

THE LEGAL FOUNDATIONS OF THE CURRENT PRACTICE OF PREPARING FUTURE TEACHERS TO CREATIVELY APPLY IDEAS OF MODERN PEDAGOGICAL THOUGHT

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Abstract

The research topic reveals new views on education in the conditions of the “New Uzbekistan” and the pedagogical aspects of the main reformist function of the state in their implementation. The fact that no significant research has been conducted within the framework of the topic further increases its relevance. In the process of humanizing education, the goals of the social state, such as ensuring ease and comfort for citizens, are also embedded. The data studied show that the development of pedagogical ideas changes with the increase in the need for education or with the increase in attention.

Keywords: Reform, goal, education, state, thought, research, modern, idea, independence, upbringing, law, higher education, resolution.

Introduction

Annotatsiya

Tadqiqot mavzusida bugubgi kunda “Yangi O‘zbekiston” sharoitida ta’limga bo’lgan yangicha qarashlar va ular amalga oshirishda davlatning bosh islohatchilik funksiyasini pedagogik jihatlari ochib berilgan. Mavzusi doirasida sezilarli tadqiqotlar olib borilmaganligi ham uni dolzarbligini yanada oshiradi. Ta’limning insonparvarlashuvi jarayonida ijtimoiy davlatning fuqorolarga nisbatan yengillik va qulaylikni ta’minlashi kabi maqsadlari ham singdirilgan. O’rganilgan ma’lumotlar shuni ko’rsatadiki pedagogik fikrlar taraqqiyoti ta’limga bo’lgan ehtiyojning oshib borishi bilan yoki e’tiborni ortib borishi bilan o’zgaradi.

Kalit so’zlar. Islohat, maqsad, ta’lim, davlaty, fikr, tadqiqot, zamonaviy, g’oya, mustaqillik, tarbiya, qonun, oliy ta’lim, qaraor.

Аннотация

Тема исследования раскрывает новые взгляды на образование в условиях «Нового Узбекистана» и педагогические аспекты основной реформаторской функции государства при их реализации. Тот факт, что в рамках данной темы не проводилось значимых исследований, еще больше повышает ее актуальность. В процессе гуманизации образования также закладываются цели социального государства, такие как обеспечение комфорта и удобства для граждан. Изученные данные показывают, что развитие педагогических идей меняется с ростом потребности в образовании или с повышением внимания к нему.

Ключевые слова: Реформа, цель, образование, государство, мысль, исследование, современный, идея, независимость, воспитание, закон, высшее образование, резолюция.

One of the objectives of modern education is to develop the scientific foundations of cognitive thinking. The emergence of ideas from individual thoughts represents a remarkable process, as the educational process itself may provide an environment in which students propose pedagogical theories that serve as a basis for pedagogical perspectives. Over time, ideas become refined or undergo evolution, eventually becoming an integral part of the chronological development of pedagogical practice. Another important characteristic is that ideas that may not correspond to the existing environment and conditions at a particular period can, in due course, contribute to the formation of a more sophisticated and comprehensive pedagogical system.

Before transitioning to creative pedagogy, creativity should be clearly demonstrated by the teacher within the pedagogical process. Rather than merely explaining what creativity is, it is more effective for the teacher to demonstrate it through practice. Before developing creative thinking skills among future teachers, it is essential to establish a supportive and comfortable learning environment within the group. This gradually increases future teachers' interest in performing creative tasks. Furthermore, observing a teacher who possesses creative thinking can encourage future teachers to develop an inclination towards creative thinking themselves. A learning and cognitive environment characterized by creativity contributes to the

development of critical and creative thinking skills, which are of considerable importance for future teachers throughout the educational process¹.

During the initial period following the achievement of independence, an education system was established based on providing students with knowledge associated with the concepts of independence, an independent state, and sovereignty. The concept of an independent state encompassed topics related to national traditions, values, customs and ceremonies, a just society, economic independence, and the history of Uzbekistan.

Following the independence of the Republic of Uzbekistan, fundamental reforms in the national education system began on the basis of the first Law “On Education”, adopted in 1992. First and foremost, the Law preserved the positive aspects that had previously existed within the national education system and helped protect society from an educational and ideological vacuum during the period of independence. The newly independent society of the Republic of Uzbekistan had a profound understanding of the potentially negative consequences of the educational and ideological vacuum that was inevitably emerging in the sphere of education and upbringing. The prevention of this ideological threat significantly increased the legal and practical importance of the first Law “On Education”. At the same time, the Law contributed to a deeper understanding of the shortcomings of the ideology of the former Soviet totalitarian system and thereby became an educational and ideological bridge facilitating the transition from the old system to a new democratic one².

