



# An Integrative Model for Developing The Personal Qualities Of Future Teachers Through Historical And Fictional Books

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**Abstract:** Developing personal qualities in future teachers is a crucial element in preparing them for their professional roles. Historical and fictional books provide rich, multidimensional resources that can enhance empathy, critical thinking, and ethical reasoning. This article explores an integrative pedagogical model that incorporates these literary genres to nurture personal qualities in teacher trainees. The suggested model combines cognitive, emotional, and experiential learning strategies to foster qualities such as responsibility, creativity, and cultural awareness.

**Keywords:** Future Teacher, Fictional-Historical Books. Integrative Model, Literary Genres, Personal Qualities.

## Introduction

Teacher education programs aim to prepare future educators with the skills, knowledge, and personal qualities necessary to succeed in dynamic and diverse classrooms (Stripling, 2011). While technical competencies often dominate the curriculum, personal qualities such as empathy, ethical decision-making, and creativity play an equally significant role in effective teaching (Gouthro & Holloway, 2013). Historical and fictional books offer unique opportunities to develop these qualities by immersing readers in diverse perspectives, moral dilemmas, and complex narratives (Kadirova, 2024). In this regard, the issue of developing the personal and professional qualities of future educators who will take on the responsibility of educating the future generation is gaining urgent importance in the pedagogical education system. In particular, it is important to study the pedagogical and psychological foundations of instilling such socio-spiritual values as aesthetic pleasure, patriotism, kindness, cooperation through artistic and historical works (Aytañ, 2018).

Artistic and historical works as an educational tool provide an opportunity to give a person aesthetic pleasure, instill spiritual and moral values, and develop personal qualities by introducing students to historical events and the lives of individuals (Gouthro & Holloway, 2013). The following aspects are of great importance in this regard: in the

formation of historical memory and consciousness, artistic works based on historical events serve to develop a sense of identity and national pride in future educators; in the development of aesthetic thinking, a sense of beauty through fiction, an understanding of high values, forms positive personal qualities of students.

The content and conditions of work aimed at developing personal qualities in students through historical and artistic works in the educational process of higher educational institutions were studied in this research. The theoretical study of the problem was studied even before the years of independence as an integral part of the process of social education and professional orientation of young people, in particular, future teachers, in the spirit of traditions of developing personal qualities.

## Methodology

The measures taken to develop personal qualities in future teachers made it possible to further increase their personal strength and potential. It is necessary to be able to adequately understand the essence of the general changes of the time, to be aware of all processes related to the field in the troops in which they operate, and to have a high level of personal knowledge, qualifications and skills.

As a result of the research, an integrative model was developed based on national experiences and innovative approaches in the education system of advanced countries, the study of pedagogical, psychological and artistic and historical literature.

The integrative model is a pedagogical approach that involves achieving a targeted result by combining several elements of education and upbringing into a single system. The integrative model of developing the personal qualities of future teachers through historical and artistic works includes the following main components: goal, content, methods, means and results.

The model proposed in the study consists of four blocks: Target block; Content block; Diagnostic-monitoring block; Result block.

The target block highlights the Concept of the Development of the Higher Education System of the Cabinet of Ministers of the Republic of Uzbekistan until 2030 and other legal and regulatory sources were taken as a basis as a social order. The main goal of our research is to improve the methodology for using interactive 3D virtual dynamic models in teaching pedagogical disciplines.

The content block includes the main stages of developing personal qualities in future teachers through artistic and historical works such as reading in the classroom and outside the classroom, in the family environment, stages, types of development of books and their use in students, as well as factors that positively affect the process. During the study, it became clear that in the development of personal qualities of students, a positive result was achieved in developing students' cognitive activity in the model of books and their use. Thus, this block involves the parallel implementation of educational and theoretical practice in the development of personal qualities of students through artistic and historical works, the development of personal qualities of future teachers through visual demonstration, interactive and dynamic approaches.

The model of improving the methodological system of developing personal qualities of future teachers through artistic and historical works is based on the didactic possibilities of

the educational process, and the indicators of student mastery are implemented using demonstrative (illustration, demonstration), reproductive methods.

The resulting block performs the function of results and describes the practical aspect of the research, reflecting the stages of pedagogical experimentation, evaluation criteria and levels of student mastery.

