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Psychological and pedagogical aspects of developing professional competencies in future teachers through educational technologies

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Abstract. In Kyrgyzstan, the problem of training future teachers with the necessary professional competences is more acute than ever. Modern educational space requires from teachers not only the knowledge of the subject, but also the ability to apply pedagogical technologies that contribute to the development of personal and professional qualities. Psychological and pedagogical approach to the formation of competences of future teachers is an important aspect of the educational process, because only by taking into account the psychological characteristics of the personality and pedagogical technologies it is possible to prepare a teacher capable of effectively solving modern problems. The purpose of this paper was to analyse the psychological and pedagogical aspects of the formation of professional competences of future teachers with a focus on the use of modern pedagogical technologies. The article considered the key psychological and pedagogical factors influencing the process of formation of professional competences, including the need to take into account the personal characteristics of both teachers and students. Based on the analysis of theoretical studies of such scientists as V. Slastenin, L. Mitina, N. Kuzmina and L. Antsyferova, the importance of implementing pedagogical technologies that promote not only professional but also personal development of future teachers was emphasised. Special attention was paid to the formation of students' self-regulation skills, emotional stability and professional identity. The importance of teachers' internal motivation, their aspiration for self-improvement and development was also emphasised. The results of the study demonstrated that the active application of pedagogical technologies oriented to the development of intellectual, emotional and social competences is a necessary condition for the successful training of future teachers. The practical value of this study lies in the possibility of using its results to improve educational programmes and methods of teacher training in Kyrgyzstan

Keywords: personal development; innovative methods; emotional stability; self-regulation; project activity; professional identity; professional identity

INTRODUCTION

Regardless of the world's state – be it traditional, digital, or high-tech – the quality of education is invariably determined by the standard of teacher training. It is the teacher who lays the foundation of knowledge, skills, and values, thereby shaping the future generation. However, contemporary society faces a growing challenge: the demands placed upon the educational process are changing rapidly, and the level of pedagogical preparation is not

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keeping pace with these shifts. The modern school necessitates teachers who can foster key competencies in students, such as critical thinking, independent information-seeking skills, digital literacy, and adaptability, rather than merely transmitting knowledge. Nevertheless, as noted by L. Johanson & S. Karlsen (2021), the teacher training system itself remains conventional and does not always meet the challenges of the present era. Curricula in pedagogical higher education institutions are often based on outdated methods, with a prevalence of theoretical instruction detached from actual school practice. Prospective teachers study historical pedagogical concepts but do not acquire sufficient experience working with contemporary educational technologies, digital tools, and active learning methodologies (Abedi, 2023).

Furthermore, the teaching profession necessitates not only subject-specific and methodological knowledge but also advanced psychological competencies. According to S. Noreen & B. Kazim (2022), educators encounter emotional and cognitive demands daily, interacting with pupils of varying abilities, resolving conflicts, and providing motivation and support. However, this crucial aspect receives insufficient attention during professional preparation. Consequently, many early career teachers experience stress, professional burnout, and disillusionment with the profession, leading to a decline in teaching quality and high staff turnover in educational institutions.

It is also important to acknowledge that, in the context of rapidly advancing technologies, the demands on the teaching profession are set to increase. As L. Kartashova & I. Plish (2020) point out, educators must be prepared to utilise digital tools, integrate novel teaching methodologies, and adopt a flexible approach to the educational process. However, without the systemic development of professional competencies, this objective becomes unattainable (Diachuk, 2024). The core issue lies in the fact that despite the pivotal role of the teacher in any society, their professional preparation frequently remains rooted in the last century. This contributes to a decline in educational quality, a mismatch between educators' skill levels and contemporary realities, and an inability to address educational challenges effectively. Notwithstanding an extensive research base, a teacher's professional competence persists as a complex and multifaceted construct (Erokhina, 2019). There is a notable lack of scholarly consensus regarding its structure and the mechanisms for its development, which presents considerable difficulties in educational practice. Consequently, prospective teachers often encounter preparation that is not sufficiently systematic and does not consistently align with the realities of the modern educational process.

Analysing contemporary pedagogical practices, the authors sought to identify the key elements of professional competence that require development during the training of future teachers, and to propose avenues for enhancing educational programmes, taking into account psychological characteristics and professional challenges. The formation of future teachers' professional competencies is not merely a timely issue, but a critically important task, upon the resolution of which the future of education and society as a whole depends. Recognising the relevance of this problem, the authors identified the need to investigate the development of future teachers' professional competencies, considering psychological and pedagogical factors. This study aimed to analyse the psycho-pedagogical aspects of competency development in educators during their training.

LITERATURE REVIEW

The issue of a teacher's professional competence consistently remains a central focus of pedagogical science. Contemporary research underscores the importance of adapting education to the digital environment and implementing innovative teaching methodologies. For instance, the research by J. Seibert *et al.* (2020) provides instructions for conducting multitouch experiments aimed at enhancing the effectiveness of chemistry learning. Collaborative learning systems, where students work together in small groups to achieve educational objectives, have been the subject of study by researchers such as J. Lock & P. Redmond (2021), S. Mende *et al.* (2021), and C. Johnson *et al.* (2021). In contrast to traditional instruction, where the teacher plays the primary role, collaborative learning involves students actively interacting with one another, sharing knowledge, discussing ideas, and jointly solving problems. This method fosters the development of social, cognitive, and communication skills, rendering the educational process more dynamic and motivating. It is widely applied in schools and universities, as well as in professional training. Amidst rapid societal changes, education, despite its inherent traditionalism and conservatism, is compelled to align with current trends. A. da Silva (2021) and A. Haleem *et al.* (2022) emphasise that the successful transformation of the educational process necessitates the timely identification of promising directions, their congruence with institutional resources, and their effective integration into pedagogical practice.