Methods

At present, the state and society are placing new demands on the provision of quality education. Although a substantial body of general theoretical knowledge concerning the professional and personal development of teachers has been developed through the research of numerous scholars, the scope of studies addressing the ideological perspectives that have shaped the current state of pedagogy and the ways in which these perspectives can be incorporated into the educational process remains

¹ Oliy o'quv yurti talabalarida kreativ kompetentlikni rivojlantirishda faol ta'lim texnologiyalaridan foydalanishning mazmuni va samarali yo'llari Nilufar Muhammadovna O'rinova Farg'ona davlat universiteti dotsenti, pedagogika fanlari nomzodi Dilfuza Alisher qizi Yo'ldosheva Farg'ona davlat universiteti o'qituvchisi

² Akram Sohbov “Pedagogik fikrlar taraqqiyoti” O'quv qo'llanma Qarshi “Nasaf” NMIU 2023 199 – bet. Adabiyot 378 bet .

insufficient. From a philosophical perspective, the use of integrated knowledge throughout a teacher's professional development contributes to strengthening the teacher's social status.

The next stage of reforms in education and upbringing began with the adoption of a new version of the Law "On Education" on 29 August 1997 and the development of the "Reform of the Education and Upbringing System" as its logical and practical continuation. The implementation of the National Programme for Personnel Training was carried out in stages through 2025.

The **first stage**, covering 1997–2001, was considered a **transitional period during which a system of continuous education and upbringing was established**.

The **second stage**, covering 2001–2005, focused on the large-scale implementation of the National Programme within the framework of reforms to the education and upbringing system.

The **third stage**, covering 2005–2025, represented a distinctive final period that contributed to educational, cultural, and spiritual advancement.

In accordance with the objectives of the National Programme for Personnel Training, fundamental reforms in the field of education were implemented at a high level. These reforms aimed to develop new approaches by eliminating ideological ideas rooted in outdated traditions and remnants of the past, while preparing qualified personnel capable of meeting the advanced requirements of a democratic state.

The objectives outlined in the Programme were implemented through the expansion of preschool educational organizations and increased access to them, improvement of the quality of general secondary schools, reform of vocational and professional education, strengthening of the material and technical infrastructure of higher education institutions, increased attention to extracurricular educational institutions, and the development of national human-resource potential in these areas. Postgraduate education was also brought into greater alignment with international standards.

The objective of educating a well-rounded individual, as envisaged by the Programme, demonstrated from its early stages that it was closely associated with the capacity and professional potential of personnel working in the pedagogical field. The strength of the state is directly related to the extent to which individuals within society develop their worldviews. Pedagogy plays a central role in this process. Developing students' initiative, independent thinking, ability to evaluate themselves and others,

capacity to form their own conclusions regarding social reality, and ability to become independent and highly qualified specialists in their respective fields is primarily associated with providing them with knowledge in disciplines belonging to the fields of pedagogy and psychology. In turn, leadership in this area is demonstrated through the activities of higher education institutions.

At the initiative of the State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan, the task set out in Paragraph 172 of the State Programme for the implementation, in the “Year of Supporting Active Entrepreneurship, Innovative Ideas and Technologies,” of the Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan for 2017–2021 was fulfilled. The task concerned the development of a new version of the draft Law of the Republic of Uzbekistan “On Education” and was approved by the Decree of the President of the Republic of Uzbekistan dated 22 January 2018.

In the new version of the draft, the number of chapters was increased from five to eleven, while the number of articles increased from 34 to 75. The draft was developed based on proposals addressing the majority of existing problems in the field of education and their solutions, the provision of quality education, the enhancement of the status of teachers, and the strengthening of their social protection.

The content of the draft was structured as follows:

- **First**, the education system was defined as an integrated system consisting of several levels, including preschool education, general secondary education, secondary specialized and professional education, higher education, postgraduate education, retraining and professional development of personnel, and extracurricular education.
- **Eleven years of compulsory education** were established.
- Various **forms of education**, including full-time, part-time, evening, distance, dual, and independent study, were introduced to make the educational process more flexible and adaptable.
- The expansion of **non-governmental educational institutions** was envisaged to enhance competitiveness and strengthen cooperation between the public and private sectors.
- Particular attention was given to ensuring the **right to education of persons with disabilities** and to the development of inclusive education.
- Measures were introduced to ensure the **legal status and rights of teachers**.
- **External education (externship)** was provided as an accelerated form of education.

- Provision was made for the **training of personnel in the fields of defense, security, and law enforcement.**
- In accordance with Resolution No. PQ-3305 of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated 30 September 2017, entitled “On the Organization of the Activities of the Ministry of Preschool Education of the Republic of Uzbekistan,” the Ministry of Preschool Education was established as a new institution in the country. This represented an important reform implemented within the framework of the Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan for 2017–2021, which served as a major programme document defining the priority areas of state policy in the medium term.
- Subsequently, another reform was implemented with the aim of establishing unified educational standards. The process of merging the Ministry of Preschool Education and the Ministry of Public Education formally began with the signing of Presidential Decree No. PF-269, “On Measures to Implement the Administrative Reforms of New Uzbekistan,” on 21 December 2022. As a result, the Ministry of Preschool and School Education of the Republic of Uzbekistan was established and commenced its activities on 1 January 2023. The Agency for Specialized Educational Institutions, which had previously been known as the Presidential, Creative, and Specialized Schools Development Agency (PIIMA), was also incorporated into the structure of the Ministry with the status of an agency.
- Resolution No. PQ-2909 of the President of the Republic of Uzbekistan, dated 20 April 2017, entitled “On Measures for Further Development of the Higher Education System,” was adopted. This resolution was considered an important legal basis for implementing reforms in the higher education sector.

