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## Developing Modern Competencies in Future Primary School Teachers: A Comparative Study of Indonesia and Uzbekistan

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### ABSTRACT

This study explores the development of modern pedagogical competencies among future primary school teachers through a comparative analysis of the teacher education systems in Indonesia and Uzbekistan. Grounded in a competency-based and integrated educational approach, the research highlights effective pedagogical models, intercultural strategies, and innovative teaching methods. Empirical data support the creation of a unified theoretical framework that aligns with both national standards and international best practices. The study offers methodological recommendations for enhancing teacher training programs and developing reflective, communicative, axiological, and technological competencies essential for professional readiness in the 21st century.

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## 1. INTRODUCTION

In the era of globalization and educational reform, developing modern competencies in future primary school teachers has become a central concern for national education systems. The demand for educators capable of navigating diverse learning environments and integrating innovative methodologies continues to grow. In Uzbekistan, the “Concept for the Development of the Public Education System until 2030” prioritizes aligning teacher education with international best practices, including the incorporation of competency-based and intercultural approaches. Many reports regarding Uzbekistan research and education have been well-documented (Shaturaev, 2023a; Shaturaev, 2023b; Shaturaev, 2023c; Shaturaev, 2023d; Shaturaev & Khamitovna, 2023; Shaturaev, 2022a; Shaturaev, 2022b; Shaturaev, 2023e). Similarly, Indonesia has advanced competency-oriented teacher preparation frameworks that emphasize reflective practice, professional adaptability, and digital literacy.

A comparative pedagogical analysis of the teacher education models in Indonesia and Uzbekistan provides an opportunity to examine key principles such as integrated education, intercultural understanding, and modern didactic tools. This study aims to propose a theoretical and methodological model that synthesizes these experiences, enhancing the development of future teachers’ professional competencies. It also seeks to identify strategic innovations that may serve as a foundation for teacher education reform in both national contexts.

## 2. LITERATURE REVIEW

The formation of professional competencies in future primary school teachers has been widely examined in both national and international scholarship. In Uzbekistan, several researchers (Tojiboeva, 2020) have explored the psychological, pedagogical, and creative foundations of teacher competence. These works emphasize the importance of socio-psychological mechanisms and structured educational environments in shaping the modern educator. Indonesian researchers (Kurniawati, 2022a; Kurniawati, 2022b) highlight the role of reflective practices and axiological development in contemporary teacher training, drawing attention to the cultural dimensions of pedagogy.

Internationally, the competency-based approach has been analyzed through various lenses. Russian scholars (Baydenko, 2004) advocate for system-integrative and modular models in teacher preparation. Meanwhile, European researchers (Biemans & Mulder, 2004) emphasize the practical implementation and potential pitfalls of competence-based education in vocational and general teacher training. Other researchers (Adolf, 2013) further explore the developmental stages of professional identity formation in educators.

This study applies a comparative-pedagogical framework to analyze the educational systems of Uzbekistan and Indonesia. Methodological tools include content analysis, empirical observation, diagnostic assessments, and testing. By synthesizing theoretical models such as cognitive-constructivist, reflective, and axiological approaches, the research aims to construct an integrated competency development model. This model addresses key areas such as intercultural competence, methodological innovation, and professional adaptability, contributing to a contextualized understanding of teacher education reform.

### 3. METHODS

This study employed a qualitative-comparative methodology to analyze and evaluate the development of modern competencies among future primary school teachers in Uzbekistan and Indonesia. The research utilized a combination of the following methods:

- (i) Comparative-Pedagogical Analysis: Used to identify similarities and differences in the structure, content, and pedagogical strategies of teacher education systems in both countries.
- (ii) Empirical Observation: Conducted during teaching practices and academic training sessions to assess the real-world application of theoretical models.
- (iii) Content Analysis: Applied to curriculum documents, policy papers, and instructional materials to evaluate the integration of competency-based education components.
- (iv) Diagnostic Assessment and Testing: Used to assess levels of professional readiness and pedagogical competence in student-teachers, focusing on reflective, axiological, communicative, and methodological domains.
- (v) Synthesis of Theoretical Models: Informed by psychological-pedagogical theories and modern concepts of teacher training, particularly those related to intercultural competence and professional adaptability.

