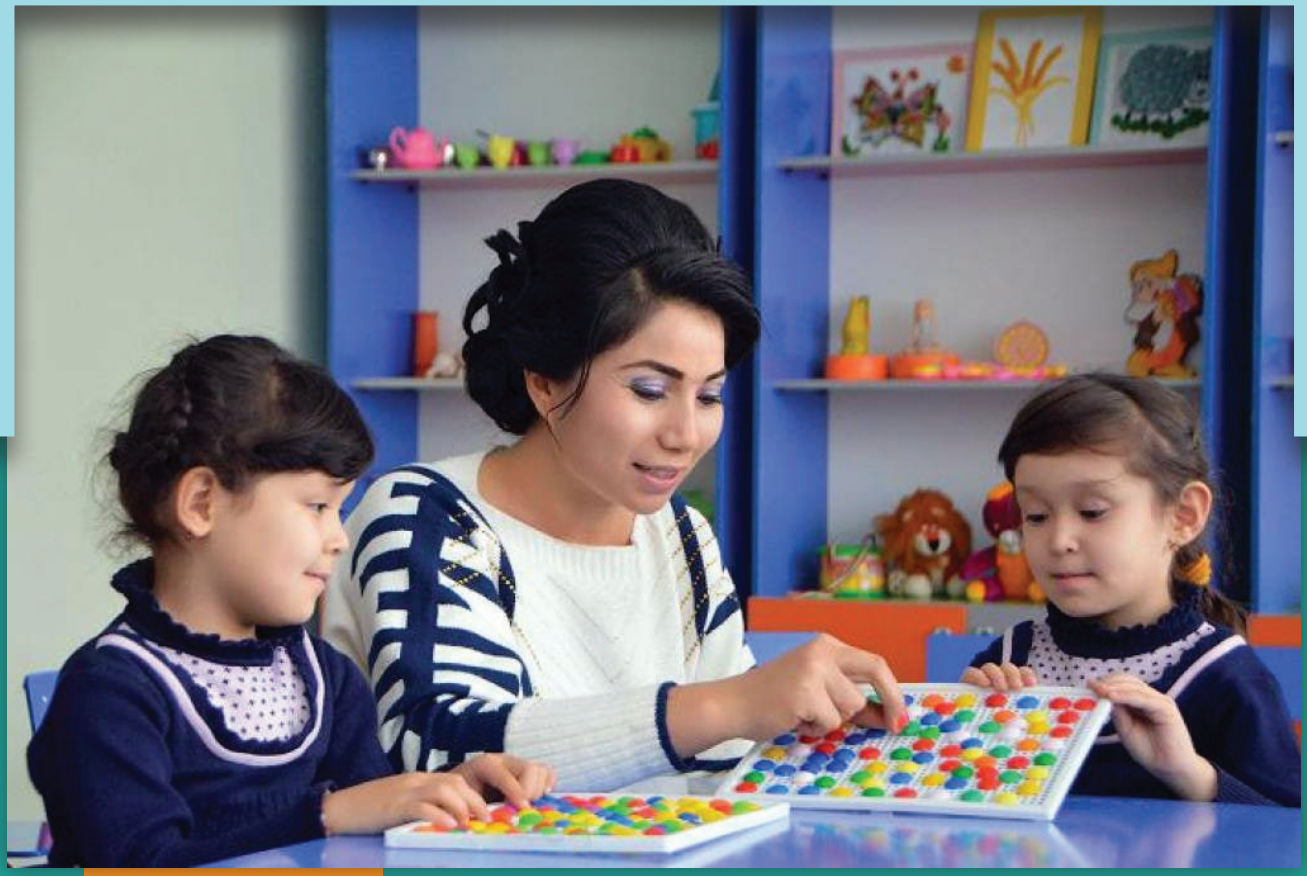
ISSN: 3060-4613

O'zbekiston Milliy Pedagogika Universiteti



№11(3)
2026

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar böyiça)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport maşğulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqiçlari böyiça)
13.00.07 Ta'limda menejment
13.00.08 Maktabgaça ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGAÇA VA MAKTAB TA'LİMİ

Pedagogika, psixologiya fanlariga ixtisoslaşgan ilmiy jurnal

MAKTABGAÇA VA MAKTAB TA'LİMİ

Elektron naşr. 90 sahifa,
13-noyabr, 2026-yil.