One of the most crucial aspects of effective education is the competence of educators, which extends beyond the mere possession of knowledge and skills. It encompasses the ability to apply these in real-world practice, to consider the individual characteristics of learners, and to facilitate productive learning. The concept of "competence" entered the academic lexicon in the late 1950s (Bondarevskaya & Kulnevich, 1999). J. Raven (1984) posits that competence is a composite of diverse components that can exist independently. Some of these relate to intellectual abilities, others to the emotional domain, and their interplay dictates an individual's successful behaviour in various situations.

V. Adolf (1998) highlights that professional competence contributes to reducing stress levels, fostering emotional resilience, and easing the transition from training to professional practice. In a related vein, E. Zeer (1988), drawing upon K. Platonov's concept, distinguishes two constituents of professional competence: professional orientation, which includes a system of values, attitude towards the profession, and an awareness of one's place within it;

and professional competence itself, which amalgamates knowledge, proficiencies, skills, and practical experience. A. Shelten views professional competence through the lens of interaction with others, teamwork, the capacity for independent problem-solving, self-development, and continuous learning (Anisimov & Sosonko, 2001). A. Markova (1980) posits that a teacher's professional competence is shaped not only by their level of knowledge and skills but also by their personal attributes, professional activities, communication abilities, and crucially, the ultimate outcome of their work – the level of pupils' learning and personal development. L. Mitina (1998) identifies three pivotal components of a teacher's professional development: orientation, competence, and emotional flexibility. These factors are largely determinative of pedagogical success. N. Kuzmina (1985) expresses an analogous viewpoint, defining professional competence as a synthesis of profound knowledge, mastery of teaching methods, and the personal qualities essential for effective instruction.

Furthermore, considerable research attention is directed towards the role of digital technologies in the educational process. Digital literacy, as highlighted in contemporary scholarship, encompasses a complex set of skills necessary for engaging with digital media and for the retrieval, processing, and analysis of information. An important dimension of educational digitalisation is parents' attitudes towards their children's use of digital tools, a topic explored in detail in the research by I. Palaiologou (2016). Thus, a review of academic literature indicates that a teacher's professional competence is a complex, multi-component phenomenon, incorporating both cognitive and personal aspects. Its development necessitates the implementation of modern pedagogical technologies, the integration of digital tools, and a consideration of the changes occurring within the educational environment.

MATERIALS AND METHODS

The methodological foundation of this study was formed by concepts from the competency-based approach in pedagogy, the study of researchers from Kyrgyzstan and other countries in the field of teacher professional training, and psychological theories of personality development and learning. Specifically, the articles of philosophers, educators, and psychologists such as J. Raven (1984), E. Zeer (1988), and V. Adolf (1998), amongst others, were analysed. In authoring this article, several methods were employed to facilitate a comprehensive approach to the topic under investigation. Analytical and comparative methods were thus utilised to systematise theoretical material and to juxtapose different approaches to training future educators. The interrelationship between psycho-pedagogical aspects and pedagogical practices was analysed, which allowed for the identification of their influence on the process of professional competency development. A reflective method was used for considering personal competencies and analysing the role of psychological factors in the preparation of future teachers. The method of generalisation enabled the integration of various theoretical and practical materials, whilst the inductive method aided in constructing conclusions based on an analysis of existing theories and examples drawn from the educational process.

In addition, the authors surveyed 298 practising educators from various regions of Kyrgyzstan, aiming to identify key challenges in their professional activities. The study encompassed a wide array of issues, including pupils' attainment levels, the availability of educational materials, the application of digital technologies, classroom management, interaction with parents and administration, and the constraint of time for lesson preparation. Furthermore, an analysis of the respondents' professional experience provided insight into the ratio of experienced practitioners to early career teachers, which allowed for an assessment of areas requiring attention in the training of future professionals. The survey was administered between October and December 2024, employing an online format with anonymous questionnaires. Participation was voluntary, and each participant received information regarding the study's objectives and guarantees of confidentiality. The survey adhered to the principles outlined in the Code of Ethics of the American Sociological Association (2018) and the Guidance Note of the European Commission on Ethics and Data Protection (2021). Analysis of the collected data facilitated the identification of the primary difficulties faced by teachers, such as a scarcity of educational materials, challenges in utilising digital technologies, classroom management, and engagement with parents. These findings were taken into account when evaluating the significance of psycho-pedagogical training for future professionals. The application of all the methods described facilitated the formation of a wellfounded understanding of the pivotal role of psycho-pedagogical training in the development of future teachers' professional competencies.

RESULTS AND DISCUSSION

Structure of teacher professional competencies

Teacher professional competencies constitute a combination of the knowledge, proficiencies, skills, and personal attributes requisite for effective professional performance. They determine an educator's level of preparedness, their capacity to adapt to shifts in the educational landscape, and their ability to ensure quality teaching and the holistic development of pupils. The structure of professional competencies comprises several interconnected components:

- subject-matter and methodological competence entails knowledge and understanding of the subject being taught, mastery of teaching methods and technologies, and the ability to apply contemporary pedagogical approaches;
- psychological and pedagogical competence signifies knowledge of pupils' age-specific and individual characteristics, and mastery of methods for motivating, diagnosing, and correcting learning activities;
- communicative competence is manifested in the ability to interact effectively with pupils, parents, and

colleagues, as well as in the possession of public speaking and pedagogical rhetoric skills;

- organisational and managerial competence is evident in the ability to plan and organise the educational process, create a conducive learning environment, and manage a classroom collective;
- information and communication competence involves proficiency in digital technologies within educational practice, and the use of electronic resources and distance learning;
- reflective and research competence presupposes the capacity for self-analysis, selfdevelopment, the assimilation of new knowledge, the conducting of pedagogical research, and the implementation of innovative technologies;
- moral and ethical competence is associated with an awareness of professional responsibility and adherence to the ethical norms and principles of pedagogical activity.