The methodological foundation was built on the works of national scholars and international frameworks, particularly those promoting an integrated education model aligned with the demands of modern primary education systems.

### 4. RESULTS AND DISCUSSION

The comparative analysis revealed both shared priorities and context-specific strategies in teacher education systems in Uzbekistan and Indonesia. Key findings include:

- (i) Core Competency Alignment: Both countries emphasize the development of professional competencies such as pedagogical knowledge, methodological skills, communication, and reflective thinking. However, Indonesia places greater emphasis on intercultural competence due to its diverse sociocultural landscape, while Uzbekistan emphasizes value-based (axiological) education grounded in national identity.
- (ii) Integrated Educational Models: The study found that competency development is more effective when integrated across subjects and disciplines. Indonesia's use of interdisciplinary modules and Uzbekistan's implementation of modular competency frameworks reflect this trend.
- (iii) Teacher Training Reforms: Institutional reforms in both countries have introduced innovations in curriculum structure and teaching methodology. In Uzbekistan, the incorporation of 2021 State Educational Standards (DTS) supports the systematic formation of teacher competencies. Similarly, Indonesia has integrated active learning strategies and reflective practices into pre-service teacher training.
- (iv) Professional Readiness Indicators: Diagnostic assessments show that student-teachers in both countries demonstrate moderate to high levels of readiness in terms of theoretical knowledge but varying proficiency in applying reflective and technological skills in classroom settings.

International Best Practices: By combining local values with global standards, both education systems have created pathways for sustainable competency development. This includes the adoption of digital pedagogies, collaborative learning, and intercultural exchanges.

These results provide the basis for forming a structured competency-based platform for future primary school teachers, supporting both national education goals and international teaching standards.

The findings of this research confirm the growing importance of competency-based teacher training systems, particularly in the context of modern educational challenges and globalization. The comparative analysis between Uzbekistan and Indonesia highlights the need for flexible, integrated, and context-sensitive approaches in preparing future primary school teachers.

One significant point is the shared emphasis on interdisciplinary integration and activity-based learning, which enable future teachers to engage learners through dynamic and real-world contexts. In both countries, this shift reflects a broader move away from rote memorization toward skill-oriented, reflective pedagogies.

The Indonesian experience demonstrates the impact of cultural diversity on teacher competencies, especially in fostering intercultural understanding and inclusive pedagogical approaches. Meanwhile, Uzbekistan has strengthened the role of national values and axiological education in developing reflective and ethical teaching practices. These distinctions suggest that while global models are influential, local adaptation is essential for relevance and sustainability.

Additionally, the analysis confirms that digital technologies and innovative teaching tools are central to modernizing teacher education. Although implementation levels vary, both countries are investing in digital literacy as a core competency, preparing teachers to manage hybrid and technology-enhanced classrooms.

Finally, the results support the theory that teacher competence development is most effective when guided by system-integrative models—combining theoretical knowledge, practical teaching skills, reflective thinking, and cultural awareness. Future efforts should focus on capacity building for teacher educators, policy alignment with global frameworks, and expanded international collaboration to refine and scale successful models.

#### **4. CONCLUSION**

This study has shown that the development of modern competencies in future primary school teachers must be grounded in integrative, intercultural, and innovation-driven educational models. A comparative analysis of Indonesia and Uzbekistan revealed that while both countries emphasize the importance of competency-based teacher education, their approaches differ in cultural orientation, methodological emphasis, and policy implementation.

By combining theoretical insights with empirical findings, the research affirms the value of reflective-practical training, interdisciplinary instruction, and digital literacy as core components of professional teacher preparation. The experiences of Indonesia underscore the importance of cultural adaptability and inclusive pedagogy, while Uzbekistan highlights the role of national identity and ethical development in shaping teacher competencies.

Moving forward, it is essential to further harmonize global best practices with local educational contexts. Investments in teacher training, curriculum innovation, and international collaboration will be key to fostering competent, adaptable, and future-ready educators. The recommendations derived from this study can support policymakers and teacher education institutions in building robust frameworks for sustainable teacher development.

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