



FUTURE TEACHERS AS CREATORS OF INTELLECTUAL CAPITAL OF THE NEW UZBEKISTAN

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Abstract

This article highlights the importance of future teachers as key agents of intellectual renewal in the context of national reforms and global challenges. The focus is placed on teachers as carriers and transmitters of human capital, shaping the country's intellectual resources. The necessity of changing the paradigm of teacher training is substantiated, foreign experiences and the challenges of the digital era are analyzed, and practical ways to enhance the role of teachers in the education system of New Uzbekistan are proposed.

Keywords: Intellectual capital, teacher of the future, educational reforms, competency-based approach, human resources, educational policy, sustainable development.

Introduction

The modern era is marked by the transition from industrial to post-industrial society, where the decisive factor is not natural or industrial resources, but knowledge, intelligence, and innovative abilities of the individual. In these conditions, education acquires the status of a strategic institution, and the teacher—the role of the main transformer of human potential. As the American philosopher A. Toffler points out, "the analogue of the factories of the 20th century in the 21st century are schools, where not products are produced, but the ability to think, analyze, and create".

In Uzbekistan, the implementation of the national modernization program requires the education system to train specialists of a new level - intellectually mature, professionally competent, spiritually stable. The leading role in this process belongs to teachers, who create the basis of the future intellectual capital of the country. Thus,



the future teacher is not just an object of educational policy, but its subject, an active bearer and creator of the intellectual resource of the nation.

The concept of intellectual capital was introduced into economic science at the end of the 20th century as a way to account for a company's intangible assets. However, in modern humanities and social studies, it has been transformed into a broader category that encompasses the cognitive and cultural potential of society. E. Brooking identifies three components of intellectual capital:

- Human capital: knowledge, experience, skills, mentality;
- Structural capital: organizational technologies, educational programs, innovative infrastructure;
- Social capital: trust, cooperation, communication networks.

The teacher forms all three components: he is a source of knowledge, an organizer of the educational environment and a member of the professional community.

A teacher is not just an intermediary between a textbook and a student. The modern pedagogical paradigm considers him/her a creative personality, forming not only knowledge, but also a worldview. According to N.D. Galskova, a teacher of the 21st century should not only be well informed, but also capable of innovative thinking, dialogue, and moral choice. He/she is a “producer of meanings” — he/she forms a picture of the world of students, influences their intellectual and spiritual development. Thus, a teacher is a key figure in the reproduction of the intellectual potential of society.

After 2016, large-scale reforms began in the field of education in Uzbekistan. They cover:

- Expanding access to quality education;
- Developing a multi-level system of teacher training;
- Digitalization of the educational process;
- Improving the social status of teachers.

Particular attention is paid to the creation of "new generation schools", where the teacher is not limited by the framework of the instruction, but becomes the curator of the individual development route of the student. They emphasize the priority of the intellectual growth of the nation, while highlighting the teacher as a key figure in these transformations. Modern standards for training teachers are based on a competency-based approach, which includes:

- Cognitive competencies (knowledge of theories, methods, interdisciplinarity);



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- Information and communication competencies (working with digital resources, creating media content);
 - Emotional intelligence (ability to empathize, self-reflect, stress resistance);
 - Social competencies (teamwork, communication, mentoring);
 - Creative and research competencies (ability to develop and test new forms of training).

The future teacher stands on the border of eras: he must be able to integrate national values, education based on examples of history and literature with the requirements of the digital era. It is through him that the “translation” between generations is carried out - he creates a bridge between cultural heritage and future technologies.

This is exactly the system that can be seen in Finnish education. The Finnish education system is recognized as one of the most effective and fair in the world and is often used as a model for reforms in other countries. Below is structured information that can be included in a scientific article, for example, in a section on foreign experience:

Its features: Prestige of the teaching profession; Master's degree training for all teachers; High autonomy in decision-making; Individualization of learning.

Finland has been a leader in international education quality rankings, including PISA (Programme for International Student Assessment), for the past two decades. Finnish students achieve high results without rigid centralization, overload, and excessive pressure. South Korean and Singaporean education can also be added to this list. In these countries, education is seen as the main tool for global competitiveness. Teachers are trained in programs that include soft skills development, project management, and mentoring. Young teachers are given access to international internships and research.

Uzbekistan has all the prerequisites for integrating the best world practices, while relying on its historical and cultural tradition, strong philological and pedagogical school. However, this requires:

Reform of university pedagogical training; Improving the qualifications of teachers; Recognizing the teacher as the central figure of the state's intellectual policy. Developing the intellectual capital of teachers.

To form intellectual capital, it is necessary to: Create laboratories for pedagogical experiments; Use the project method; Implement interactive digital platforms (Moodle, Google Classroom, OpenEdu).



Introduce a mentoring system into education. Mentoring is a powerful tool for professional growth. It allows you to form professional communities, strengthen intergenerational exchange of experience and reduce the level of professional burnout among novice teachers.

Mentoring will increase the research activity of students.

Participation of students of pedagogical universities in scientific projects, competitions and grants forms the skills of critical thinking, research ethics, and most importantly - contributes to their self-awareness as intellectuals.

The modern world has entered a phase where intellectual resources are becoming the main source of competitive advantages and sustainable development of the state. In this context, education is no longer just a social institution, but a key mechanism for reproducing knowledge, skills, meanings, values and innovations. The main link in this system is the teacher, whose role has transformed from a bearer of subject knowledge into a cultural mediator, mentor, researcher and architect of the future.

The analysis shows that the teacher is a unique creator of all three components of intellectual capital: he/she forms human capital through training and education, develops structural capital through participation in educational innovations, and strengthens social capital through interpersonal and professional interaction. Thus, future teachers are not only performers of the pedagogical function, but also active agents of the intellectual growth of the nation.

Uzbekistan, having chosen the path of modernization and building a “New Uzbekistan”, is betting on education as a fundamental pillar of national development. However, the success of this strategy largely depends on the quality and level of training of teachers. In the context of digital transformation, globalization and socio-cultural changes, teachers are required to have a high level of flexibility, creativity, digital literacy, ethical awareness and the ability to engage in dialogue.

The experience of countries such as Finland, South Korea and Singapore clearly demonstrates that recognizing the teacher as the central figure of state intellectual policy, investing in teacher education and creating a supportive professional environment are key conditions for educational and, consequently, national success. These models also serve as a guide for Uzbekistan, which has a powerful humanitarian and cultural potential. To effectively form intellectual capital, it is necessary to systematically reform the university training of future teachers. This implies:



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- development of students' research and project competencies;
 - implementation of digital platforms and flexible educational tracks;
 - institutionalization of mentoring and professional communities;
 - ensuring academic freedom and social support for young professionals.

Mentoring, in particular, can become not only a mechanism for the transfer of experience, but also a factor in the intellectual growth of the mentors themselves, strengthening professional identity and overcoming the gap between generations of teachers. The participation of future teachers in research activities also contributes to their personal and professional development, allows them to recognize themselves as subjects of the scientific and cultural development of the country.

Thus, in the modern world, where knowledge is the most important resource, and education is a tool for creating the future, it is the teacher who becomes the strategic link in national success. In Uzbekistan, future teachers are called upon to play a decisive role in the formation of the intellectual capital of the nation. Support and development of their potential should be a priority of educational policy if the country seeks to take a worthy place among intellectually developed and innovatively sustainable states..

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