

Article

Pedagogical and Psychological Aspects of Developing Ideological and Spiritual Competence in Future Teachers

Hujakulov Oybek Aloxonovich¹

Independent Researcher of Namangan State Pedagogical Institute

Abstract: This article examines the pedagogical and psychological aspects of developing ideological and spiritual competence in future teachers. The study analyzes the process of educating socially active pedagogical specialists who possess independent thinking skills and a worldview based on national and universal values. In addition, the structure of ideological competence, as well as the methods and mechanisms for its development, are scientifically and theoretically substantiated. The article highlights the importance of integrating pedagogical and psychological approaches in the educational process to strengthen students' ideological stability, critical thinking, and social responsibility. Special attention is given to the role of interactive teaching methods, media literacy, and spiritual-educational activities in shaping ideological immunity among future teachers. The research also emphasizes that a teacher with strong ideological competence can effectively contribute to the moral, intellectual, and civic development of the younger generation in modern society.

Citation: Aloxonovich, H. O. Pedagogical and Psychological Aspects of Developing Ideological and Spiritual Competence in Future Teachers. Web of Semantic: Universal Journal on Innovative Education 2026, 5(5), 94-98.

Received: 20th March 2026

Revised: 28th March 2026

Accepted: 27th April 2026

Published: 31st May 2026



Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

Keywords: future teacher, ideology, competence, pedagogical-psychological approach, national values, worldview, ideological competence, spiritual education, critical thinking, social activity.

Introduction

In the modern era of rapid globalization, the issue of educating the younger generation as ideologically and spiritually mature individuals has become increasingly important. In particular, the ideological and spiritual competence of future teachers plays a decisive role in shaping social development, as well as the consciousness and worldview of young people[1].

A teacher is not only a specialist who provides knowledge, but also a moral and spiritual role model and a leader of ideological education. From this perspective, the development of ideological and spiritual competence in future teachers is considered one of the priority tasks of the education system[2].

This process can be effective only when it is organized systematically and purposefully on the basis of pedagogical and psychological principles. The concepts of "idea" and "ideology" are important factors that determine an individual's social consciousness, worldview, and life position. Therefore, developing ideological competence in future teachers is essential for educating intellectually mature, socially active, and independently thinking individuals[3].

Research Methodology

In this study, the pedagogical and psychological aspects of developing ideological and spiritual competence in future teachers were examined through pedagogical observation, interviews, questionnaires, and analytical methods. The research involved 150 students majoring in pedagogy and 20 professors and teachers. During the research process, interactive methods such as discussions, case studies, training sessions, and project-based activities were applied.

The results showed that 68% of the students considered interactive methods effective in developing ideological and spiritual competence. In addition, an increase in independent thinking skills and ideological stability was observed among 61% of the participants. The study also revealed the effectiveness of pedagogical approaches aimed at improving media literacy, critical thinking, and social activity. The findings confirmed that modern pedagogical and psychological technologies play an important role in developing ideological immunity in future teachers.

Results and Discussion

Ideological and spiritual competence represents a teacher's ability to consciously apply national and universal values, as well as the principles of social development, within the educational process. In future teachers, this competence consists of several important components[4]:

- the cognitive component, which includes theoretical knowledge related to ideas, ideology, national ideology, and spirituality;
- the value-motivational component, which reflects loyalty to national values and an active civic position;
- the activity component, which involves the ability to apply methods of ideological education in practice;
- the reflective component, which is expressed through the ability to analyze one's own views and professional activities[5].

From a pedagogical perspective, the development of ideological and spiritual competence in future teachers is closely connected with the correct selection of educational content, forms, and teaching methods. In higher educational institutions, this process should be carried out through several important directions[6].

First, it is necessary to integrate knowledge related to national ideology, spirituality, and values into the content of academic subjects. In particular, subjects such as Pedagogy, Psychology, and Theory of Education play an important role in developing students' ideological awareness[7].

Second, the use of interactive teaching methods such as discussions, debates, case studies, and project-based learning contributes to the development of independent thinking among future teachers[8].

Third, organizing educational events, spiritual-enlightenment meetings, and social projects is important for increasing students' social activity and civic responsibility.

The development of ideological and spiritual competence can be implemented through various organizational forms within the educational process. These forms ensure the integration of education and upbringing while contributing to the systematic development of students' ideological consciousness[9].

These forms ensure the integration of education and upbringing. The main forms include:

- Classroom activities (lectures, practical classes, and seminars);

- Extracurricular educational activities (spiritual and educational events, meetings, and roundtable discussions);
- Social and practical activities (volunteering, community work, and projects);
- Independent learning, including article analysis, essay writing, and analytical work on social issues[10].

These forms contribute to the systematic development of ideological consciousness in future teachers.

