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MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI
BUXORO DAVLAT PEDAGOGIKA INSTITUTI

FILOLOGIK TADQIQOTLARNING YANGI BOSQICHI: ZAMONAVIY TENDENSIYALAR VA ISTIQBOLLAR

III XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI

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ANJUMAN DASTURIY QO‘MITASI

1. B.B. Ma’murov – Buxoro davlat pedagogika instituti rektori, rais;
2. Z.M. Muqimov – Ilmiy ishlar va innovatsiyalar bo‘yicha prorektor, rais muovini;
3. G.R. Akramova – Ilmiy – tadqiqotlar, innovatsiyalar va ilmiy pedagogik kadrlar tayyorlash bo‘limi boshlig‘i, a’zo;
4. X.A. Xaitov – Tillar fakulteti dekani, a’zo;
6. U.S.Amonov – O‘zbek tili va adabiyoti kafedrasi mudiri, a’zo;
7. D.B.Axmedova – O‘zbek tili va adabiyoti kafedrasi professori, a’zo;
8. G.B.Rustamova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
9. G.R.Mirxanova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
10. R.A.Saidova O‘zbek tili va adabiyoti kafedrasi professori, a’zo;
11. Y.U.Nurova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
12. Sh.Sh.Nizomova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
13. N.H.Hojiyeva – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
14. M.U.Usmonova – O‘zbek tili va adabiyoti kafedrasi katta o‘qituvchisi, a’zo;
15. N.A.Bafoyeva – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo;
16. N.O. Avazova – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo;
17 S.T. Latipova – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo

ILMIY ANJUMANNING TASHKILIY QO‘MITASI

1. M.M. Bafayev – O‘quv ishlari bo‘yicha prorektor, rais;
2. M.L. Umedjanova – Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektor, rais muovini;

3. U.S. Amonov – O‘zbek tili va adabiyoti kafedrasi mudiri, a’zo;
4. F.R.Rustamov Tillar fakulteti Yoshlar bilan ishlash bo'yicha dekan o'rinbosari
5. L.F. Sharipova – O‘zbek tili va adabiyoti kafedrasi professori, a’zo;
6. M.Y. Ro‘ziyeva – O‘zbek tili va adabiyoti kafedrasi professori, a’zo;
7. Sh.M. Istamova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
8. M.B. Sharipova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
9. G.B. Rustamova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
10. R.R. Xalilova – O‘zbek tili va adabiyoti kafedrasi dotsenti, a’zo;
11. M.U. Usmonova O‘zbek tili va adabiyoti kafedrasi katta o‘qituvchisi, a’zo;
12. F.K. Nurova – O‘zbek tili va adabiyoti kafedrasi katta o‘qituvchisi, a’zo;
13. N.N. Mirjonov – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo;
14. M.Y. Latifova – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo;
15. M.A. Tilavova – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo;
16. M.V. Jabborova – O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi, a’zo.

To‘plam O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 27-dekabrdagi “2025-yilda o‘tkazilishi rejalashtirilgan xalqaro va respublika miqyosidagi ilmiy va ilmiy-texnik tadbirlar ro‘yxatini tasdiqlash to‘g‘risida”gi 496-sonli buyrug‘i rejasida belgilangan tadbirlarning bajarilishini ta’minlash maqsadida Maktabgacha va maktab ta’limi vazirligi Buxoro davlat pedagogika institutida o‘tkazilgan “Filologik tadqiqotlarning yangi bosqichi: zamonaviy tendensiyalar va istiqbollar” mavzusidagi III xalqaro ilmiy-amaliy anjuman materiallari asosida tuzildi.

Mas’ul muharrir:
G.B. Rustamova   - filologiya fanlari bo‘yicha falsafa doktori, dotsent

Taqrizchilar:
D.S. O‘rayeva   -filologiya fanlari doktori, professor
F.S. Safarova   -filologiya fanlari doktori (DSc), dotsent

RETHINKING PEDAGOGICAL EDUCATION: SCIENTIFIC CHALLENGES AND METHODOLOGICAL INNOVATIONS

Zokirjonov Javokhir Oqiljon o'g'li,
Student of Fergana State University
Kosimov Abdulkhay Akhadali ugli,
PhD, senior lecturer, Fergana state university

Abstract: The effectiveness of any education system hinges on the quality of its teachers, underscoring the significance of pedagogical education. This abstract outlines an essay that investigates the prevalent scientific and methodological problems hindering robust teacher preparation. It addresses challenges such as outdated curricula, the disconnect between research and practice, and the need for innovative pedagogical strategies in a rapidly changing world. The essay posits that overcoming these hurdles is essential for equipping educators with the necessary skills and knowledge to meet contemporary educational demands and foster student success, proposing avenues for reform.
Keywords: Pedagogical skills, problems, technology, educators, assessment.

