



ISSN: 3060-4613



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TA'LIMI VAZIRLIGI



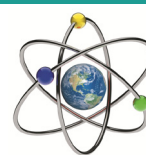
№11
2025

- 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 bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha 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

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 1450 sahifa,
4-noyabr, 2025-yil.

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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

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jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
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va ommaviy kommunikatsiyalar
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reyestr raqami tartibi bo‘yicha
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Litsenziya raqami: **№136361**

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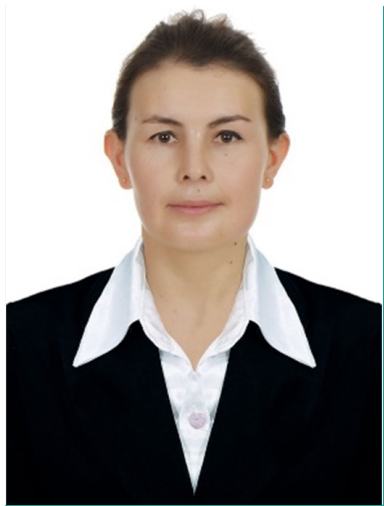
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Nishonova Munira Yakubjonovna

University of Business and Science

Teacher, Department of Pedagogy and Psychology

EVALUATION OF THE KNOWLEDGE OF A FUTURE EDUCATION TEACHER ON THE METHODOLOGY OF TEACHING AND THE GENERAL FEATURES OF THE THEORY OF EDUCATION

Abstract: This article examines the methodology of teaching the subject “Education” for future education teachers and identifies effective teaching strategies in this field. Education plays a decisive and indispensable role in the development of any society and nation. A society that prioritizes the professional development of its teachers, regularly evaluates their knowledge, and continuously improves pedagogical competencies ensures sustainable progress. Strengthening the educational capacity of teachers contributes directly to the intellectual, moral, and social advancement of the younger generation. Therefore, the development of education—together with material and spiritual growth—serves as a fundamental factor for societal prosperity.

Key words: education teacher, education, theory, knowledge assessment, science, foundation, standard, document, teaching, necessity, decision, knowledge, skills, training, competence, practice.

Annotatsiya: Ushbu maqolada bo'lajak ta'lim o'qituvchilari uchun “Ta'lim” fanini o'qitish metodikasi va ushbu yo'nalishda samarali o'qitish usullari ilmiy asosda tahlil qilinadi. Ta'lim har qanday jamiyat va davlat taraqqiyotining eng muhim omillaridan biridir. O'qituvchilarning kasbiy tayyorgarligi, bilim va ko'nikmalarini muntazam baholab borish, pedagogik mahoratini rivojlantirish hamda ta'lim jarayonining nazariy va amaliy asoslarini mustahkamlash jamiyatning barqaror ravnaqiga xizmat qiladi. Shuning uchun ta'limning rivojlanishi moddiy va ma'naviy yutuqlar bilan bir qatorda har bir jamiyatning taraqqiyotida asosiy o'rin egallaydi.

Kalit so'zlar: ta'lim o'qituvchisi, ta'lim, nazariya, bilimni baholash, fan, asos, standart, hujjat, o'qitish, zarurat, qaror, bilim, ko'nikma, tayyorgarlik, kompetensiya, amaliyot.

Аннотация: В данной статье рассматриваются методика преподавания предмета “Образование” для будущих педагогов и эффективные методы обучения в этом направлении. Образование имеет ключевое значение для развития любого общества и государства. Систематическая оценка знаний учителей, повышение их профессиональных компетенций и усиление педагогического мастерства способствуют устойчивому социальному и интеллектуальному развитию подрастающего поколения. Развитие образования, наряду с материальными и духовными достижениями, является важнейшим фактором прогресса в любом обществе.

Ключевые слова: учитель образования, образование, теория, оценка знаний, наука, основа, стандарт, документ, обучение, необходимость, решение, знания, умения, подготовка, компетентность, практика.

INTRODUCTION

One of the fundamental components of the discipline Pedagogy is the concept of upbringing. Upbringing is a pedagogical process aimed at developing specific physical, mental, moral, spiritual and aesthetic qualities in an individual. It encompasses a set of purposeful measures designed to cultivate personality traits necessary for meaningful participation in social life. Upbringing represents one of the most ancient and enduring values that sustains human existence and societal continuity. Without upbringing, neither an individual nor a society can function effectively, as the core values ensuring human and social development are transmitted from one generation to another primarily through educational influence.

In pedagogical literature, the term upbringing is interpreted in both broad and narrow senses. In its broad meaning, upbringing refers to the totality of influences, activities, interactions and societal aspirations directed toward shaping an individual's personality and ensuring their active participation in economic, social, cultural



and educational spheres of life. This understanding includes not only education received in the family, school, and children's or youth organizations, but also the broader social environment, its guiding ideas, and various forms of artistic and cultural expression.

The broad concept of upbringing also incorporates elements of education and information dissemination. In its narrow sense, however, upbringing denotes pedagogical activity specifically aimed at fostering an individual's physical development, worldview, moral-spiritual character, and aesthetic perception. In this context, educational activities are carried out primarily by families, educational institutions and community organizations.

Although education and information are not directly included in the narrow definition of upbringing, both processes remain inseparable from it. Through learning and exposure to information, individuals not only expand their knowledge but also enhance the development of their moral, ethical and spiritual qualities.

LITERATURE REVIEW

The development of the discipline Education is grounded in a set of normative documents and scientific studies that shape Uzbekistan's modern educational policy. The Presidential Resolution "On Additional Measures to Increase the Effectiveness of Spiritual and Educational Work" (2020) underscores the importance of strengthening the moral, cultural, and intellectual upbringing of the younger generation. This document provides a key foundation for forming the theoretical and practical structure of the new subject Education.