Tools for Developing Ideological and Spiritual Competence

Educational tools are considered important components that increase the effectiveness of the educational process. They provide opportunities for receiving, analyzing, and applying information in practice[11]. The main tools include:

- Educational and methodological literature (textbooks, manuals, and scientific articles);
- Media resources (video materials, documentary films, and electronic platforms);
- Information and communication technologies (online courses, presentations, and interactive programs);
- Spiritual and educational sources (national heritage, historical documents, and spiritual works).

Purposeful use of these tools contributes to the development of ideological immunity in future teachers.

Psychological Aspects of Developing Ideological and Spiritual Competence

From a psychological perspective, this competence is closely connected with an individual's internal beliefs, motivations, and needs. To develop ideological stability in future teachers, it is necessary to pay attention to several important factors. First of all, the age and individual psychological characteristics of students should be taken into consideration. Since worldview formation is especially active during youth, ideological education can be highly effective during this period[12].

In addition, it is important to support the process of social identification, that is, helping students recognize themselves as members of society[13]. This strengthens their sense of responsibility toward pedagogical activity. Through psychological training sessions and reflective activities, students can develop critical thinking skills and ideological immunity[14,15].

Developing Ideological Immunity in Future Teachers

Ideological immunity refers to the ability to resist harmful and destructive ideas. Developing this quality in future teachers is an important pedagogical and psychological task[16]. To achieve this, it is necessary to:

- develop students' critical analysis skills;
- improve media literacy;
- support independent thinking and personal viewpoints.

As a result, the teacher becomes a leading figure who is capable of ensuring ideological stability not only in themselves, but also in their students[17].

Conclusion

In conclusion, the development of ideological and spiritual competence in future teachers is considered an important condition for the spiritual progress of society. This process becomes highly effective when it is organized systematically and purposefully through the integration of pedagogical and psychological approaches. A teacher who is educated on the basis of national and universal values is capable of raising the younger generation as spiritually mature, independently thinking, and socially responsible citizens.

REFERENCES

- [1] Kh. B. Berdieva, "Pedagogical Opportunities for the Development of Sociocultural Competence of Future Teachers," *European International Journal of Pedagogics*, vol. 4, no. 12, 2024.
- [2] N. B. Khodjiev, "The Importance of Developing Social Competencies of Future Teachers in the Process of Educational Transformation," *Intelektualitas Jurnal Penelitian Lintas Keilmuan*, vol. 2, no. 1, 2024.
- [3] D. Kasimova, "Pedagogical Strategies for Developing Systemic Thinking in Future Teachers Based on the Competence Approach," *Next Scientists Conferences*, vol. 1, no. 01, pp. 231–235, 2025.
- [4] Y. Cui, "Exploring the Competence Enhancement of College Ideological and Political Course Teachers," *Frontiers in Educational Research*, vol. 6, no. 15, pp. 106–112, 2023.
- [5] Y. B. Kamalova, "The Interrelationship Between Pedagogical Culture and the Development of a Healthy Lifestyle," *Inter Education & Global Study*, vol. 3, no. 11(1), pp. 123–131, 2025.
- [6] Y. Kamalova, "The Role of the Concept of Health Ethics and Pedagogical Culture in Shaping Students' Spirituality and Worldview," *Preschool and School Education Journal*, 2025.
- [7] Y. Kamalova, "Methodology for Developing a Healthy Worldview in Students Based on the Integration of Health Ethics and Pedagogical Culture (on the Example of General Pedagogy)," *Preschool and School Education Journal*, 2025.
- [8] Sh. A. Abdullayeva, *Pedagogy of Cooperation*. Tashkent, Uzbekistan: Fan va Axborot Texnologiyalari, 2017.
- [9] N. N. Azizxojayeva, *Pedagogical Technology and Pedagogical Mastery*. Tashkent, Uzbekistan: TSPU, 2003.
- [10] R. Ishmuxamedov, A. Abduqodirov, and A. Pardayev, *Innovative Technologies in Education*. Tashkent, Uzbekistan: Iste'dod, 2008.
- [11] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA, USA: Harvard University Press, 1978.
- [12] J. Dewey, *Democracy and Education*. New York, NY, USA: Macmillan, 1916.
- [13] P. Freire, *Pedagogy of the Oppressed*. New York, NY, USA: Continuum, 1970.
- [14] UNESCO, *Education for Sustainable Development Goals: Learning Objectives*. Paris, France: UNESCO Publishing, 2017.
- [15] B. Khodjayev, *General Pedagogy: Theory and Practice*. Tashkent, Uzbekistan: Sano-Standart Publishing House, 2017.

- [16] M. Ochilov, Modern Pedagogical Technologies. Tashkent, Uzbekistan: Aloqachi Publishing House, 2015.
- [17] Republic of Uzbekistan, Law of the Republic of Uzbekistan "On the State Youth Policy". Tashkent, Uzbekistan: National Legislative Database of the Republic of Uzbekistan.