Results And Discussion

Future teachers will recognize the importance of pedagogy as an academic discipline in their future professional development. Their ability to provide professionally sound judgments on questions and situations encountered throughout their lives will contribute to enhancing their professional standing. This can be observed in the development, already during their university education, of the ability to respond appropriately to innovations and developments in the field of pedagogy. It is the responsibility of teachers to communicate innovations adopted within state programmes in the political, economic, and spiritual spheres in a clear, convincing,

and comprehensible manner, while also conveying their significance and importance. To be prepared for such processes, teachers must first develop creative, critical, analytical, and independent thinking skills. Therefore, the question arises: what should be done to achieve this?

It is necessary to increase future teachers' ability to take an interest in emerging and unfamiliar situations, express their own views on them, consolidate their ideas, formulate their own ideological positions, and present, disseminate, and effectively communicate these positions through creative methods. A key challenge facing future teachers is to create a process through which they can become familiar with new approaches in the field of education before others, draw independent conclusions, and develop the ability to formulate informed responses.

In our view, when teaching pedagogy as an academic discipline, students should be provided with knowledge of the reasons behind the emergence of the discipline, its historical roots, the foundations of theories proposed from ancient times to the present day, the development of pedagogical perspectives, the interaction and confrontation of different ideas, the combination of ideas, and the process of integration into the global educational environment. They should also be equipped with the ability to synthesize relevant ideas when studying different areas of education.

The development of individual perspectives can be observed through the emergence and popularization of periodic trends resulting from their continuous evolution. The development of pedagogical thought also reveals ideas that serve as foundations for systematic and coherent approaches.

In preparing teachers in any field, it is necessary to teach them, based on their respective specializations, to acquire emerging ideas, apply them in their professional activities, and develop the skills required to analyze them. One of the essential qualities required for teachers to perform their professional duties effectively is the ability to think in accordance with contemporary developments and remain responsive to the changing demands of the times. Teachers play a significant role in developing individuals with sound and constructive thinking within society. Under conditions of globalization, one of the important factors in preserving the national educational environment is the development of modern pedagogical thinking among educators. This means adapting and applying relevant experiences, ideas, and educational trends to state programmes, local educational conditions, and national values during the process of educational transformation.



Due to the specific nature of their profession, teachers are expected to demonstrate initiative, creativity, and the ability to make independent choices in carrying out their professional activities. In addition to applying their personal characteristics when designing pedagogical technologies, teachers should be able to provide a pedagogical interpretation of contemporary ideas. Creative approaches to education are particularly important in the context of interdisciplinary integration, the assessment of intellectual potential, the creation of innovative learning environments, and the globalization of education. In such circumstances, teachers need to fully demonstrate their professional and personal potential, create a comfortable professional environment for themselves, study students' interests, and adapt their teaching approaches accordingly.

Although this approach may initially appear to represent a departure from conventional administrative and procedural documentation, in practice it can be observed that educational activities continue to be carried out in accordance with normative and legal documents. The effectiveness of creative approaches can be observed particularly in private educational institutions, where management provides teachers with greater freedom in order to enhance the attractiveness and effectiveness of education.

The level of knowledge acquired by applicants, including pupils and students, is demonstrated both theoretically and practically while encompassing the competencies required by the applicable State Educational Standards (SES). Furthermore, the legislation provides teachers with the opportunity to adapt up to 15 percent of existing educational programmes to their individual teaching approaches. These changes are reflected in teachers' creative approaches to lesson planning and delivery. In this context, teachers' individual abilities and professional competencies become particularly prominent.

Conclusion

In conclusion, it is important to emphasize that addressing the existing problems in Uzbekistan's higher education system requires the systematic study, measurement, and evaluation of the activities of educational institutions, their administrative staff, and professors and teachers. This process is essential because it provides a basis for assessing the current situation, identifying existing shortcomings, and developing plans for future progress and improvement.

In a rapidly developing educational environment, changes in teachers' psychological and pedagogical positions contribute to the development of their creative thinking and cognitive abilities. The realities and events taking place around teachers within society have encouraged them to strengthen their ability to adapt to changing social relationships. From this perspective, the teaching profession has come to encompass not only the function of educating others but also the continuous process of learning and self-development. Contemporary approaches to education have contributed to the development of teachers' individual capacities to work independently and effectively. Naturally, the realization of individual potential becomes particularly evident through open and effective communication.

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