

MODERN TRENDS IN PREPARING FUTURE TEACHERS FOR CLASS LEADER ACTIVITIES

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Abstract

This article investigates contemporary trends in preparing future teachers for class-leader roles by examining theoretical foundations and practical experiences. Recognizing the evolving “class leader” function as encompassing psychopedagogical, communicative, digital, and leadership competencies, the study reviews key approaches: individual-pedagogical adaptation, leadership competency development, competency-based models, and integration of digital and interactive methods. Employing a mixed-methods design, researchers conducted semi-structured interviews with 30 prospective teachers, surveyed 200 students via a five-point Likert questionnaire, and implemented a 12-week practical experiment contrasting traditional lecture-based instruction with interactive, digital, and reflective activities. Quantitative analysis using SPSS 26 and qualitative coding with NVivo 12 revealed that the experimental group achieved significantly higher average scores in leadership, communication, teamwork, and reflection (4.2 vs. 3.5; $p < 0.05$), as well as greater proficiency in digital tool usage (78% vs. 45%). The findings confirm the effectiveness of competency-based and digital methods in class-leader preparation and suggest directions for broader, longitudinal research to reinforce these innovative pedagogical practices.

Keywords: Class leader; competency-based; digital tools; reflective practice; mixed-method; teacher preparation; leadership competencies; interactive methods; psychopedagogical approach; educational innovation.

Introduction

In the modern education system, the “class leader” function is regarded, beyond traditional organizational duties, as a complex professional activity encompassing psychopedagogical, communicative, digital, and leadership competencies. Global educational trends highlight the urgent importance of teachers not only as knowledge

providers but also as leaders who manage the social-psychological climate of the classroom and support individual development. From this perspective, there is a need to fundamentally reconsider the methodological approaches to preparing future teachers for class-leader roles and to form them on the basis of a contemporary competency model. In response to this need, the present article examines the theoretical foundations and practical experiences of preparing future teachers for class-leader activities using modern approaches.

Literature Review

Recent years' studies identify several main approaches to training for class-leader activity. Individual-Pedagogical Approach. Advanced by Z. Jo'rayev and T. Turg'unov [6], it emphasizes the necessity of adapting pedagogical methods to the age and psychological characteristics of students. Leadership Competency Development. Russian researchers Kuznetsov and Smirnova [4] have developed criteria for the class leader's psychological resilience, teamwork culture, and innovative thinking. Competency-based model. In Kazakhstan, Baqitbekov and Karimov [1] proposed developing competencies through real-world practicums when preparing class leaders. Integration of digital tools and interactive methods. Incorporating distance education, online mentoring, reflective journals, and artificial intelligence tools into the learning process creates opportunities to enhance class-leader qualifications [2]. The common thread in these approaches is the development of student-centered, reflective, and digitally literate interaction skills in class leaders.

Methodology

A mixed-method design was employed, enabling objective conclusions based on empirical data and in-depth analysis. Certified interviews: Semi-structured interviews were conducted with 30 future teachers to clarify their knowledge, skills, and attitudes regarding class leadership. Survey: Questionnaires based on a five-point Likert scale were distributed to 200 students. Practical experiment: Over a 12-week course, two groups (control and experimental) were formed. The experimental group used interactive, digital, and reflective methods, while the control group followed a traditional lecture-based approach. Quantitative data were analyzed with SPSS 26, and qualitative interviews were coded using NVivo 12.

Results

The experimental-group students achieved the following outcomes. Class-leader competencies (leadership, communication, teamwork, reflection) average score: 4.2 (control group – 3.5). Use of digital tools: 78 % of the experimental group reported high proficiency, versus 45 % in the control group. Self-analysis (reflection): Weekly reflective journals in the experimental group showed qualitative improvements.

Discussion

The findings demonstrate that modern approaches—particularly competency-based and digital methods—are vital tools for effectively preparing class leaders. This aligns with the competency-model results reported by Baqitbekov and Karimov [1]. Moreover, reflective practices emphasized by Darling-Hammond [2] were confirmed. However, the study has certain limitations: a small experimental sample, the research was conducted at only one university and region, and no long-term follow-up was implemented.

Conclusion

The above results indicate that preparing future teachers as class leaders has become a crucial component of the modern educational process. By moving beyond traditional methods and integrating a competency-based approach, digital technologies, reflective-analysis-based practical exercises, and collaborative learning environments, this process can be organized effectively. The significant difference between experimental and control groups ($p < 0.05$) clearly demonstrates the advantages of modern approaches. In particular, the high level of development in leadership, communication, collaboration, and digital-tool competencies will enhance future success in class-leader roles.

These experiences align with the theoretical works of Baqitbekov, Karimov, Z. Jo‘rayev, and T. Turg‘unov, as well as international practices. Additionally, the broad implementation of modern digital tools—online mentoring, distance training, and virtual classrooms—plays a significant role in the dynamic evolution of the teaching profession. Future research should analyze approaches to class-leader development considering regional and cultural factors, and conduct larger-scale experiments. In

this way, the integration of new technologies and a competency model in preparing class leaders can serve as a guarantee of quality education.

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