BOŞ MUHARRIR:
Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

BOŞ MUHARRIR ÖRINBOSARI:
Aşurov Ramzidin Ramazonoviç – Psixologiya fanlari böyiça falsafa doktori (Phd), dotsent

TAHRIRIYAT KENGAŞI A'ZOLARI
Ibragimov X.I. – pedagogika fanlari doktori, akademik
Şoumarov Ğ.B. – psixologiya fanlari doktori, akademik
Qirğizboyev A.K. – Tarix fanlari doktori, professor
Karimova E.G. – Sotsiologiya fanlari nomzodi, dotsent
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Şaripov Ş.S. – pedagogika fanlari doktori, professor
Şermuhammadov B.Ş. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qöldoşev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozoğiston)
Rejep Özyurek – psixologiya fanlari doktori, professor (Turkiya)
Wookyu Ça – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
Abdullayeva N. Ş. – Pedagogika fanlari doktori (DSc), professor
Doniyorov S. M. – "Yangi Özbekiston" va "Pravda Vostoka" gazetalari tahririyati DM boş muharriri, Özbekiston Respublikasida xizmat körsatgan jurnalist, filologiya fanlari böyiça falsafa doktori (PhD), dotsent
Ğafurov D. O. – falsafa fanlari doktori (Phd)
Şomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari böyiça falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Raxmonova Z. A. – filologiya fanlari böyiça falsafa doktori (PhD)
Nematov Ş.E. – pedagogika fanlari nomzodi (PhD)
Sayimova D. K. – texnika fanlari bo'yiça falsafa doktori (PhD)
Yuldaşeva F.I. – pedagogika fanlari böyiça falsafa doktori (PhD),dotsent
Yuldaşeva D.B. – filologiya fanlari böyiça falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toşkent davlat iqtisodiyot universiteti kafedra professori
Panjiyev M. A. – Qaşqadaryo viloyati Maktabgaça va maktab ta'limi boşqarmasi boşliğining birinçi örinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bölimining katta ilmiy xodimi, biologiya fanlari böyiça falsafa doktori (PhD)
Vaxobov Anvar Abdusattor öğli – Pedagogika fanlari böyiça falsafa doktori, dotsent

Muassis: "Tadbirkor va işbilarmon" MÇJ
Hamkorlarimiz: Özbekiston Respublikasi Ta'lim va ilm-fan vazirligi, Özbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:
Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

DEPUTY EDITOR-IN-CHIEF:
Ashurov Ramzidin Ramazonovich – Doctor of Philosophy (PhD) in Psychology, Associate Professor

EDİTORİAL BOARD MEMBERS:
Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician
Shoumarov G'. B. – Doctor of Psychological Sciences, Academician
Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor
Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan
Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor
Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor
Shermuhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor
Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor
Madraximova F.R. – Doctor of Pedagogical Sciences, Professor
Kalonov M.B. – Doctor of Economic Sciences, Professor
Nabiyev D.X. – Doctor of Economic Sciences, Professor
Koldoshev K. M. – Doctor of Economic Sciences, Professor
Ikramxanova F.I. – Doctor of Philological Sciences, Professor
Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)
Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)
Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)
Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)
Wookyu Cha – President of the National University of Education, Korea (South Korea)
Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)
Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor
Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor
Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor
Aliyev B. – Doctor of philosophy, professor
Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor
Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers "Yangi O'zbekiston" and "Pravda Vostoka", Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor
Gafurov D. O. – Doctor of Philosophy (PhD)
Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor
Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor
Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor
Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service
Saifnazarov I. – Doctor of philosophy, professor
Rakhmonova Z.A. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor
Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)
Sayimova D. K. – Doctor of Philosophy (PhD) in Technical Sciences
Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor
Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor
Tangriyev A.T. – is a professor of Tashkent State University of Economics
Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor
Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region
Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun Academy, Doctor of Philosophy (PhD) in Biological Sciences
Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

