

Professional Qualities Of A Future Teacher Of The Subject “Tarbiya”

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Abstract. This article analyzes the professional qualities required of future teachers of the subject “Tarbiya”. The study is based on a conceptual-analytical research design and uses theoretical analysis, comparative interpretation and structural synthesis. The article identifies value-civic, ethical-pedagogical, communicative-conflictological, didactic-methodological, socio-emotional and reflexive-digital qualities as essential components of the professional profile of a future “Tarbiya” teacher. It is argued that the professional maturity of a future teacher of this subject is expressed not only in subject knowledge, but also in the ability to transform educational values into pedagogical interaction, constructive communication and socially meaningful educational practice.

Keywords: future teacher, Tarbiya, professional qualities, value education, pedagogical ethics, communicative competence, conflictological culture, socio-emotional competence, reflective competence.

Аннотация. В статье анализируются профессиональные качества будущего учителя предмета «Тарбия». Исследование основано на концептуально-аналитическом подходе, теоретическом анализе, сравнительной интерпретации и структурном обобщении. В статье выделены ценностно-гражданские, этико-педагогические, коммуникативно-конфликтологические, дидактико-методические, социально-эмоциональные и рефлексивно-цифровые качества как важные компоненты профессионального облика будущего учителя предмета «Тарбия». Обосновано, что профессиональная зрелость будущего учителя данного предмета проявляется не только в предметных знаниях, но и в способности преобразовывать воспитательные ценности в педагогическое взаимодействие, конструктивную коммуникацию и социально значимую образовательную практику.

Ключевые слова: будущий учитель, Тарбия, профессиональные качества, ценностное воспитание, педагогическая этика, коммуникативная компетентность, конфликтологическая культура, социально-эмоциональная компетентность, рефлексивная компетентность.

Introduction. In contemporary teacher education, the concept of professional qualities is no longer limited to subject knowledge, classroom management or methodological skills. A modern teacher is expected to organize learning, support pupils' personal development, create a safe educational environment and contribute to the formation of social responsibility, moral judgment and communicative culture. This broader understanding of teacher professionalism is consistent with international discussions on the changing role of teachers and schools in developing learners' knowledge, values and social capacities (OECD, 2019; UNESCO, 2021).

The issue is especially significant for future teachers of the subject “Tarbiya”. In Uzbekistan, the subject “Tarbiya” was introduced into general secondary education through the integration of several educational subjects and areas related to morality, citizenship, spirituality and social development (Cabinet of Ministers of the Republic of Uzbekistan, 2020). Therefore, the teacher of “Tarbiya” performs not only an instructional function, but also an educational, value-oriented and socially formative function.

The professional qualities of a future “Tarbiya” teacher should be understood as an integrated set of pedagogical capacities that allow the teacher to connect educational content with pupils' real social behavior, moral choices and value-based reflection. This interpretation is based on the author's conceptual position. In this article, professional qualities are not treated as isolated personality traits. They are analyzed as stable pedagogical capacities manifested in educational interaction, communication, reflection, ethical conduct and methodological action.

The purpose of this article is to analyze the professional qualities of future teachers of the subject “Tarbiya” and to theoretically substantiate their structural components.

Materials and Methods. The article is based on a conceptual-analytical research design. The study does not aim to present empirical measurements; rather, it seeks to clarify the theoretical structure of professional qualities required of future teachers of the subject “Tarbiya”.

The following methods were used: theoretical analysis of scientific and normative sources; comparative interpretation of approaches to teacher professionalism, pedagogical knowledge, social-emotional learning and value education; and structural synthesis of professional qualities into logically connected components. Shulman’s concept of pedagogical content knowledge is used to justify the importance of transforming educational content into pedagogically meaningful and understandable forms for learners (Shulman, 1986). Darling-Hammond, Hyler, and Gardner’s work is used to support the idea that effective teacher preparation and professional development should be connected with practice, active learning and the development of professional competence (Darling-Hammond et al., 2017).

The methodological position of the article is that professional qualities of a future “Tarbiya” teacher should be analyzed in relation to the educational nature of the subject itself. Since “Tarbiya” is linked with moral, civic and social development, the professional profile of its teacher must include value orientation, ethical responsibility, communication culture, socio-emotional maturity, methodological readiness and reflective capacity.

Results. The first component consists of value orientation, civic responsibility, respect for national and universal values, awareness of social norms and readiness to support pupils’ active social position. This component is directly connected with the educational purpose of the subject “Tarbiya”, which was introduced as a unified subject aimed at strengthening educational work related to morality, citizenship and social development (Cabinet of Ministers of the Republic of Uzbekistan, 2020).

A future teacher of “Tarbiya” should not transmit values mechanically. Professional maturity in this area is expressed in the ability to explain values through life situations, social examples, moral dilemmas and educational dialogue. This conclusion is the author’s analytical generalization based on the value-oriented content of the subject. In pedagogical practice, value-civic qualities allow the teacher to connect moral concepts with pupils’ everyday experience and to guide them toward conscious social behavior.

Ethical-pedagogical qualities. The second component includes pedagogical tact, fairness, responsibility, respect for the learner’s personality and the ability to maintain ethical boundaries in educational communication. Teaching is not ethically neutral; the teacher’s decisions, assessment, communication and disciplinary actions have moral significance. This idea is consistent with Campbell’s position that ethical knowledge is an important part of teachers’ professional practice because classroom life constantly contains moral and ethical dimensions (Campbell, 2006).

For a future teacher of “Tarbiya”, ethical-pedagogical qualities are especially important because pupils evaluate not only what the teacher says, but also how the teacher behaves. If the teacher discusses justice, responsibility and respect, these values should be reflected in classroom interaction, feedback and conflict resolution. Thus, ethical-pedagogical qualities create the basis for the teacher’s educational credibility.