The professional competencies of a teacher can be viewed through three key components, each playing a significant role in their professional practice. The cognitive component encompasses the body of knowledge necessary for the effective execution of pedagogical tasks. It covers fundamental and applied knowledge in the subject being taught, its methodology, pedagogy, psychology, developmental physiology, and contemporary educational technologies. A teacher must understand the patterns of knowledge acquisition by pupils, and the principles of curriculum design, possess methods for assessing student achievements, and be able to apply modern scientific approaches to teaching (Reid *et al.*, 1987). Furthermore, the cognitive component involves an awareness of current educational standards, the legal framework governing pedagogical activity, and prevailing trends in the evolution of the education system.

The operational and practical component constitutes a system of skills and abilities that ensure the effectiveness of pedagogical work. It encompasses the capacity to develop curricula and syllabi, create didactic materials, employ diverse teaching methodologies and technologies, consider the individual characteristics of learners, and foster their cognitive engagement. This component also includes the ability to organise the educational process, manage the classroom, maintain discipline, and motivate pupils to learn. A crucial aspect is the ability to orchestrate collaborative activities with students, colleagues, and parents, alongside mastery of tools for assessing educational outcomes.

The personal and motivational component covers a teacher's individual qualities, their pedagogical thinking, value orientations, and motivation for self-development and professional advancement. It incorporates such personal characteristics as responsibility, empathy, patience, creativity, and resilience to stress. A high level of motivation for learning and refining pedagogical expertise facilitates the successful implementation of innovations, the pursuit of novel approaches in working with students, and continuous self-improvement. Furthermore, this component reflects pedagogical culture and ethics, the capacity for reflection and an awareness of one's strengths and weaknesses, as well as a commitment to professional growth through participation in continuing professional development courses, scholarly research, and pedagogical experiments.

The formation and development of a teacher's professional competencies is a continuous process, contingent upon the system of pedagogical education, practical experience, and the drive for continuous improvement in one's professional practice. Furthermore, the development of a future teacher's professional competence is not feasible without adequate psychological readiness, which encompasses motivation for pedagogical activity, emotional stability, reflectivity, communication skills, and the capacity for self-development. These attributes not only determine success during studies in a pedagogical higher education institution but also exert a decisive influence on the professional development of an early career teacher. Moreover, the psychological aspect plays a vital role at all junctures of an educator's professional career, remaining a key determinant of effectiveness even with considerable experience. The ability to manage emotions, sustain motivation, analyse one's practice, and cultivate productive interactions with pupils and colleagues is essential not only for the novice teacher but also for the experienced educator striving for professional growth and adaptation to the evolving educational landscape.

Firstly, motivation serves as a pivotal component of psychological readiness, as it is this that impels the prospective educator to assimilate new knowledge, seek efficacious teaching methods, and strive for professional advancement. Should a student possess an inherent interest in the profession from the outset, recognising its significance and societal responsibility, they will acquire subject-specific, methodological, and psycho-pedagogical competencies with greater purposefulness. Conversely, a lack of sustained motivation can result in a perfunctory acquisition of pedagogical disciplines and diminished learning effectiveness. Secondly, the development of professional competence necessitates emotional stability, given that pedagogical activity is associated with considerable psychological demands. The future teacher must learn to regulate their emotions, maintain composure in stressful situations, and cultivate constructive interactions with pupils, parents, and colleagues. The enhancement of stress resilience contributes to the successful acquisition of communicative and organisational-managerial competencies, which are crucial in an educator's work. Another vital aspect of psychological readiness is reflection, which facilitates a conscious engagement with one's own professional practice. The prospective teacher must be able to analyse their successes and setbacks, modify their working methods, and recognise their strengths and weaknesses. Developed reflective competence empowers an educator to refine their teaching methodology, adapt to the individual characteristics of their students, and effectively address emergent issues in the educational process.

Furthermore, a prospective educator's psychological readiness influences the development of their personal and motivational component of professional competence. This encompasses pedagogical thinking, humanistic values, empathy, and accountability for the outcomes of their work. A teacher's personal qualities are largely determinative of whether they can become not only a proficient professional but also a mentor capable of inspiring students and fostering a positive educational environment. Thus, psychological readiness serves as a foundation for the formation of a future teacher's professional competencies. Without stable motivation, emotional stability, and developed reflection, it is impossible to fully acquire subject-specific, methodological, communicative, and managerial competencies. Therefore, in the process of professional training for future educators, it is crucial to prioritise not merely the transmission of knowledge and the development of skills, but also the cultivation of the psychological attributes essential for effective performance in schools.

Challenges faced by educators in Kyrgyzstan and ways to overcome them

To identify the pertinent issues confronting teachers in their professional practice, the authors surveyed practising educators, the results of which facilitated the identification of key difficulties and impediments in teaching. The survey included 298 teachers from various regions of Kyrgyzstan. Analysis of the respondents' length of service indicated that the overwhelming majority of teachers (65.1%) have more than 10 years of experience, suggesting a significant contingent of seasoned professionals within the profession. However, there is also a notable proportion of educators with limited experience: 18.2% have been working for less than three years, 7.3% for three to five years, and 9.4% for six to ten years (Fig. 1). This highlights that whilst experienced specialists constitute the largest group among the surveyed teachers, there are also early career educators for whom the possession of well-developed professional competencies is particularly crucial to successfully navigate emergent challenges.