"Maktabgaça va maktab ta'limi" jurnali Özbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari böyiça falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni çop etiş uçun milliy ilmiy naşrlar röyxatiga kiritilgan:

Pedagogika fanlari böyiça: OAK Kengaşi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

• Ekspert kengaşi (29.10.2024-y., №10)

• Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari böyiça: Toşkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

• Ekspert kengaşi (25.05.2025-y., №10)

• Rayosat qarori (08.05.2025-y., №370/5)

"Maktabgaça va maktab ta'limi" jurnali

26.09.2023-yildan

Özbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan **№C-5669363** reyestr raqami tartibi böyiça röyxatdan ötkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

MUNDARIJA

Teaching English Grammar as a Product in Grades 5–8: A Teacher-Controlled Model for Integrating Artificial Intelligence 10
Veronica Khatamova

Русский язык как средство формирования профессиональной компетентности будущих специалистов 15
Мусаева Амина Караматовна

Сопоставление русской и узбекской литературной критики 23
Шакирова Гулмира Рашидовна

The Impact of Group Discussion on Developing Students' Speaking Skills in EFL Context 31
Tursunboyeva Saodat Ravşanbek qizi

Поэтика дегуманизации в прозе М. А. Булгакова и Назара Эшонкула: сравнительно-типологический анализ 36
Болтаева Дильноза Руслановна

Bölajak boşlanğiç sinf öqituvçilarining metodik tayyorgarligini şakllantirişda multimodal ta'lim resurslarining örni 41
Koziyeva Fazilat Sadullayevna

Sun'iy intellekt va adaptiv ta'lim texnologiyalari integratsiyasi asosida boşlanğiç sinf öquvçilarining individual öqiş kompetensiyalarini rivojlantiriş 48
Öktamova Mehrigiyo A'zamovna

Didactic Possibilities of Activating Primary School Pupils' Cognitive Processes in Literacy Reading Lessons 55
Maxmudova Nigora Hikmatovna

Opportunities of Practice-Oriented Education in Developing the Pedagogical Mastery of Future Primary School Teachers 61
Şukurova Madina Öktam qizi

Своеобразие методов рки: между универсальной методикой и национально-ориентированной практикой 67
Raximova Norbish Sharopovna

Ösmirlik davrida raqamli texnologiyalardan foydalanişning diqqat barqarorligiga ta'siri 74
Abdullayeva Mahfuza Ollabergan qizi

Neyropedagogik yondaşuv asosida bölajak tarbiyaçilarning mantiqiy fikrlaşini rivojlantiriş texnologiyasi 81
Ibrohimova Xadiça Masumjon qizi

Maktabgaça va boşlanğiç matematik ta'lim uzviyligi va izçilligini ta'minlaşning innovatsion modeli 83
Qozaqova Karimaxon Mamajonovna

OPPORTUNITIES OF PRACTICE-ORIENTED EDUCATION IN DEVELOPING THE PEDAGOGICAL MASTERY OF FUTURE PRIMARY SCHOOL TEACHERS

Şukurova Madina Öktam qizi
Asia International University

Abstract: This article provides a scientific and methodological analysis of the opportunities of practice-oriented education in developing the pedagogical mastery of future primary school teachers. The aim of the study is to identify ways of forming the ability to apply theoretical knowledge in real pedagogical situations, make independent decisions, design lessons, communicate effectively with pupils and reflectively assess one's own performance. The influence of pedagogical situations, case studies, microteaching, pedagogical design, role-playing, observation and reflection on students' professional preparation is revealed. The author substantiates a step-by-step integration of practical tasks into the content of pedagogical and methodological disciplines. The scientific novelty lies in the proposed model that unites the motivational, cognitive, practical-activity, communicative and reflective components of pedagogical mastery. The conclusion offers recommendations for the systematic implementation of the model in the educational process and teaching practice.

Key words: future primary school teacher, pedagogical mastery, practice-oriented education, professional competence, pedagogical situation, microteaching, pedagogical design, case study, reflection.