Communicative-conflictological qualities. The third component includes dialogical communication, active listening, constructive feedback, conflict prevention and the ability to maintain a psychologically safe classroom climate. The subject “Tarbiya” often involves discussions about behavior, responsibility, family, community, civic position and moral choice. Such topics may produce different opinions, emotional reactions and disagreements.

In this context, the communicative-conflictological qualities of a future teacher are expressed in the ability to identify the pedagogical meaning of a conflict situation and to transform it into an educational opportunity. This is the author’s conceptual interpretation. It does not claim that conflict should be romanticized; rather, it emphasizes that educational work requires a teacher to respond to disagreement through dialogue, explanation, mediation and reflective discussion. The social-emotional learning framework also supports the relevance of self-awareness, social awareness, relationship skills and responsible decision-making in educational settings (CASEL, 2020).

Didactic-methodological qualities. The fourth component refers to the ability to select educational content, design lessons and extracurricular activities, use problem-based situations, organize discussions, apply interactive methods and evaluate pupils’ educational development. Shulman (1986) argues that teacher

knowledge includes not only subject matter knowledge, but also pedagogical content knowledge, that is, the ability to represent and formulate content in ways that make it comprehensible to learners.

For a future teacher of “Tarbiya”, this idea is methodologically important. Concepts such as responsibility, dignity, cooperation, tolerance or civic position cannot be reduced to memorization. They become meaningful when pupils analyze them in relation to real-life situations. Therefore, didactic-methodological qualities include the ability to design case-based tasks, reflective questions, group projects, value-oriented discussions and educational situations requiring moral reasoning and practical decision-making.

Socio-emotional and regulatory qualities. The fifth component includes empathy, emotional stability, self-control, social awareness and the ability to support pupils’ emotional well-being. The relevance of this component can be linked to the broader educational recognition of social and emotional skills. CASEL (2020) identifies self-awareness, self-management, social awareness, relationship skills and responsible decision-making as key areas of social and emotional learning. OECD studies also emphasize the importance of social and emotional skills in educational development and life outcomes (OECD, 2023).

For a future “Tarbiya” teacher, socio-emotional maturity is not an additional personal advantage, but a professional requirement. The teacher works with sensitive educational content related to behavior, relationships, responsibility, respect and moral norms. Therefore, the teacher’s emotional stability, ability to listen and capacity for self-regulation directly influence the classroom climate and the quality of pedagogical interaction.

Reflexive-digital qualities. The sixth component includes professional reflection, critical analysis of one’s pedagogical actions, digital literacy, media culture and the ability to use digital resources for educational purposes. UNESCO (2021) emphasizes that education today should be reconsidered in relation to changing social, technological and cultural conditions. This general position allows us to connect teacher professionalism with the ability to work in contemporary information and digital environments.

For future teachers of “Tarbiya”, reflexive-digital qualities are expressed in the ability to select digital materials critically, evaluate their educational relevance and use them for value-oriented discussion. Professional reflection is equally important. A future teacher should be able to analyze whether the chosen method corresponds to the educational goal, whether pupils understood the moral meaning of the situation and whether the activity produced real reflection rather than formal participation. This interpretation is the author’s analytical conclusion based on the contemporary conditions of teacher education.

Discussion. The proposed structure shows that the professional qualities of future teachers of the subject “Tarbiya” should be understood as an integrated pedagogical system. General teacher professionalism includes knowledge, planning, communication, assessment and professional responsibility. However, the specificity of “Tarbiya” requires stronger emphasis on values, ethics, communication, socio-emotional interaction, conflict prevention and reflective educational practice.

The value-civic component defines the educational direction of the teacher’s professional activity. The ethical-pedagogical component ensures consistency between the teacher’s declared values and personal conduct. The communicative-conflictological component expands the teacher’s professional readiness for dialogical and conflict-sensitive interaction. The didactic-methodological component prevents the reduction of “Tarbiya” to formal moral instruction and connects educational values with practical learning situations.

The socio-emotional component emphasizes that the teacher’s emotional culture directly affects pupils’ behavior and classroom climate. Finally, the reflexive-digital component reflects the contemporary educational reality in which pupils’ values and social attitudes are shaped not only in the classroom, but also through digital and media environments.

Thus, the professional qualities of future “Tarbiya” teachers should be developed through practice-oriented teacher education. Teacher training programs should include pedagogical cases, conflict situations, reflective diaries, lesson design, role-play, social projects, classroom observation and analysis of digital educational content. This conclusion is the author’s practical generalization based on the theoretical analysis of teacher professionalism and the educational specificity of the subject “Tarbiya”.

Conclusion. The professional qualities of future teachers of the subject “Tarbiya” represent an integrative system that combines value orientation, ethical responsibility, communicative culture, methodological readiness, socio-emotional maturity and reflective-digital competence. These qualities are determined by the

specific educational mission of the subject, which is aimed at forming pupils' moral consciousness, civic position, social behavior and value-based worldview.

The article substantiates that a future "Tarbiya" teacher should not be viewed only as a transmitter of educational content. He or she is a designer of value-oriented pedagogical situations, a facilitator of dialogue, a mediator of social and moral meanings, a supporter of pupils' socio-emotional development and a reflective professional capable of working in a digital information environment.

The practical implication of the study is that the professional training of future "Tarbiya" teachers should be organized through a component-based model. Such a model may include diagnostic assessment of professional qualities, practice-oriented tasks, reflective analysis, communicative training, conflictological preparation, digital-content analysis and pedagogical projects.

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