

Historical Experiences And Modern Technologies In Teacher Training As Class Leaders

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Abstract: This article examines the role of the class teacher in the modern education system and their pedagogical competencies. The process of preparing future teachers as class supervisors is analyzed, along with the significance of innovative pedagogical technologies and digital approaches. Additionally, the historical development of the class leadership institution and its relevance today are discussed. The scientific conclusions presented in the article aim to develop recommendations for improving the effectiveness of the class teacher's activities.

Key words: class teacher, pedagogical competence, modern education, innovative technologies, digital learning, upbringing, student-centered approach.

INTRODUCTION

In the modern educational process, the teacher's role is not limited to providing knowledge but also extends to being a mentor. From this perspective, the class leader is a key figure who supports students' intellectual, moral, and social development. In the era of globalization and rapid advancement of information technologies, the pedagogical competencies of class leaders have become even more crucial in shaping students into active members of society.

The decrees and resolutions of the President of the Republic of Uzbekistan regarding educational reforms, state educational standards, and the improvement of the continuous pedagogical education system require qualitative updates in the activities of class leaders. Specifically, within the process of educational reforms, the use of modern pedagogical technologies, enhancement of teachers' qualifications, and increasing the responsibility of class leaders are of great significance. Therefore, the preparation of future teachers as class leaders is not only a theoretical aspect of pedagogy but also an essential direction of educational practice and research [1].

The role and importance of a class leader in the educational process lie in their position as a leader within the school community, interacting not only with students but also with their parents, subject teachers, and the pedagogical staff. The main responsibility of a class leader is to guide students' upbringing, enhance their social activity, instill moral values, and contribute to shaping a well-rounded future generation.

A class leader performs the following key functions:

- ❖ supporting students' individual and social development in the educational process;
- ❖ shaping their moral and ethical upbringing;
- ❖ assisting in their social adaptation;
- ❖ identifying and fostering students' talents and interests;
- ❖ establishing effective cooperation with parents and the teaching staff.

In today's world, the use of innovative pedagogical technologies, including information and communication technologies, is becoming increasingly relevant in the activities of class leaders. Modern class leaders are required not only to apply traditional methods of upbringing but also to be well-versed in advanced methodological approaches that contribute to students' personal development.

The primary goal of this article is to analyze the process of preparing future teachers as class leaders and explore modern technologies aimed at improving its effectiveness. Additionally, the article examines the historical development of the class leadership institution, its current significance, and innovative approaches in training teachers for this role.

The analyses and conclusions presented in the article aim to enhance the organization of class leadership activities, strengthen teachers' professional preparation, and improve the quality of the educational and upbringing process.

LITERATURE REVIEW AND METHODOLOGY

The role of the class leader has historically been closely linked to the development of school education, and various studies in pedagogy have explored its formation. J. Komenskiy (17th century), in *The Great Didactic*, emphasized the teacher's role in the educational and upbringing process, which later became the foundation for the concept of class leadership [3].

K. Ushinsky (19th century), in *The Personality of the Teacher and Its Influence on the Educational Process*, highlighted the moral qualities of educators as a decisive factor in upbringing [5].

During the Soviet era, class leadership was institutionalized as an essential pedagogical function. A. S. Makarenko, in *The Pedagogy of Upbringing*, advocated for implementing upbringing activities through a collective approach. V. A. Sukhomlinsky, in *From Heart to Heart*, recommended personal approaches in upbringing [4].

Following Uzbekistan's independence, the education system underwent significant reforms. The decrees of the President of Uzbekistan on educational development and the *Education Law* (2020) contributed to the improvement of class leaders' activities. The introduction of the subject *Foundations of National Ideology and Spirituality* further enhanced the role of class leaders in students' moral education.

Various scientific works have been dedicated to preparing teachers as class leaders in modern education. For instance, V. V. Serikov, in *Personality-Oriented Education*, discussed individual approaches in class leadership. Uzbek scholars G. Abdurakhmonov and A. Kodirov, in *Pedagogical Innovations*, emphasized the importance of competency-based teacher training in modern education.

Uzbekistan is currently implementing the *Digital Education Strategy* to improve teacher preparation. Under this strategy, special courses for class leaders are being introduced in higher education institutions such as the National University of Uzbekistan and Tashkent State Pedagogical University.

Numerous studies highlight the role of pedagogical innovations and modern technologies in class leadership. J. Dewey, in *Experience and Education*, substantiated the importance of interactive methods in education. In European pedagogy, J. Hettich's *Digital Pedagogy* emphasizes the significance of digital technologies in enhancing teachers' competencies [2].

In recent years, Uzbekistan has been exploring the implementation of teaching methods such as STEAM, CLIL, blended learning, and gamification. Research conducted by Uzbek scholars on *The Role of Digital Educational Resources in Developing Teacher Competence* has shown promising results in this field.

The literature review demonstrates that the development of the class leadership institution is closely related to the evolution of educational approaches. Today, the system of preparing teachers as class leaders is being enriched with digital pedagogy, innovative technologies, and student-centered approaches, which will further enhance the role of class leaders in the educational process.

RESULTS AND DISCUSSION

A historical analysis indicates that the formation of the class leadership institution is directly connected with educational goals and societal needs. While in the 19th–20th centuries, class leaders primarily acted as facilitators of collective upbringing, in the 21st century, they are regarded as key educators who require a more personalized approach. The responsibilities of modern class leaders have expanded beyond traditional upbringing to include psychological support, social adaptation, and fostering students' individual talents.

To improve the effectiveness of class leadership, a competency-based approach is required. This demands that teachers possess not only theoretical knowledge but also psychological, social, and digital skills. Moreover, effective communication with parents, participation in social projects, and an individualized approach to student guidance are considered crucial in class leadership today.

For class leaders to be successful in modern educational settings, they must adopt innovative approaches. These include:

- ❖ using digital technologies to manage classroom activities;
- ❖ employing psychodiagnostic tools to assess students' psychological conditions;
- ❖ utilizing mobile applications for continuous communication with parents;

❖ engaging students in environmental education, social projects, and creative learning activities to enhance their engagement.

CONCLUSION

The process of preparing teachers as class leaders is closely linked to the historical evolution of education, modern requirements, and innovative technologies. Historically, class leadership has been an integral part of the pedagogical process, based on collective upbringing principles since ancient and medieval times. In the 20th century, the role of class leaders expanded with clearly defined educational and social responsibilities. Educational reforms in independent Uzbekistan have elevated class leadership to a new level.

Today, teacher training for class leadership is enriched with competency-based approaches, digital technologies, and innovative pedagogical methods. Class leaders not only manage students' educational processes but also significantly influence their psychological, social, and moral development. Modern approaches such as STEAM education, digital pedagogy, and student-centered methods enhance the effectiveness of class leadership.

Thus, the preparation of class leaders should not be limited to theoretical knowledge but should also focus on developing their social, pedagogical, psychological, and digital competencies. As contemporary students grow up in a digital information environment, class leaders must master innovative approaches and establish effective communication with students.

The integration of historical experience with modern pedagogical technologies plays a crucial role in training class leaders. In the future, the role of class leaders is expected to become even more complex as education increasingly integrates into an innovative and digital environment. Therefore, the training of future teachers as class leaders should incorporate modern approaches, digital tools, and interactive methods to enhance the quality of education and the effectiveness of the upbringing process.

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