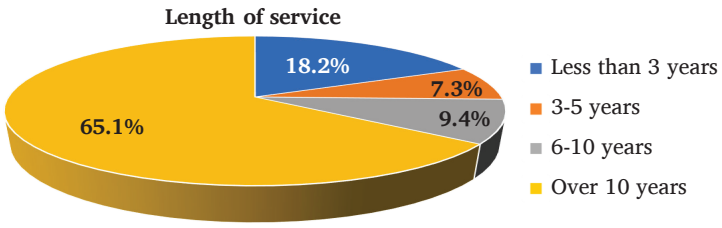

Figure 1. *Length of service of surveyed educators from different regions of Kyrgyzstan*
Source: *compiled by the authors*

An analysis of the data obtained from the survey of practising teachers revealed several significant difficulties that they encounter in their professional work. Among the most pressing problems noted were a low level of pupil preparedness, a scarcity of educational materials, challenges in using digital technologies, insufficient pupil motivation, a lack of time for lesson preparation, complexities in interacting with parents, classroom management issues, and an absence of administrative support (Fig. 2). These challenges impede effective teaching and demand a high level of professional competence from educators.

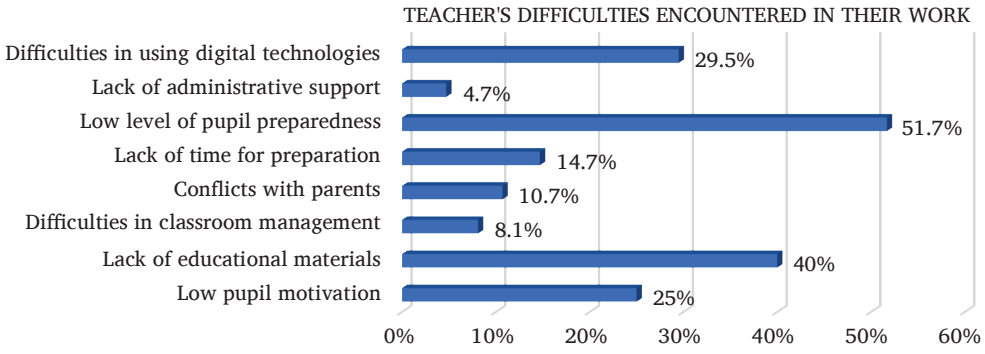

Figure 2. *Difficulties encountered by surveyed educators in Kyrgyzstan*
Source: *compiled by the authors*

The obtained data underscore that the professional training of future educators in higher education institutions should take into account the actual difficulties encountered by teachers. This necessitates increased attention to the following aspects: the development of digital literacy skills for the confident use of educational

technologies; the formation of methodological competence, including the ability to adapt educational material for varying levels of pupil preparedness; the development of communication skills for effective interaction with pupils, parents, and administration; the mastery of methods for classroom management and motivating pupils; and providing future educators with knowledge regarding working with educational materials and sourcing alternative educational resources.

Thus, the preparation of future teachers should be grounded in the real-world problems identified through the analysis of practising educators' experiences. Attention needs to be focused on the development of their psycho-pedagogical competencies, encompassing methodological and digital literacy, the capacity for pedagogical interaction, the ability to work with pupil motivation, and the adaptation of educational materials to suit different levels of pupil preparedness. The formation of these competencies should be facilitated through the use of modern pedagogical technologies, thereby enabling future teachers to confidently apply theoretical knowledge in practice and successfully integrate into the professional environment. This will ensure that university graduates are well-equipped to meet the challenges of the contemporary school and apply their professional competencies effectively in their practice.

The formation of future educators' professional competencies is contingent upon the mastery of modern pedagogical technologies, which contribute to making the learning process more productive, interactive, and oriented towards the pupil's personal development. Pedagogical technologies represent a composite of methods, techniques, and resources that facilitate the optimal organisation of the educational process. Their implementation enhances teaching effectiveness by actively engaging students in learning activities; develops practical teaching skills and the ability to work with pupils; fosters the reflective and communicative skills necessary for professional growth; and creates conditions for the individualisation and differentiation of learning, which is particularly crucial in the context of the contemporary school.

It is essential for the future teacher not merely to possess theoretical knowledge of pedagogy but also to be adept at applying modern technologies in practice. In this context, particular importance is attached to the following types of pedagogical technologies. A teacher's subjectmethodological competence is cultivated through the assimilation of active learning technologies, problem and project-based methods, and digital educational resources. By mastering these tools, educators can move beyond simply explaining material to prompting pupils towards independent problem-solving and fostering their critical thinking and creative abilities. Interactive technologies involve active learner engagement and the development of collaboration and critical thinking skills. These include discussions, debates, case studies, group work, and educational games. They equip future teachers with the skills to manage the learning process, work effectively in teams, and interact constructively with pupils.

Project-based learning technologies centre on students' independent activity involving the resolution of practical tasks. The application of a project-based methodology in teacher training contributes to the development of analytical, research, and communication skills and instils the ability to apply knowledge in practical contexts. Problem-based learning technologies are designed to cultivate prospective educators' capacity to analyse complex situations, devise innovative solutions, and form research skills. Problem-based learning trains students not merely to impart knowledge but to encourage their own pupils to seek solutions autonomously. Digital technologies are indispensable for the contemporary teacher. The use of electronic educational platforms, interactive whiteboards, virtual laboratories, and online courses not only diversifies the educational process but also enhances its effectiveness. Digital literacy constitutes the composite of skills enabling effective engagement with digital media, and the execution of information search, analysis, and processing (Cabero-Almenara *et al.*, 2020). Reflective technologies represent a significant element of professional training. The future teacher must be able to evaluate their own work, identify strengths and weaknesses, and adjust their pedagogical practice accordingly. To this end, technologies of self-assessment, portfolios, and teaching practice diaries are employed.

