



SUGGESTIVE COMPETENCE AND THE SOCIAL-PEDAGOGICAL NECESSITY OF ITS DEVELOPMENT IN TEACHERS

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ABSTRACT

The article studies the theoretical and methodological foundations of developing suggestive competence of future primary school teachers, the methodological system of developing suggestive competence of future primary school teachers, the effectiveness of developing suggestive competence of future primary school teachers. The pedagogical foundations of developing suggestive competence of future primary school teachers are also analyzed..

Introduction. Currently, significant reforms are being implemented in the system of teacher training aimed at improving pedagogical skills and developing professional competencies. At the same time, numerous scientific studies and practical projects are being carried out to enhance pedagogical abilities. Moreover, the role and responsibilities of teachers in organizing the educational process are evolving. Teachers directly and indirectly manage the processes of education, upbringing, and development. Their role in nurturing well-rounded individuals within social, political, and economic life is invaluable. The moral and educational influence that a teacher exerts on children and those around them is so significant that it cannot be replaced by any regulations or curricula. Indeed, the teacher's personality and worldview are paramount in the educational process. By passing down their experiences from generation to generation, teachers ensure the continuity of knowledge and values.

Literature Review and Methods. The theoretical and methodological foundations, methodological system, and challenges of developing suggestive competence in future primary school teachers have been studied by V.A. Slastenin, G. Chijakova, I. Ridanova, H. Abdukarimov, A. Mamajonov, N. Muslimov, B. Rahimov, N. Sayidahmedov, O. Tolipov, Sh. Sharipov, N. Shodiyev, Y. Haydarov, I. Martin, A. Vett, E. Zadarko, J. Yunger, Z. Barabas, and D. Braun.

Results and Discussion. Modern pedagogical education emphasizes the development of a teacher's creative abilities and elevating them to the highest levels of professional-pedagogical mastery. Today, a teacher's pedagogical competence, dedication, and understanding of the educational process have significant implications for socio-economic development and societal well-being:

Firstly, as a member of society, a teacher must demonstrate their position and active role to students. This includes having profound knowledge of their profession, teaching subject, adhering to established norms and rules, and respecting laws and regulations.

Secondly, a teacher's intellectual engagement is reflected in their curiosity and interest in acquiring new knowledge and innovations within their field.

Thirdly, through suggestive competence, beliefs, and professional skills, a teacher should develop a unique way of thinking. Such an environment encourages students to think independently and distinguish between subjects. This emphasizes the importance of fostering students' independent learning, self-directed development, and acquisition of knowledge. Hence, processes that are vital for a student's growth—such as independent learning, self-education, and acquiring information—must be complemented by interactions within the family, community, educational institutions, and peer groups as integral components of the educational and upbringing process.

Some researchers argue that interpersonal interactions are key factors in psychological and personal development, as these processes depend on the participants' equal engagement.

During interactions, participants are provided with equal access to information, leading to the emergence of personal opinions and concepts. A distinctive feature of such interactions is that the integrative results are achieved through the exchange of information.

Educational relationships contribute to the development of the student's personality, supporting independent learning, acquisition of knowledge, and self-education. In these processes, the teacher's knowledge, behavior, communication culture, appearance, gestures, abilities, engagement with science, technology, arts, and nature, as well as personal interests, influence students' thinking, imagination, worldview, and cognitive development.

Conclusion. Educational relationships serve as a learning environment that positively influences students' motivation to learn, the formation of objective self-perceptions, behavioral patterns, worldview, and the development of interests.

In the context of society's new stage of development, teachers are required to possess suggestive abilities and adopt innovative approaches. Their level of knowledge is equally critical, which can be categorized as follows:

- **Social competence** – the ability to organize effective classroom interactions, communicate with students, and create a healthy moral and educational environment;
- **Methodological competence** – the ability to convey knowledge clearly and fluently, applying modern educational technologies and pedagogical methods;
- **Professional and socio-political competence** – comprehensive mastery of one's subject and understanding of socio-political processes, along with the ability to engage in continuous self-development.

In practice, the most respected and knowledgeable teachers are those who possess strong humanistic understanding, and these teachers are generally well-received by students. Modern learners have access to abundant information, and only educators who can navigate students' psychology and needs effectively can achieve significant results in the pedagogical process. In this context, suggestive abilities are essential for teachers.

Mastery in teaching and upbringing is an art that allows teachers to continually improve, demonstrating care for children and love for their profession. A skilled teacher is a highly cultured specialist who deeply understands their subject, can analyze the relevant fields of science or art, and possesses expertise in educational methods and pedagogical techniques. Teaching is one of the oldest professions in the world, requiring adherence to multiple essential standards.

Effective pedagogical activity requires teachers to clearly perceive and execute the tasks of instruction, upbringing, and development. Through this work, teachers prepare students mentally, determine methods of influence, monitor and analyze outcomes, assess progress, and set new objectives. The learning process promotes personal growth while fulfilling societal needs and expectations. To achieve this, teachers must understand each student's learning and developmental progress, which demands substantial knowledge and experience. Properly defining professional activities allows teachers to design and implement pedagogical tasks effectively, fulfilling the critical responsibilities of educational institutions. In summary, pedagogical activity develops and improves through the teaching and learning process, advancing through diligence, intelligence, competence, and cognitive engagement. Accordingly, it can be stated that "activity is the primary condition for mastering the world." The main object of pedagogical mastery is the human being—their intellect, will, confidence, reasoning, and consciousness—which depends on the depth of knowledge acquired through persistent work, effort, and perseverance.

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