Annotatsiya: Mazkur maqolada bölajak boşlanğiş sinf öqituvçilarining pedagogik mahoratini rivojlantirişda amaliyotga yönaltirilgan ta'limning imkoniyatlari ilmiy-metodik jihatdan tahlil qilinadi. Tadqiqotning maqsadi nazariy bilimlarni real pedagogik vaziyatlarda qöllaş, mustaqil qaror qabul qiliş, darsni loyihalaş, öquvçilar bilan samarali muloqot qiliş va öz faoliyatini refleksiv baholaş könikmalarini şakllantiriş yollarini aniqlaşdan iborat. Işda pedagogik vaziyat, keys-stadi, mikroöqitiş, pedagogik loyihalaş, rolli öyin, kuzatiş va refleksiya metodlarining kasbiy tayyorgarlikka ta'siri oçib beriladi. Muallif amaliy topşiriqlarni pedagogik va metodik fanlar mazmuniga bosqiçma-bosqiç integratsiya qiliş yondaşuvini ilgari suradi. Tadqiqotning ilmiy yangiligi pedagogik mahoratning motivatsion, kognitiv, amaliy-faoliyat, kommunikativ va refleksiv komponentlarini birlaştiruvçi modelning taklif etilganligida namoyon böladi. Xulosada uşbu modelni öquv jarayoni va pedagogik amaliyotga tizimli tatbiq etiş böyiça tavsiyalar beriladi.

Kalit sözlar: bölajak boşlanğiş sinf öqituvçisi, pedagogik mahorat, amaliyotga yönaltirilgan ta'lim, kasbiy kompetensiya, pedagogik vaziyat, mikroöqitiş, pedagogik loyihalaş, keys-stadi, refleksiya.

Аннотация: В статье с научно-методической точки зрения анализируются возможности практико-ориентированного обучения в развитии педагогического мастерства будущих учителей начальных классов. Цель исследования – определить пути формирования умений применять теоретические знания в реальных педагогических ситуациях, принимать самостоятельные решения, проектировать урок, эффективно взаимодействовать с учащимися и рефлексивно оценивать собственную деятельность. Раскрывается влияние педагогической ситуации, case-study, микрообучения, педагогического проектирования, ролевой игры, наблюдения и рефлексии на профессиональную подготовку студентов. Автор обосновывает поэтапную интеграцию практических заданий в содержание педагогических и методических дисциплин. Научная новизна заключается в разработке модели, объединяющей мотивационный, когнитивный, практико-деятельностный, коммуникативный и рефлексивный компоненты педагогического мастерства. В заключении даны рекомендации по системному внедрению модели в учебный процесс и педагогическую практику.

Ключевые слова: будущий учитель начальных классов, педагогическое мастерство, практико-ориентированное обучение, профессиональная компетентность, педагогическая ситуация, микрообучение, педагогическое проектирование, case-study, рефлексия.

INTRODUCTION

The modern educational process requires teachers not only to possess a substantial amount of theoretical knowledge but also to demonstrate the ability to apply this knowledge effectively in real educational situations. The quality of primary education largely depends on the professional competence and pedagogical mastery

of the teacher. The Law of the Republic of Uzbekistan "On Education" defines continuous professional development and the practical training of pedagogical personnel as priority directions of state policy in the field of education [11]. Therefore, improving the professional preparation of future primary school teachers and developing their practical skills is one of the important tasks of contemporary teacher education.

The professional activity of a primary school teacher is characterized by its complexity and diversity. A teacher has to organize the educational process, consider the individual characteristics of pupils, select appropriate teaching methods, establish effective communication, manage the classroom, evaluate learning outcomes and respond appropriately to unexpected pedagogical situations. Consequently, the preparation of future teachers should not be limited to theoretical instruction. It should provide systematic opportunities for students to practice professional actions and develop practical pedagogical skills [1, 4].

In this context, practice-oriented education becomes an important means of connecting theoretical knowledge with professional activity. Its main purpose is to create conditions in which future teachers can use the knowledge acquired during lectures and seminars in practical situations. Through such activities, students gradually develop the ability to analyze pedagogical problems, select appropriate solutions, design educational activities, communicate with pupils and evaluate their own professional actions.