The development of future teachers' professional competencies is not possible without the mastery of modern pedagogical technologies. These enable the educational process to become more meaningful, practice-oriented, and effective. Integrating pedagogical technologies into teacher training programmes contributes to the development of their methodological, communicative, digital, and reflective competence, thereby preparing them for successful professional practice in the contemporary school environment. Pedagogical technologies serve as a potent instrument for cultivating a teacher's professional competencies, assisting them not only in teaching effectively but also in fostering reflection, managing their emotional state, establishing productive communication, and adapting to shifts within the education system. It is precisely their conscious and purposeful application that allows an educator to fulfil their potential as competent, motivated and accomplished professionals.

Psychological preparation plays a crucial role in the professional formation of the future educator. The development of emotional intelligence, the capacity to comprehend pupils' psychological characteristics, and the ability to accommodate their individual differences facilitate the establishment of effective interaction within the educational process. A profound understanding of developmental psychology enables not only the proper organisation of learning but also the creation of a supportive environment conducive to the development of each child. Psychological readiness also augments a teacher's professional competence, empowering them to operate confidently in complex situations, adapt to changes, and employ an individualised approach with each pupil.

The role of an educator's personal characteristics, cognitive abilities, and emotional intelligence

The effective mastery of pedagogical technologies by prospective teachers is directly contingent upon their cognitive and personal characteristics. These factors determine an educator's capacity to perceive, analyse, and implement modern teaching methods, as well as to adapt to a constantly evolving educational environment. Cognitive characteristics encompass the level of intellectual development, analytical thinking, and the ability to rapidly assimilate information and apply it in practice (Gendina, 2007). Pedagogical technologies necessitate a profound understanding of the subject matter, the capacity to structure knowledge, identify connections between various disciplines, and tailor educational methods to the specific needs of individual pupils. High cognitive flexibility enables a teacher to acquire new approaches, evaluate their efficacy, and refine their pedagogical practice.

Personal characteristics play an equally significant role. Flexibility, creativity, initiative, and openness to new ideas are determinative of a teacher's readiness to adopt innovative technologies, experiment, and develop unconventional solutions. L. Antsyferova posits that personal development is linked to an inherent human striving to transcend one's limitations, achieving the full realisation of one's essence. The personality is perpetually oriented towards the future, manifesting it in the present. This desire for self-improvement and development constitutes the driving force behind an individual (Antsyferova, 1981). An educator possessing a high degree of self-organisation and purposefulness is more successful in mastering complex methodologies, integrating them into the educational process, and adapting to the evolving requirements of the education system.

The combination of well-developed cognitive abilities and personal qualities ensures the successful mastery of pedagogical technologies, empowering future teachers to apply modern teaching methods effectively, adapt to the diverse needs of their pupils, and continuously enhance their professional practice. In addition, emotional intelligence and stress resilience play a crucial role in pedagogical activity, determining a teacher's effectiveness, their capacity for constructive interaction with pupils, colleagues, and parents, and their ability to adapt to challenging situations. Emotional intelligence encompasses the ability to recognise and manage one's own emotions, understand the feelings of others, and cultivate harmonious relationships. A high level of emotional intelligence enables a teacher to regulate their behaviour, circumvent conflicts, maintain pupil motivation, and foster a favourable psychological climate in the classroom. The capacity for empathy facilitates the consideration of children's individual characteristics and the adoption of tailored approaches to each, while well-developed communication skills aid in the effective transmission of knowledge and sustaining interest in learning.

Stress resilience is essential for an educator to maintain work capacity and emotional equilibrium under considerable pressure. A teacher's work involves constant psycho-emotional challenges – they must manage tension, resolve conflict situations, and work with diverse categories of pupils. The ability to maintain composure, recover quickly from stressful situations, and find internal resources to sustain motivation are vital qualities determining professional longevity and the quality of pedagogical activity. Emotional intelligence and stress resilience form the bedrock of successful professional development for a teacher, enabling them to interact effectively with others, adapt to change, and maintain high performance in the demanding conditions of the educational process.

Research by N. Kuzmina (1990) indicates that during the stage of professionalisation, as an individual's work style becomes established, the level of professional activity may decrease, potentially leading to professional stagnation. Similar conclusions are corroborated in the study of L. Mitina (1994). L. Antsyferova (1980), in her analysis of the causes of identity crisis, highlights professional stagnation, which, in her view, results in a person who previously considered themselves a highly competent specialist beginning to feel altered, not as they were before. If professional stagnation occurs, it is necessary to actively work on updating and developing one's skills, seek new challenges and tasks, engage in self-education, find inspiration in innovative approaches and working methods, and seek support and motivation through interaction with colleagues and participation in professional communities.

Professional development for teachers is contingent upon their capacity for self-reflection and the management of their own resources. Pedagogical reflection and self-regulation equip prospective teachers not only to adapt effectively to the profession but also to continuously enhance their practice, thereby improving the quality of their teaching. Reflection facilitates the analysis of both successful and less successful pedagogical approaches, enabling the identification of the root causes of problematic situations and the formulation of solutions. It fosters the development of an individual teaching style, cultivates critical thinking, and promotes a readiness for innovation (Slastenin & Podymova, 1997). Self-regulation, in turn, assists teachers in maintaining internal equilibrium, managing emotions, adjusting to the changing demands of the educational process, and sustaining a high level of motivation. These mechanisms are established during the training period, as students become accustomed to evaluating their achievements, modifying their actions, and incorporating feedback. Subsequently, this forms the basis of professional resilience, empowering teachers to interact effectively with pupils, navigate complex situations, and remain sought-after professionals in a dynamic educational landscape.

