



PAPER

## DEVELOPING PEDAGOGICAL MASTERY OF FUTURE TEACHERS BASED ON A FUNCTIONAL APPROACH

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### Abstract

This article analyzes the development of pedagogical mastery of future teachers based on a functional approach from a scientific and pedagogical perspective. The essence and structural components of pedagogical mastery, as well as the significance of the functional approach in the educational process, are examined. The necessity of systematically developing pedagogical activity functions in the formation of professional competencies of future teachers is substantiated. In addition, pedagogical conditions and methodological mechanisms that contribute to the development of pedagogical mastery are identified.

**Key words:** pedagogical mastery, functional approach, future teacher, professional competence, pedagogical activity, educational process.

### INTRODUCTION

In the modern education system, the development of pedagogical mastery in future teachers is regarded as one of the priority scientific and pedagogical issues aimed at improving the quality of education. The effectiveness of the educational process primarily depends on teachers' professional preparedness, their ability to design and manage pedagogical processes, as well as their capacity to organize instruction while taking into account students' individual and age-related characteristics. Therefore, improving scientific approaches that

contribute to the formation and development of pedagogical mastery in future teachers has become a pressing task.

Within this context, the functional approach emerges as an effective methodological framework that enables a deeper understanding of the essence and structure of pedagogical activity and provides opportunities for the systematic formation and development of teachers' professional functions. The functional approach allows pedagogical mastery to be interpreted not merely as a set of isolated qualities, but as a process of successfully performing specific functions of pedagogical activity.

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## LITERATURE REVIEW

In scientific and pedagogical research, the issue of developing pedagogical mastery is interpreted in close connection with the social and functional characteristics of individual activity. In particular, L.S.Vygotsky emphasizes that the formation of pedagogical activity occurs through social interaction, substantiating that a teacher's professional mastery develops through a transition from external forms of activity to internal reflexive regulation. According to his perspective, the gradual acquisition of pedagogical functions serves as a key factor in strengthening teachers' professional competence.

Within A.N.Leontiev's activity theory, pedagogical mastery is understood as a teacher's ability to consciously regulate goal-setting, action planning, and evaluation of outcomes in professional activity. The scholar scientifically substantiates that the systematic development of pedagogical activity functions plays a decisive role in achieving a high level of professional maturity.

J.Dewey advances the idea of organizing education on the basis of experience and practical activity, emphasizing that pedagogical mastery is manifested in a teacher's ability to analyze real pedagogical situations and make effective decisions in problem-based contexts. Within his approach, the functional perspective is explained through the close interconnection between pedagogical activity and practical experience.

Within the framework of constructivist learning theory, J.Bruner conceptualizes the teacher not as a transmitter of ready-made knowledge, but as an active subject who designs and manages the educational process. According to the scholar, pedagogical mastery develops through the creative, flexible, and context-sensitive implementation of pedagogical functions. In accordance with P.Ya.Galperin's theory of the step-by-step formation of mental actions, pedagogical mastery evolves through the consistent acquisition of elements of pedagogical activity. Research highlights the coherence of planning, execution, and control functions as the principal mechanisms that foster the development of teachers' professional mastery.

Among local scholars, N.A.Muslimov interprets pedagogical mastery as an integrative system that combines a teacher's ability to effectively organize

professional activity, manage the pedagogical process, and conduct reflective analysis. In his studies, the functional approach is recognized as an essential methodological foundation for shaping the professional competencies of future teachers.

R.H.Jo'rayev emphasizes that the application of a functional approach in teacher education enhances professional responsibility, initiative, and readiness for independent activity. According to the scholar, pedagogical mastery is reflected in a teacher's capacity to independently and creatively solve pedagogical tasks.

B.X.Xodjayev associates the development of pedagogical mastery with the systematic organization of pedagogical activity functions, scientifically substantiating that professional maturity is based on the harmonious development of didactic, communicative, and reflective functions. In his research, the functional approach is interpreted as a key factor ensuring the close interrelation between the quality of education and teachers' professional preparation.

## ANALYSIS AND RESULTS

Pedagogical mastery is interpreted as an integrative unity of a teacher's professional knowledge, practical skills and competencies, pedagogical thinking, communicative culture, creative approach, and reflective abilities. The harmonious development of these components enables teachers to effectively organize the teaching and learning process, accurately analyze pedagogical situations, and make optimal instructional decisions. The functional approach to the development of pedagogical mastery is based on identifying the core functions performed in a teacher's professional activity and ensuring their consistent and systematic formation.

According to this approach, pedagogical activity comprises a set of didactic, organizational, communicative, diagnostic, reflective, and motivational functions, each of which contributes to strengthening specific components of pedagogical mastery. In particular, the didactic function enhances a teacher's ability to select educational content and apply teaching methods and instructional tools appropriately, while the communicative function fosters pedagogical interaction, cooperation, and effective

communication skills. The diagnostic and reflective functions, in turn, promote teachers' abilities to analyze students' developmental levels, evaluate their own pedagogical practice, and continuously improve professional performance.

In the preparation of future teachers, the effective implementation of the functional approach involves the use of the following pedagogical methods:

instruction based on problem-based and situational tasks;

pedagogical modeling and role-playing activities;

organization of project-based and research activities;

application of reflective analysis and self-assessment techniques;

expansion of independent activity during teaching practice.

These methods facilitate the integration of theoretical knowledge with practical activity, support the independent resolution of professional tasks, and develop skills related to analyzing pedagogical problems and applying creative solutions. As a result, the cognitive, operational-practical, personal-motivational, and reflective components of pedagogical mastery develop in a consistent and systematic manner.

Scientific research findings and pedagogical experience demonstrate that developing pedagogical mastery based on the functional approach significantly enhances the professional preparedness of future teachers. This approach enables teachers to consciously plan pedagogical activities, effectively organize the educational process, and consider students' individual needs and capabilities. Moreover, instruction organized within the framework of the functional approach positively influences the formation of professional responsibility, pedagogical reflection, creative thinking, and independent decision-making skills among future teachers, thereby creating favorable conditions for achieving high professional outcomes.

In conclusion, the development of pedagogical mastery of future teachers based on the functional approach represents one of the key and priority directions of the modern education system. By ensuring the systematic and consistent development of pedagogical activity functions, this approach contributes to the formation

of teachers' professional competencies. The purposeful and comprehensive application of the functional approach has significant scientific and practical value in enhancing pedagogical mastery, strengthening professional preparation, and improving the overall quality of education.

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