The object of the study is the process of professional preparation of future primary school teachers in higher education institutions. The subject of the study is the content, methods and conditions of practice-oriented education aimed at developing pedagogical mastery. The aim of the research is to substantiate the opportunities of practice-oriented education and to propose a model for developing the pedagogical mastery of future primary school teachers. To achieve this aim, the following tasks were set:

- to clarify the essence of practice-oriented education;
- to identify its opportunities for developing pedagogical mastery;
- to characterize effective practice-oriented methods;
- and to develop a structural model and a system of practical tasks.

LITERATURE REVIEW

The problem of developing pedagogical mastery has been studied by both Uzbek and foreign researchers. N.N. Azizxo'jayeva considers pedagogical mastery as a synthesis of professional knowledge, pedagogical technique, communicative culture and the teacher's personal qualities, and emphasizes that it is formed primarily through purposeful activity [1].

N.A. Muslimov analyzes the stages of the professional formation of future teachers and shows that practical training is the decisive factor in the transition from educational to professional activity [2].

The works of O'.Q. Tolipov, M. Usmonboyeva, R.J. Ishmuhamedov and N.S. Sayidahmedov reveal the applied foundations of pedagogical and innovative technologies and their role in organizing active learning [3, 5, 6].

In Russian pedagogical science, L.S. Vygotsky's cultural-historical theory and the concept of the zone of proximal development substantiate the idea that new abilities emerge through joint activity and subsequent internalization [7].

V.A. Slastenin and co-authors interpret professional-pedagogical competence as the unity of theoretical and practical readiness for pedagogical activity [15].

Among foreign scholars, J. Dewey argued that education must be grounded in experience and that only a reflected experience becomes educative [8].

D.A. Kolb described learning as a cycle of concrete experience, reflective observation, abstract conceptualization and active experimentation [10], while D.A. Schön introduced the notion of the reflective practitioner who learns through reflection-in-action and reflection-on-action [9].

L.S. Shulman highlighted the importance of pedagogical content knowledge, that is, knowledge transformed for teaching specific content to specific learners [12].

L. Darling-Hammond and F.A.J. Korthagen showed that the most effective teacher education programmes closely connect coursework with clinical practice and systematically use reflection on concrete classroom situations [13, 14].

The microteaching technique developed by D.W. Allen and K. Ryan became one of the most widespread instruments for training separate teaching skills in a simplified environment [16].

The analysis of these works shows that the theoretical foundations of practice-oriented learning are well developed. At the same time, the issue of how to integrate practice-oriented methods systematically into the content of pedagogical and methodological disciplines in the preparation of primary school teachers, taking into account all components of pedagogical mastery, requires further study. This determines the distinctive focus of the present article.

RESEARCH METHODOLOGY

The study is based on the competence-based, activity-based, personality-oriented and reflective approaches. The following methods were used:

- theoretical analysis and generalization of pedagogical, psychological and methodological literature;
- comparative analysis of traditional and practice-oriented forms of instruction;
- pedagogical observation of seminars, practical classes and teaching practice of future primary school teachers;
- analysis of students' lesson plans, case solutions and reflective notes;
- and pedagogical modeling.

Comparative analysis made it possible to determine the differences in the roles of the student and the teacher in the two forms of instruction, while modeling was used to describe the structure and interrelation of the components of pedagogical mastery.

ANALYSIS AND RESULTS

Practice-oriented education is an educational approach aimed at developing students' ability to apply theoretical knowledge in practical activities. Its essential feature is the creation of learning situations that are close to real professional activity. In teacher education, it involves the organization of activities in which students perform professional tasks similar to those they will encounter in their future work: lesson planning, solving pedagogical cases, conducting microteaching sessions, analyzing classroom situations, preparing educational projects, observing lessons, developing assessment criteria and conducting reflective analysis.