The continuous development of personal qualities in future teachers through artistic and historical works is a complex process, which is based on many criteria. Therefore, in the research process, practical-communicative educational games such as "Creating a portrait of a literary hero", "Choosing a book", "Socially active student", "Book reading screen", stimulating strategies such as "Informative potato of a book", "Book readers' conference" have been systematized, which play a special role in the development of such qualities as acquiring knowledge, self-awareness, and striving for perfection. For example, for "Creating a portrait of a literary hero", you can use the previously proposed materials or use the generalized "Portrait of a literary hero" to discuss several issues and the group. In conducting the research work, the problem of developing personal qualities in students through historical and artistic works was studied not only in theory, but also in practice. By conducting questionnaires among the respondent students involved in the foundational experimental work, organizing interviews and questions and answers, and observing the activities of students, their knowledge of historical and artistic works related to the subject of artistic works, as well as their personal qualities, were assessed. Analysis of the content of personal and pedagogical activities carried out in the areas of spiritual and educational work on the development of personal qualities in future teachers through artistic and historical works also made it possible to objectively assess the awareness of students about historical and artistic works and their knowledge of personal qualities related to personal qualities.

## Result and Discussion

In other words, we can describe the model which considers the use of opportunities for future teachers to perform tasks related to the development of their personal qualities as an important factor. The goal of the model is to form personal qualities in future teachers, including responsibility, patriotism, moral values, aesthetic pleasure, creative thinking and empathy. The following tasks were set:

- to identify the educational potential of historical and artistic works;
- to organize integrative activities that serve to develop the personal qualities of teachers.
- methodical support for aesthetic and spiritual education in the educational process.

In the integrative model, the content is organized based on the following aspects:

- to select historical and artistic works: Inclusion of works of educational importance based on historical events from examples of national and world literature (for example, the works of A. Kadriy, Ch. Aitmatov, L. Tolstoy).
- topics aimed at developing personal qualities: formation of responsibility, cooperation, patience, patriotism and moral qualities through works.

**Pedagogical methods:**

1. Activity-based approach: engaging students in an environment appropriate to historical events, including them in dialogue and discussion processes.
2. Reflective approach: students express their personal attitudes to events in works.
3. Dramatization and role-playing games: bringing images of historical figures to life for students through the stage.

**Tools**

1. Audiovisual materials: Films, plays or audiobooks based on works.
2. Interactive platforms: Online forums and virtual spaces for organizing discussions between students and teachers.
3. Project-based developments: Organizing group projects and presentations on historical and artistic works.

**Implementation phases**

Stage	Activities	Outcome
Diagnostic stage	Determining the level of students' personal qualities, studying their interest in historical and artistic works.	Identification of areas of interest to students for the development of personal qualities.
Educational stage	Analysis of selected works, discussions, dramatization and creative writing.	Formation of historical knowledge, aesthetic pleasure and creative thinking skills in students.
Integrative stage	Strengthening qualities through project work, role-playing games and independent work of students.	Comprehensive development of personal qualities, including increased creativity and cooperation skills.
Reflective stage	Evaluating the results of activities and making recommendations for students' self-development.	Students' awareness of changes in themselves and striving for self-improvement in terms of the development of personal qualities.

Pedagogical activities carried out on the basis of an integrative model provide the following results:

- Development of moral qualities: Responsibility, honesty and patriotism.
- Creativity and innovative thinking: Students' ability to develop new ideas and apply them.
- Aesthetic pleasure and empathy: Students' understanding of others, showing kindness to them.

Therefore, in order to optimally present the organizational and methodological foundations, content, and applied artistic approaches of developing personal qualities in future teachers through artistic and historical works, it is necessary to develop its pedagogical model and mechanisms for implementing it in educational practice.

The integrative model of developing the personal qualities of future teachers based on historical and artistic works enriches the pedagogical process theoretically and practically. This model ensures the continuity of education and upbringing and serves to balance the use of creative and reflexive activities in the development of personal qualities.

## Conclusion

An integrative model that utilizes historical and fictional books offers a dynamic approach to developing the personal qualities of future teachers. By fostering empathy, ethical reasoning, and creativity, this model not only prepares teachers for classroom challenges but also equips them to contribute meaningfully to society.

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