Pedagogical technologies and their role in the professional training of the future teacher

While reflection and self-regulation enable educators to structure their activities thoughtfully, manage emotions, and adapt to the demands of the profession, the mastery of modern educational technologies allows them to

implement the teaching process effectively, work with diverse groups of pupils, and achieve high outcomes. The acquisition of pedagogical technologies plays a pivotal role in the professional preparation of prospective teachers, complementing their psychopedagogical readiness. Pedagogical technologies are defined as a composite of methods, techniques, and tools aimed at organising teaching and upbringing. Their knowledge and skilful application ensure the formation of a teacher's key professional competencies: subjectmethodological, communicative, psycho-pedagogical, and organisational-managerial. Future educators must acquire proficiency in interactive teaching methods, project and research activities, digital technologies, and differentiated and individualised instructions to adapt flexibly to the needs of their pupils. The effective synergy of psycho-pedagogical preparation and the mastery of pedagogical technologies shapes a professionally competent teacher capable of not only imparting knowledge but also creating an educational environment that considers the individual characteristics of each child, fosters their abilities, and cultivates a motivation for learning.

In the preparation of future teachers, it is crucial not only to cultivate their psycho-pedagogical readiness but also to equip them with the modern pedagogical technologies they will utilise in practice. Pedagogical technologies are the methods that render learning effective and engaging. Future teachers must not only be knowledgeable about these methods but also capable of adapting them to the specific needs of their pupils, applying them in diverse contexts, and at times creatively modifying them to maximise their benefit.

Active and interactive teaching methodologies constitute crucial tools in the pedagogical arsenal. They serve not only to enhance student motivation and engagement but also to cultivate critical thinking, creativity, and autonomy. By employing such methodologies, future teachers learn not merely to transmit knowledge but to create conditions conducive to active cognitive engagement in their students. Project-based learning is an example of this approach, enabling schoolchildren to undertake tasks independently, devise solutions, collaborate in a team, and present their ideas. This method facilitates the development of practical skills and initiative, alongside fostering a sense of responsibility for the ultimate outcome. The case study method affords pupils the opportunity to examine authentic situations, analyse them, and propose solutions to problems. This cultivates analytical thinking and decision-making abilities in schoolchildren, preparing them to apply acquired knowledge in real-life contexts. Training sessions, in turn, enable pupils to enhance communication skills, work on emotional resilience and self-confidence. They assist students in interacting effectively with others, resolving conflicts, and collaborating within a team. Game-based learning technologies in education contribute to making the learning process more engaging and accessible. Games stimulate pupil activity, aid in better retention of information, and develop collaboration skills. Future teachers must acquire proficiency in these methods, learning to adapt and apply them in diverse educational scenarios to establish an effective and developmentally oriented learning environment.

In addition to traditional pedagogical methods, such as project-based learning, case studies, training sessions, and game-based technologies, digital educational technologies are a crucial element in cultivating the professional competencies of future teachers. Contemporary pupils are growing up in a world saturated with digital technologies, and educators must acknowledge this reality to interact effectively with students and prepare them for future challenges. As S. Litvinova (2019) noted in her study, "to keep pace with the development of the modern changing world, students must have a high level of education, and this is not possible without the implementation of modern innovative technologies". Digital technologies facilitate the creation of interactive learning materials, online courses, virtual laboratories, and other resources that significantly expand opportunities for learning and self-development. They also contribute to the individualisation of the learning process, as digital tools enable the adaptation of content and methods to the needs of each student. Future teachers must acquire proficiency in working with these technologies, rather than being limited to traditional methods alone.

Teachers should not only possess the ability to utilise digital technologies but also be prepared to instruct their pupils in using them consciously and beneficially. It is crucial to convey to children that digital technologies are not merely a means of entertainment or leisure but also a potent instrument for self-education, information retrieval, project development, and resolving various tasks. The capacity to leverage digital resources for learning and development constitutes a significant component of a teacher's professional competence. The teacher ought to serve as a role model in this regard, actively integrating digital technologies into the educational process and educating children on the appropriate use of the internet, educational applications, and other digital tools. They must cultivate in schoolchildren not only digital literacy but also critical thinking, which will enable them to navigate the flow of information and employ technologies to the advantage of their learning and development. Ultimately, this contributes to preparing students for life in a digital society and assists them in effectively utilising the resources available within the modern educational process.

Continuing the theme of training future educators in the context of psycho-pedagogical competence, an important aspect is also the development of their ability to employ an individualised approach in teaching. In the context of student diversity, their individual characteristics, levels of preparedness, and psychological needs, the capacity to teach while taking these factors into account becomes an integral part of modern pedagogical practice. An individualised approach in the training of future teachers not only implies considering various student characteristics but also necessitates deep knowledge in the fields of psychology and pedagogy. During their training in a pedagogical university, students must learn to identify the specific needs of

each pupil and understand their motivation, interests, and difficulties. This requires future teachers to possess a high level of psychological competence and the ability to adapt teaching methods and resources according to a child's individual characteristics.

The psychological significance of an individualised approach lies in its contribution to fostering self-confidence in pupils, reducing stress, and increasing motivation and engagement in the learning process. This enables students to assimilate material more effectively, develop their abilities, and unlock their potential. An individualised approach helps maintain a positive emotional state among learners and creates conditions conducive to successful socialisation and harmonious personality development. Future educators who have mastered this principle during their training will be capable of not only enhancing the effectiveness of their work but also significantly improving the overall quality of education. An individual approach to learning becomes a crucial aspect of their professional competence, subsequently enabling them to work with diverse student populations, successfully address pedagogical challenges, and adapt to the evolving conditions of the educational environment.