The main difference between traditional theoretical instruction and practice-oriented education lies in the role of the learner. In theoretical learning, the student mainly acquires and reproduces knowledge. In practice-oriented learning, the student becomes an active participant who applies knowledge, makes decisions, analyzes results and takes responsibility for the outcomes of professional actions. The comparative analysis carried out in the study made it possible to summarize these differences (Table 1).

Table 1: **Comparison of traditional and practice-oriented instruction**

Criterion	Traditional instruction	Practice-oriented instruction
Role of the student	Listener who memorizes and reproduces information	Active participant who performs professional actions
Role of the instructor	Main source of knowledge	Organizer, facilitator and consultant
Learning content	Mainly theoretical concepts	Theory linked to real pedagogical situations
Dominant methods	Lecture, explanation, reproduction	Case study, microteaching, design, role-play, reflection
Assessment	Reproduction of knowledge	Quality of solutions, products and self-analysis
Result	Knowledge of pedagogical theory	Readiness for independent professional activity

As Table 1 shows, practice-oriented education changes the entire logic of the educational process. Its structure can be represented through the following sequence: theoretical knowledge → practical task → professional situation → independent decision → action → reflection → improvement. This sequence corresponds to Kolb's experiential learning cycle [10] and allows future teachers to gradually transform theoretical knowledge into practical professional competence.

The analysis showed that practice-oriented education provides several important opportunities for developing the pedagogical mastery of future primary school teachers.

First, it develops the ability to apply theoretical knowledge in practice. Students may know the principles of child development, teaching methods and classroom management theoretically, but professional mastery is demonstrated when they can apply this knowledge in a specific educational situation.

Second, it develops decision-making skills. A teacher frequently encounters situations that cannot be solved through a single predetermined algorithm. For example, a pupil may have difficulty understanding a task, refuse to participate in an activity or demonstrate specific learning needs. Future teachers should learn to analyze such situations and select appropriate pedagogical solutions.

Third, it contributes to the development of communication skills. Primary school teachers work continuously with pupils, parents, colleagues and school administrators. Therefore, professional communication,

MAKTABGAÇA PRE-SCHOOL ДОШКОЛЬНОЕ

MAKTABGAÇA PRE-SCHOOL ДОШКОЛЬНОЕ

active listening, pedagogical tact and cooperation are essential components of pedagogical mastery [1].

Fourth, practical activities improve lesson planning and pedagogical design skills. Future teachers learn to formulate objectives, select appropriate methods and resources, organize activities, develop assessment criteria and predict possible learning outcomes.

Fifth, it promotes reflective competence. Students learn to analyze their own actions, identify strengths and weaknesses, recognize mistakes and determine ways to improve future professional activities [9].

A variety of interactive methods can be used for these purposes. The case study method is based on the analysis of a specific pedagogical situation: students study the situation, identify the problem, analyze possible causes and propose alternative solutions. For example, students may be given the situation in which a first-grade pupil regularly experiences difficulties when completing learning tasks and gradually loses interest in classroom activities; they are asked to identify possible reasons and to develop an appropriate pedagogical strategy. The method develops analytical thinking, decision-making, creativity and pedagogical responsibility.

Microteaching involves the organization of a short lesson or lesson fragment lasting approximately 7–10 minutes, in which other students act as pupils [16]. After the activity, the group analyzes the lesson according to several criteria: clarity of the objective, organization of the learning activity, communication with pupils, selection of teaching methods, use of instructional resources, time management, assessment and pedagogical behavior. Microteaching thus provides an opportunity to practice professional actions in a relatively safe educational environment.

Pedagogical design requires students to independently develop a lesson or educational activity: to determine the learning objective, expected outcomes, teaching methods, practical activities, instructional resources, assessment criteria and reflection activities. This method develops planning, creativity, independence and responsibility. Role-playing allows students to reproduce different pedagogical situations, where one student acts as a teacher, others as pupils and another as a parent; it develops empathy, pedagogical tact and the ability to respond appropriately to different situations.

Reflection is an integral component of every practical task. After completing an activity, students answer the questions:

1. What did I do well?
2. What difficulties did I experience?
3. What mistakes did I make?
4. What would I change next time?
5. What professional skill did I develop?