The Qualification Requirements for Students in the Subject "Education" (Order No. 235, 2020-10-14) outline the essential competencies, knowledge areas, and skills expected from learners. These requirements highlight the discipline's legal, organizational, and methodological bases, ensuring a holistic understanding of upbringing.

Scientific research further enriches the methodological foundations of the subject. Yakubjonovna and Shamsitdinovna (2024) emphasize the significance of pedagogical-psychological approaches in developing teacher competency, stressing the need for modern teaching techniques and reflective practice. Similarly, Yakubjonovna and Farhod o'g'li (2024) demonstrate that successful upbringing requires effective cooperation between family, community, and school—an idea consistent with the integrative nature of the discipline Education.

Odilboyevich (2025) explores the role of the social environment in adolescent personality development, reinforcing the principle that upbringing is deeply interconnected with social context.

Overall, the literature shows that the discipline Education is built on a combination of regulatory frameworks, pedagogical theories, and empirical research. These sources collectively affirm the necessity of preparing future teachers with strong methodological, theoretical, and practical competencies to ensure effective and sustainable educational development in Uzbekistan.

RESEARCH METHODOLOGY

This study was conducted using a combination of modern pedagogical and theoretical research methods aimed at analyzing the structure, principles, and methodological foundations of the discipline Education. The following scientific methods were applied:

Theoretical Analysis and Synthesis

Normative-legal documents, conceptual frameworks, government resolutions, and scientific literature related to the subject Education were systematically reviewed. Through analysis and synthesis, the theoretical foundations, developmental stages, and structure of the new discipline were identified.

Comparative Analysis

The integration of subjects such as Etiquette, Sense of the Homeland, The Idea of National Independence and Spiritual Foundations, and History of World Religions into a unified discipline was examined through comparative comparison. This method helped reveal similarities, differences, and pedagogical advantages of the new curriculum.

Content Analysis

The content of official documents—including the Concept of the Subject "Education", qualification requirements for teachers, and the 2020–07–06 Cabinet of Ministers Resolution No. 422—was analyzed to determine the structure, goals, principles, and methodological directions of the discipline.



Pedagogical Observation (Indirect Analysis)

Although primary empirical observation was not conducted, data from higher education programs, teaching experiences, and curriculum practices were examined to understand how future teachers acquire competencies related to the subject Education.

Logical Interpretation and Deduction

Using logical reasoning, conclusions were drawn about the role of upbringing, its broad and narrow conceptual meanings, and the theoretical justification of its methodological foundations in teacher training.

Systematic Approach

All components of the discipline—legal basis, organizational conditions, teaching technologies, and pedagogical competencies—were studied as interconnected elements of a holistic educational system.

Through these methods, the study identified the methodological prerequisites for preparing future teachers, the structural components of the discipline Education, and the scientific foundations necessary for effective teaching. The methodological framework ensures that the findings are theoretically grounded, logically interconnected, and relevant to the practical requirements of modern pedagogy.

ANALYSIS AND RESULTS

At the initiative of the President of the Republic of Uzbekistan, a new discipline titled Education was developed in 2020, marking an important milestone in the history of Uzbek pedagogy. In this regard, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 422 dated 2020-07-06, "On Measures for the Gradual Introduction of the Subject 'Education' into General Secondary Educational Institutions", was adopted. By this Resolution, the Concept of the Subject "Education" for Students of General Secondary Educational Institutions was officially approved.

According to the Resolution, the discipline Education was created by integrating the following subjects:

1. The subjects Etiquette and Sense of the Homeland previously taught in primary grades;
2. The subjects The Idea of National Independence and Spiritual Foundations and History of World Religions previously taught in upper grades.

As a result, a unified and comprehensive new subject was established 222.

The methodological foundations of the discipline Education include:

- normative and legal documents on education and upbringing;
- theoretical foundations and primary sources of upbringing;
- laws, methods, and technologies of upbringing;
- practical issues related to upbringing.

These components form the core structure of the subject. Future primary school teachers must master these foundations to the required professional level, as strong theoretical and methodological preparation ensures quality teaching practice. In accordance with the Resolution, the training of pedagogical personnel specializing in the discipline Education began in the 2021-2022 academic year.

According to the Concept of the Subject "Education", the general foundations of the discipline are classified into:

- legal foundations,
- organizational foundations,
- scientific and methodological foundations.

The legal foundations include all regulatory documents concerning education and upbringing. The organizational foundations refer to the effective implementation of the subject in general secondary schools, including primary education. The scientific and methodological foundations encompass the theories, methods, and pedagogical technologies used in teaching the subject.

The Resolution also establishes the key principles of the discipline Education:

- a) priority of national and universal values;
- b) cultivation of conscious patriotism;



- c) reliance on modern scientific research;
- d) openness and transparency;
- e) support for educational initiatives;
- f) coherence among state bodies, non-governmental organizations, and private institutions participating in the development of educational policy.

CONCLUSION AND RECOMMENDATIONS

In conclusion, mastering the discipline Education from scientific and practical perspectives requires future teachers to possess comprehensive knowledge of both the methodology of teaching education and the general features of the theory of upbringing. This discipline plays a coordinating role in organizing the educational process within the humanities, assessing its implementation, and evaluating its effectiveness. High-quality preparation in this field directly contributes to the development of competent, value-oriented, and professionally skilled teachers who will play a major role in shaping the younger generation.

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- 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 bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha 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



AKTABGACHA VA AKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2025. №11

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.