The interconnectedness of psychology and pedagogy plays a key role in shaping the professional competencies of future educators. These two disciplines, while possessing their own distinct characteristics, are closely intertwined, forming the basis for effective teaching and upbringing. Psychology provides educators with an understanding of mental processes, mechanisms of perception, development, and learning, which allows for a deeper and more informed approach to addressing educational challenges. Pedagogy, in turn, encompasses the methods and principles for organising the educational process, aimed at student development, their socialisation, and the transmission of knowledge. Psychological knowledge assists teachers in more accurately diagnosing the needs and characteristics of pupils and in determining strategies that contribute to the successful assimilation of material and harmonious personality development.

The development of future teachers' competencies is contingent upon an understanding of the psychological aspects of their professional role. Knowledge concerning psychophysiological and emotional processes, as well as the age-related and individual characteristics of pupils, enables educators to select the most effective teaching approaches, establish trusting relationships with students, and provide appropriate motivation and support for their learning endeavours. An important dimension is also the teacher's own personality, their emotional intelligence, and stress resilience, which are likewise integral components of professional competence. The capacity to manage one's emotions, adapt to stressful situations, and cultivate harmonious relationships with students and colleagues directly influences the quality of pedagogical work. Successful pedagogical influence is not feasible without psychological preparation, and the personal attributes of an educator, such as emotional maturity and stress resilience, enhance their effectiveness in addressing pedagogical tasks and contribute to the establishment of a positive educational environment.

According to N. Slota (2024), "for the formation of professional competence, higher education institutions must cultivate informed students capable of critical thinking and solving various problems". It is important to note that excellent knowledge and skilful application of pedagogical methods, theories, and technologies directly influence a teacher's psychological state. When an educator possesses a thorough understanding of their work, they feel confident in their abilities and actions, which in turn reduces levels of stress and anxiety. Comprehending which methods and approaches to employ in different situations, and how to structure and plan a lesson, assists the teacher not only in being more effective but also in maintaining psychological calmness (Asmolov, 2002). Knowledge of pedagogical technologies and theory provides the teacher with a clear understanding of how to influence students, which methods are suitable for different groups, and how to optimise the educational process. This allows the educator to anticipate potential difficulties, prepare for lessons in advance, and create an atmosphere of trust and mutual understanding, all of which favourably affect their psychological state.

The interaction between psychology and pedagogy contributes to the formation of the complex and multifaceted process of a future teacher's professional identity, commencing during their training at a pedagogical university and continuing throughout their entire professional career. A teacher's professional identity encompasses not only knowledge and skills but also values, attitudes, and the role the educator defines for themselves within the educational process. This involves an understanding of their mission, an awareness of responsibility towards students, colleagues, and society, and the capacity to adapt their pedagogical methods and approaches in response to changing circumstances. The process of shaping a teacher's professional identity also includes an awareness of their own value and uniqueness as a specialist. An educator who understands and accepts their strengths, while also recognising areas of their practice that require enhancement, will be successful in their profession and capable of fostering a positive educational climate, promoting student development, and building professional relationships founded on respect and trust.

CONCLUSIONS

The development of future teachers' professional competencies serves as the bedrock of quality education and the development of the younger generation. An educator is not merely an individual who imparts knowledge but also a mentor who shapes the student's personality and assists in the development of their emotional intelligence, socialisation, and moral values. A teacher's professionalism exerts a considerable influence not only on the standard of education but also on upbringing, which is vital for the development of future specialists across various fields. By

employing their pedagogical and psychological knowledge, teachers help not only to educate but also to guide students towards self-improvement and the achievement of their goals. The complex social and psychological challenges encountered by contemporary pupils necessitate specialised training for educators. In the context of Kyrgyzstan, where conflicts occur between students and teachers, as well as inter-personal and inter-group clashes among schoolchildren, the psychopedagogical preparation of future teachers assumes particular importance. Understanding children's emotional needs, coupled with the competent application of pedagogical technologies and skills in working with diverse student groups, assists teachers in mitigating levels of aggression and conflict within schools.

Psychological and pedagogical training for teachers is of immense significance, as it equips them to be more sensitive, tolerant, and prepared for addressing challenging situations. Collaborative work between the teacher and psychologists, social educators, parents, and other specialists facilitates the creation of a supportive environment within the school that is conducive to the comprehensive development of the child. This necessitates active interaction and attention to the psychological characteristics of each student from all participants in the educational process. It is precisely through the enhancement of teachers' professional competencies that a favourable atmosphere for nurturing a new generation can be established, teaching children how to interact with one another, understand their emotions, and assume responsibility for their actions. Schools must become spaces where children feel supported and can develop not only intellectually but also emotionally and socially. In turn, the pedagogical mastery of teachers and their capacity to apply psychological and pedagogical knowledge directly impact the well-being and academic success of pupils, as well as the overall atmosphere within educational institutions. Perspectives for further research, building upon the data obtained from the conducted survey, encompass the cultivation of future teachers' professional competencies that align with the current demands of the educational landscape. Based on the identified needs, it is imperative to continue efforts to refine curricula and training methodologies for aspiring educators. One avenue for exploration involves an in-depth study into the influence of psychological and pedagogical competencies on teachers' preparedness to address students' social and emotional challenges. This could entail the development of specialised training programmes and courses aimed at enhancing teachers' emotional resilience and their capacity to manage conflict situations. Furthermore, it is crucial to focus on the integration of interdisciplinary knowledge within educational programmes. Based on the survey findings, practical modules could be devised to include collaborative work between educators and psychologists, social educators, and other specialists, to foster a supportive school environment. Additionally, the research could be directed towards the adaptation and implementation of novel pedagogical technologies that would facilitate future teachers' understanding and consideration of students' individual needs, thereby augmenting their ability to teach effectively and support children's socialisation. Thus, further investigation grounded in the survey results will enable a precise determination of which pedagogical technologies are requisite for the formation of professional competencies in future teachers, empowering them to fulfil their role successfully in the contemporary school setting.