In this way, reflection transforms practical experience into professional learning [8, 9].

Pedagogical observation of seminars and teaching practice also revealed typical difficulties experienced by students. Many of them can correctly describe teaching methods but find it hard to choose a method for a particular group of pupils; they tend to follow the lesson plan rigidly and do not adjust it when pupils react unexpectedly; time management and the formulation of measurable objectives remain weak points; and self-analysis is often limited to general statements such as "the lesson went well". These observations confirm that pedagogical knowledge alone does not guarantee pedagogical mastery and that students need repeated, guided and analyzed practical experience.

On the basis of the analysis, a model for developing the pedagogical mastery of future primary school teachers through practice-oriented education was developed. The model consists of five interconnected components, each of which has its own content and expected skills (Table 2).

Table 2: **Model for developing the pedagogical mastery of future primary school teachers**

Component	Content	Expected skills
Motivational	Interest in professional activity and desire for practical work	Professional motivation, initiative, responsibility
Cognitive	Acquisition of pedagogical and methodological knowledge	Pedagogical knowledge, analysis, method selection
Practical-activity	Application of theoretical knowledge in practical situations	Lesson planning, solving pedagogical tasks, decision-making
Communicative	Effective interaction with pupils and educational stakeholders	Communication culture, listening, cooperation, pedagogical tact
Reflective	Analysis and improvement of one's own pedagogical activity	Self-assessment, identification of mistakes, professional development

The components of the model are implemented through a system of practice-oriented tasks. The effectiveness of practice-oriented education largely depends on the quality of these tasks. The following tasks were developed and tested in seminars on pedagogy and primary education methodology:

Task 1. **Pedagogical situation.** Students analyze a situation in which a first-grade pupil has difficulties completing a learning task, identify possible causes and develop several pedagogical solutions. Expected result: development of analytical thinking and pedagogical decision-making skills.

Task 2. **Lesson design.** Students select a topic from primary education and develop a lesson plan including the objective, teaching methods, practical tasks and assessment criteria. Expected result: development of pedagogical design and lesson planning skills.

Task 3. **Microteaching.** Students conduct a 7–10-minute lesson fragment; their peers participate as pupils and subsequently provide constructive feedback. Expected result: development of communication, classroom management and self-assessment skills.

Task 4. **Reflective analysis.** After completing a practical activity, students answer three questions: What did I do well? What difficulties did I encounter? What will I change in the next activity? Expected result: development of reflective competence and motivation for continuous professional improvement.

It is advisable to organize these tasks in three stages. At the preparatory stage (first and second years of study), students analyze video lessons and pedagogical situations, observe lessons at school and complete simple design tasks under the guidance of the instructor. At the modeling stage (second and third years), microteaching, role-playing and the joint design of lessons dominate; tasks become more complex and the share of independent decisions grows. At the professional-activity stage (third and fourth years), students conduct full lessons during teaching practice, keep reflective diaries and prepare portfolios of their own methodological products. Such a gradual increase in complexity and independence is consistent with the idea of the zone of proximal development [7].

The successful implementation of the model requires certain pedagogical conditions:

- the close cooperation of the university with partner schools;
- the agreement of the content of pedagogical and methodological disciplines with the tasks of teaching practice;
- the use of clear criteria for assessing practical products;
- the regular organization of feedback from instructors, school mentors and peers;
- and the creation of a supportive environment in which mistakes are considered a source of learning rather than a reason for punishment [13, 14].

The influence of practice-oriented education on pedagogical mastery can be presented as the following chain: knowledge → experience → practical skill → professional competence → pedagogical mastery. The systematic repetition of practical activities helps students move from simple knowledge acquisition to independent professional performance. For future primary school teachers, this process is particularly important because young pupils have different levels of cognitive, emotional and social development, and the teacher must be able to adapt methods to individual needs, communicate effectively, create a positive classroom atmosphere and provide appropriate support. Practice-oriented learning allows students to experience such situations before entering their professional careers, so the transition from university education to professional activity becomes more gradual and manageable.