Introduction. Pedagogical education, the foundation for effective teaching, faces multifaceted scientific and methodological challenges [Floden et al., 1]. Ensuring that future educators possess both deep subject knowledge and robust pedagogical skills requires constant re-evaluation of curricula, teaching strategies, and assessment methods. This essay will explore key issues in this field, examining the intricate balance between theoretical understanding and practical application. We will delve into the complexities of preparing teachers for evolving educational landscapes and diverse student needs, highlighting areas where innovative solutions are critically needed to advance the science and practice of teaching.

Outdated or Inconsistent Curricula in Pedagogical Education.

One of the most persistent scientific and methodological challenges facing pedagogical education is the issue of outdated or inconsistent curricula. In a rapidly evolving world, where educational research, societal needs, and technological landscapes are constantly shifting, teacher training programs often lag behind, presenting future educators with knowledge and skills that are no longer optimally relevant or effective [National Academies, 2]. This stagnation manifests in several ways, impacting the very foundation of how teachers are prepared for their crucial roles.

The core of this issue lies in the scientific lag. Educational research, particularly in fields like cognitive psychology, neuroscience, learning sciences, and educational technology, continuously generates new insights into how students learn best. However, these discoveries are often slow to be integrated into the rigid structures of university-level teacher education curricula. What was considered cutting-edge pedagogical theory a decade or two ago might now be superseded by more evidence-based approaches, yet it remains embedded in course content.

This scientific lag leads to methodological inconsistencies. For instance, curricula might still heavily emphasize rote memorization or teacher-centered instruction, failing to adequately train teachers in student-centered learning, inquiry-based approaches, or project-based learning – methodologies proven to foster deeper understanding, critical thinking, and problem-solving skills [Gholam, 3].

Instead of infrequent, major overhauls, implement rolling reviews and updates. This could involve annual or biannual committees that continuously assess emerging research and societal trends, recommending minor curriculum adjustments. For example: A university's Faculty of Education could establish an "Innovation in Pedagogy" committee composed of faculty, current teachers, and educational researchers. This committee meets

quarterly to review new research and propose updates to specific course modules, ensuring that topics like Universal Design for Learning (UDL) or trauma-informed pedagogy are incorporated promptly.

Lack of Continuous Professional Development Focus in Pedagogical Education.

A critical, often overlooked, challenge in pedagogical education is the insufficient focus on continuous professional development (CPD). While pre-service teacher training is essential, it often represents the beginning of a teacher's journey, not the end. The problem arises when the initial training program fails to instill a mindset or provide pathways for ongoing learning, leaving educators vulnerable to skill stagnation and unprepared for evolving educational landscapes.

Scientifically, the field of education is dynamic. New research on learning, child development, educational psychology, technology, and societal needs emerges constantly. Without a commitment to CPD, teachers risk their knowledge becoming scientifically outdated. For instance, understandings of neurodiversity, trauma-informed practices, or effective digital pedagogy are continuously refined. If teachers do not engage with these developments, their practice may fall out of step with evidence-based approaches, potentially hindering student progress and well-being.

Methodologically, the lack of a CPD focus in initial teacher education means that programs often fail to equip graduates with the skills and dispositions necessary for lifelong learning [Darling-Hammond et al., 4]. This can manifest as:

1. A "Finish Line" Mentality: Graduates may view their initial training as sufficient, failing to proactively seek out new learning opportunities.

2. Limited Skills in Self-Directed Learning: Pre-service training might not adequately develop teachers' ability to identify their own learning needs, research effective professional development, or critically evaluate new methodologies.

3. Lack of Awareness of CPD Structures: New teachers may not be familiar with available CPD resources, the importance of a professional portfolio, or how to engage in reflective practice that fuels growth.

4. Institutional Barriers: Schools or districts might not offer robust CPD opportunities, or teachers may face logistical challenges (time, cost, childcare) in accessing them.

Teacher education institutions can foster stronger links with schools and districts to create seamless transitions into CPD, and collaborate with professional organizations, such as a university's education department could partner with local school districts to offer joint CPD workshops or create a mentorship program where graduating students are paired with experienced teachers who are committed to professional growth. They could also promote relevant resources from professional teaching associations.

Conclusion. In summary, the scientific and methodological problems of pedagogical education, particularly the issues of outdated or inconsistent curricula and the lack of continuous professional development focus, pose significant challenges to the effectiveness of teacher training and educational outcomes. As we navigate an ever-changing educational landscape, it is crucial to recognize that a static curriculum can hinder educators' ability to meet the diverse needs of their students and adapt to new teaching methodologies. Moreover, the absence of ongoing professional development limits teachers' opportunities for growth and adaptation, ultimately impacting their effectiveness in the classroom. To address these challenges, it is essential to prioritize the regular revision of curricula to ensure relevance and coherence, while also fostering a culture of continuous learning among educators. By investing in comprehensive professional development programs that align with current educational practices and innovations, we can better equip teachers to inspire and engage their students.

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