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Педагогикалык технологиялар аркылуу болочок мугалимдердин кесиптик компетенттүүлүктөрүн калыптандыруунун психологиялык-педагогикалык аспекттери

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Аннотация. Кыргызстанда керектүү кесиптик компетенцияларга ээ болгон болочок мугалимдерди даярдоо көйгөйү орчундуу деп айтсак болот. Учурдагы билим берүү мейкиндиги мугалимдерден предметин билүүдөн сырткары, жекече жана кесиптик сапаттардын өнүгүшүнө таасир берген педагогикалык технологияларды да колдонуу билгичтигин талап кылат. Болочок мугалимдердин компетенцияларын калыптандырууда психологиялык-педагогикалык ыкма билим берүү процессинин негизги аспекти болуп саналат. Себеби, инсандын психологиялык өзгөчөлүктөрүн жана педагогикалык технологияларды эске алуу менен заманбап көйгөйлөрдү эффективдүү чече алган мугалимди даярдайй алабыз. Болочок мугалимдин кесиптик жактан ийгиликтүү өсүшүнө таасир берген факторлордун бирден бири болуп, интеллектуалдык гана эмес, ошондой эле эмоционалдык, коомдук компетенциялардын өнүгүшүнө багытталган инновациялык педагогикалык технологияларды колдонуу саналат. Макалада, кесиптик компетенциялардын калыптануусунун психологиялык-педагогикалык аспектилери менен бирге мугалимдерди даярдоо процессинде алардын жана окуучулардын инсандык өзгөчөлүктөрүн эске алуу маанилүүлүгү каралат. В.А. Сластенин, Л.М. Митина, Н.В. Кузьмина, Л.И. Анцыферова сыяктуу окумуштуулардын изилдөөлөрүнүн негизинде болочок мугалимдердин кесиптик жана инсандык жактан өнүгүүсүнө таасир берген педагогикалык технологияларды киргизүү зарылчылыгы келип чыгат. Сластенин мугалимдин инновациялык жактан өзүн көрсөтүү үчүн шарттарды түзүүгө көңүл бурат. Бул андан жаңы контент менен иш алып барууну жана окутууда өзгөчө ыкмаларды колдонууну талап кылат. Митина эмоционалдык ийкемдүүлүктүн жана өзгөрүүлөргө болгон даярдыгын белгилейт. Бул белгилүү компетенциялардын өнүгүшүнө багытталган ар түрдүү педагогикалык технологияларды колдонуу менен ишке ашат. Кузьмина педагогикалык технологиялар кесиптик иденттүүлүк кризисин жеңе алууга таасир берээрин айтат. Ал эми анцыферова мугалимдин ички мотивацияссынын маанилүүлүгүн, анын мыкты болууга жана өнүгүүгө болгон умтулуусун белгилейт. Мындан сырткары, студенттерде – болочок мугалимдерде өзүн башкара билүү, эмоционалдык туруктуулук көндүмдөрүн жана кесиптик компетенцияларын калыптандыруу үчүн психологиялык-педагогикалык технологияларды колдонуу маанилүү. Бул технологиялар болочок мугалимдерге теориялык билимге ээ болууга гана эмес, ошондой эле аларды билим берүү процессинде чыныгы шарттарда колдонгонду үйрөнүүгө жардам берет. Болочок мугалимдин компетенцияларын калыптандыруу, инсандын өнүгүшүнө жана кесиптик квалификацияларынын жогорулашына багытталган педагогикалык технологияларды активдүү колдонуусуз мүмкүн эмес

Негизги сөздөр: инсандык өнүгүү; инновациялык методдор; эмоционалдык туруктуулук; өзүн өзү башкаруу; долбоордук ишмердүүлүк, кесиптик иденттүүлүк

Психолого-педагогические аспекты формирования профессиональных компетенций будущих учителей с использованием педагогических технологий

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Аннотация. В Кыргызстане проблема подготовки будущих педагогов, обладающих необходимыми профессиональными компетенциями, стоит как никогда остро. Современное образовательное пространство требует от учителей не только знания предмета, но и умения применять педагогические технологии, которые способствуют развитию личных и профессиональных качеств. Психолого-педагогический подход к формированию компетенций будущих учителей является важным аспектом образовательного процесса, ведь только с учетом психологических особенностей личности и педагогических технологий можно подготовить педагога, способного к эффективному решению современных задач. Целью данной работы был анализ психолого-педагогических аспектов формирования профессиональных компетенций будущих педагогов с акцентом на использование современных педагогических технологий. В статье рассмотрены ключевые психолого-педагогические факторы, влияющие на процесс формирования профессиональных компетенций, включая необходимость учета личностных особенностей как учителей, так и учащихся. На основе анализа теоретических исследований таких ученых, как В. Сластенин, Л. Митина, Н. Кузьмина и Л. Анцыферова, подчеркнута важность внедрения педагогических технологий, способствующих не только профессиональному, но и личностному развитию будущих педагогов. Особое внимание в работе было уделено формированию у студентов навыков саморегуляции, эмоциональной устойчивости и профессиональной идентичности. Также подчеркнута важность внутренней мотивации учителя, его стремления к самосовершенствованию и развитию. Результаты исследования продемонстрировали, что активное применение педагогических технологий, ориентированных на развитие интеллектуальных, эмоциональных и социальных компетенций, является необходимым условием для успешной подготовки будущих учителей. Практическая ценность данной работы заключается в возможности использования ее результатов для совершенствования образовательных программ и методик подготовки педагогических кадров в Кыргызстане

Ключевые слова: личностное развитие; инновационные методы; эмоциональная устойчивость; саморегуляция; проектная деятельность; профессиональная идентичность