CONCLUSIONS AND RECOMMENDATIONS

Practice-oriented education is an important pedagogical resource for developing the professional and pedagogical mastery of future primary school teachers. Its main advantage is the integration of theoretical knowledge with practical activity. The analysis demonstrates that pedagogical situations, case studies, microteaching, pedagogical design, role-playing, observation and reflection effectively contribute to the development of professional competencies. The development of pedagogical mastery should therefore not be limited to teaching theoretical concepts: future teachers need systematic opportunities to practice professional actions, analyze educational situations, make independent decisions and evaluate their own performance.

Based on the results of the study, the following suggestions are made:

1) to include practice-oriented tasks in every seminar and practical class of pedagogical and methodological disciplines;
2) to organize the development of pedagogical mastery in three stages – preparatory, modeling and professional-activity;
3) to introduce regular microteaching sessions with video recording and criteria-based peer feedback;
4) to use reflective diaries and electronic portfolios as tools for assessing students' professional growth;
5) to strengthen cooperation between the university and partner schools in organizing teaching practice and mentoring.

Thus, the proposed model creates conditions for the development of the motivational, cognitive, practical-activity, communicative and reflective components of pedagogical mastery, and practice-oriented education can be considered one of the effective methodological directions for improving the professional preparation of future primary school teachers and strengthening their readiness for real educational practice.

References:

1. Azizxöjayeva, N.N. (2006). Pedagogik texnologiyalar va pedagogik mahorat. Toşkent: Özbekiston Yozuvçilar uyuşmasi Adabiyot jamğarmasi naşriyoti, 160 b.
2. Muslimov, N.A. (2004). Bölajak kasb ta'limi öqituvçilarini kasbiy şakllantiriş. Toşkent: Fan, 130 b.
3. Tolipov, Ö.Q., & Usmonboyeva, M. (2006). Pedagogik texnologiyalarning tatbiqiy asoslari. Toşkent: Fan, 261 b.
4. Mavlonova, R.A., Törayeva, O.T., & Xoliqberdiyev, K. (2001). Pedagogika. Toşkent: Öqituvçi, 512 b.
5. Işmuhamedov, R.J., Abduqodirov, A.A., & Pardaev, A. (2008). Ta'limda innovatsion texnologiyalar. Toşkent: Iste'dod, 180 b.
6. Sayidahmedov, N.S. (2003). Yangi pedagogik texnologiyalar. Toşkent: Moliya, 172 b.
7. Выготский, Л.С. (1991). Педагогическая психология. Москва: Педагогика, 480 с.
8. Dewey, J. (1938). Experience and Education. New York: Macmillan.
9. Schön, D.A. (1983). The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books.
10. Kolb, D.A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall.
11. Özbekiston Respublikasining "Ta'lim töğrisida"gi Qonuni (2020-yil 23-sentabr, ÖRQ-637-son). Toşkent.
12. Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
13. Darling-Hammond, L. (2006). Constructing 21st-century teacher education. Journal of Teacher Education, 57(3), 300–314.
14. Korthagen, F.A.J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. Teaching and Teacher Education, 26(1), 98–106.
15. Сластёнин, В.А., Исаев, И.Ф., & Шиянов, Е.Н. (2002). Педагогика. Москва: Академия, 576 с.
16. Allen, D.W., & Ryan, K. (1969). Microteaching. Reading, MA: Addison-Wesley.

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar böyiça)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport maşğulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqiçlari böyiça)
13.00.07 Ta’limda menejment
13.00.08 Maktabgaça ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGAÇA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Aşurov
Ingliz tili muharriri: Murod Xoliyorov
Musahhih: Alibek Zokirov
Sahifalovçi va dizayner: Iskandar Islomov

2026. №11(3)

© Materiallar köçirib bosilganda "Maktabgaça va maktab ta'limi" jurnali manba sifatida körsatilişi şart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgaça va maktab ta'limi" jurnali 26.09.2023-yildan Özbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C–5669363 reyestr raqami tartibi böyiça röyxatdan ötkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toşkent şahar, Yunusobod tumani 19-mavze, 17-uy.