, the higher the individual's readiness to address various tasks and challenges in different spheres of life, and consequently, to lead an effective and meaningful life.

From the standpoint of contemporary scientific views, the concept of “competence” is not limited solely to the operational aspects that characterize an individual's readiness to perform a particular activity. It possesses a broader meaning than the traditional interpretation as a combination of knowledge, skills, and abilities. Competence also encompasses value-based and motivational factors that determine an individual's activities, interactions, and behavior within a social environment. In other words, competence reflects not only what a person is capable of doing but also the values on which their actions are based and the social context in which they operate.

On this basis, the **Tuning European Project** interprets competence as an integrated system and explains its universal structure through several key components. First, the cognitive component includes theoretical knowledge related to academic disciplines, cognitive processes, and the capacity for understanding. Second, the practical component reflects the ability to apply acquired knowledge effectively, flexibly, and promptly in real-life situations. Third, the value component is identified as a significant factor that determines the value-motivational foundations of an individual's perception of others, life position, and behavior within a social environment.

Within the competency system based on the TUNING approach, personal competencies constitute an integral part of the overall structure and are interpreted within the framework of key competencies, namely universal, general, and cultural competencies.

A.A. Dubasenyuk interprets competence as a set of specific abilities that enable an individual to rationally and effectively solve problems arising in real-life

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

situations. According to this approach, a high level of competence is characterized by initiative, the ability to effectively organize activities, and the capacity to anticipate the possible consequences of one's actions [1, p. 40]. In a broader sense, within the educational process, competence should be regarded as an integrated personal quality that reflects the successful adaptation of younger generations to the conditions of modern society.

Identifying the factors that determine the processes of professional development and understanding their internal essence is one of the leading tasks of vocational pedagogy. A deep understanding of these processes is an important aspect of human activity, as it determines the success of educating younger generations, which serves as a key factor ensuring the harmonious development and continuity of human biological and social existence. An analysis of scientific literature makes it possible to interpret the process of professional and moral development through various methodological approaches. In particular, this process may be represented as a procedural model characterized by a sequence of periods, stages, and levels. On the other hand, it may be interpreted as a structural framework of activity, that is, as a set of goal-oriented methods and means. Within this approach, interactions are explained not according to temporal factors but according to the outcomes that are intended to be achieved.

The process of forming and developing the professional and ethical culture of future teachers is closely connected with mechanisms of socialization and therefore requires analysis from sociological and socio-psychological perspectives. Within the sociological approach, socialization is interpreted as the process through which an individual becomes integrated into the system of social relations within society, characterized by the acquisition of specific social qualities, roles, and patterns of behavior. The socio-psychological approach, in turn, views socialization as the process through which an individual internalizes social norms, cultural values, and social experience into psychological structures throughout ontogenesis.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

Within these approaches, the American sociologist **Neil Smelser** defines socialization as a process aimed at developing skills and social attitudes in an individual that correspond to the social roles performed in society [1]. This interpretation provides a scientific explanation of how social experience and values become internalized within the personal system of future teachers in the development of their professional and ethical culture.

The American sociologist **Franklin Henry Giddings** emphasizes the psychological foundation as a decisive factor in the formation of the social organism. According to his concept, collective activity among individuals is realized through mechanisms of trust and imitation that contribute to the emergence of a common system of values. As a result of continuous societal influence, group attitudes are formed within the individual, along with an identity consciousness based on awareness of belonging to a particular social group [2, p. 369].

In the theoretical views of the French sociologist **Émile Durkheim**, the relationship between the individual and society is explained through the dual nature of human existence. On the one hand, an individual is viewed as a set of psychological states and internal experiences that determine individuality. On the other hand, the individual is regarded as a social being who embodies ideas, emotions, and social customs transmitted from generation to generation. Based on this approach, the socialization of younger generations is considered not as a spontaneous process but as one that should be purposeful, conscious, and systematic [3, p. 253].

Any professional activity relies on the formation of specific professional qualities. In this regard, every type of activity requires a set of individual characteristics necessary for its effective performance. A professionally significant quality refers to the sufficient and necessary individual characteristics that enable a subject to perform professional tasks at a prescribed normative level. In the process of professional activity, not only psychological qualities but also

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

somatic, biological, morphological, typological, and neurodynamic characteristics may play an important role.

The set of individual qualities that constitute the internal structure of professional maturity can be divided into several groups. In particular, absolute professionally significant qualities include the fundamental characteristics necessary for carrying out professional activity at an average level. Important professionally significant qualities determine the possibility of achieving high performance and quality outcomes in professional activity. Furthermore, an individual's motivational readiness for a particular professional activity is of special importance, as it serves as a decisive factor in initiating and sustaining professional engagement. At the same time, certain professional qualities may also appear as opposing characteristics, either requiring only a minimal level of development or acting as limiting factors in the performance of specific types of professional activities.

References

1. Маркова А.К. Психология профессионализма. – М: Международный гуманитарный фонд «Знание», 1996. – 308 с.
2. Мелекесов Г.А. Аксиологический потенциал личности будущего педагога: становление и развитие: Монография. – М.: 2002. – 256 с.
3. Назаров Қ. Аксиология. Қадриятлар фалсафаси. – Т.: Маънавият, 1998. – 280 б. 42. Нурмухамедов Р., Юнусов И. Маънавият, этика ва эстетика тарбиси.
4. Short M., & Keller-Bell Yo. (2021). Essential Skills for the 21st Century Workforce. Research Anthology on Developing Critical Thinking Skills in Students (3 Volumes), 97-110 [in English].
5. Schwimmer M., & Maxwell B. (2017). Codes of ethics and teachers' professional autonomy. *Ethics and Education*, 12(2), 141-152.