IS’HOQXON IBRAT NOMIDAGI NAMANGAN DAVLAT CHET TILLARI INSTITUTI HUZURIDAGI ILMIY DARAJALAR BERUVCHI PhD.03/2025.27.12.Ped.35.01 RAQAMLI ILMIY KENGASH

NAMANGAN DAVLAT CHET TILLARI INSTITUTI

ARTIKOVA TANZILLA ABDUXALILOVNA

BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINING KASBIY TAYYORGARLIGINI RIVOJLANTIRISH TEXNOLOGIYASI

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (ingliz tili)

PEDAGOGIKA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi AFTOREFERATI

Namangan - 2026

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Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

Оглавление автореферата диссертации доктора философии (PhD) по педагогическим наукам

Contents of the abstracts of doctor of philosophy (PhD) on pedagogical sciences

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zaruriyati. Jahonda globallashuv va axborot-kommunikatsiya texnologiyalarining rivojlanishi xalqaro ta’lim maydonidagi integratsiya jarayoni xorijiy til o‘qituvchilari oldiga yangi vazifalarni qo‘ymoqda. Xususan, global til sifatida ingliz tili o‘z nufuzini mustahkamlab borar ekan, ingliz tilini o‘qitish (English language teaching) jarayonini samarali tashkil etish va metodik yondashuvlarning takomillashuvi dolzarb masalaga aylanmoqda. Shu bois, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligi til kompetensiyasi, metodik tayyorgarlik, pedagogik-psixologik tayyorgarlik, axborot-kommunikatsion ko‘nikmalar hamda refleksiya komponentlari asosida kompleks va tizimli tarzda shakllantirilishi zarur. Zero, refleksiya bo‘lajak o‘qituvchiga o‘z pedagogik tajribasini obyektiv baholash, yutuq va kamchiliklarini anglash hamda nazariy bilimlarni amaliy ko‘nikmalarga transformatsiya qilish orqali o‘qituvchining metakognitiv salohiyatini oshirib, uni subyektiv tajribadan ilmiy asoslangan kasbiy mahorat sari yetaklab kelmoqda.

Dunyoda bo‘lajak ingliz tili o‘qituvchilarini (pre-service English teachers) tayyorlash tajribalarida refleksiv yondashuv ham o‘z ahamiyatini tobora oshirib bormoqda. AQShda TESOL modeliga asoslangan holda, Angliyada CELTA va DELTA kurslari orqali, Yevropa Ittifoqi mamlakatlarida esa CEFR asosidagi kompetensiyaviy yondashuv vositasida bo‘lajak chet til o‘qituvchilarini tayyorlash tizimida kommunikativ, madaniyatlararo va refleksiv kompetensiyalarni shakllantirishga alohida e’tibor qaratiladi. Xususan, global miqyosda e’tirof etilgan ushbu modellar o‘qituvchini shunchaki bilim beruvchi emas, balki o‘z pedagogik faoliyatini muntazam tahlil qilib boruvchi “tadqiqotchi-o‘qituvchi” (teacher-researcher) sifatida tayyorlashni ko‘zda tutadi. Bunday yondashuv bo‘lajak o‘qituvchilarda kasbiy faoliyat natijalarini tanqidiy baholash, mavjud muammolarni aniqlash va ularni mustaqil hal etish ko‘nikmalarini rivojlantiradi. Shu bilan birga, refleksiv amaliyot pedagogik qarorlarni ongli ravishda qabul qilish, dars jarayonini takomillashtirish hamda bo‘lajak o‘qituvchilarning kasbiy rivojlanishida asosiy omil bo‘lib xizmat qiladi.

O‘zbekistonda zamonaviy ta’lim islohotlari sharoitida ushbu xalqaro modellarning ilg‘or jihatlarini milliy metodikamizga integratsiya qilish bo‘lajak o‘qituvchilarning raqobatbardoshligini ta’minlashning asosiy omili hisoblanadi va bu borada ko‘plab ishlar olib borilmoqda. 2019-yil 8-oktyabrdagi PF-5847 sonli Prezident Farmonida esa oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi doirasida o‘qituvchilarni tayyorlashning innovatsion texnologiyalarga asoslanishi lozimligi ta’kidlab o‘tilgan[1]. Bu esa bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligi jarayonini zamonaviy talablar asosida yangilash, interaktiv, refleksiv, kompetensiyaviy va kommunikativ yondashuvlarga asoslangan texnologiyalarni joriy qilish zaruriyatini yuzaga keltiradi. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2018-yil 5-mart kuni Namangan viloyatidagi Is’hoqxon Ibrat nomidagi maktab-internatiga tashrifi chog‘ida ta’lim

[1]O‘zbekiston Respublikasi Prezidentining Farmoni,08.10.2019 yildagi PF-5847-son.O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g ‘risida

tizimini tubdan isloh qilish, xorijiy tillarni chuqur o‘rgatish va o‘qituvchilarni zamonaviy metodlar asosida tayyorlash zarurligi alohida ta’kidlandi[2]. Shuningdek, 2021-yil 19-maydagi PQ-5117 sonli Qarorda chet tillarni o‘qitish sifatini oshirish va pedagoglar salohiyatini kuchaytirishga doir chora-tadbirlar belgilanib, innovatsion texnologiyalarni qo‘llash tavsiya etilgan[3]. Ushbu me’yoriy-hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot ishi respublika fan va texnologiyalar taraqqiyotining I.“Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma’naviy-ma’rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishi doirasida bajarilgan.

Muammoning o‘rganilganlik darajasi. MDH davlatlarida chet til ta’limida mustaqil ta’limni integratsiyalash orqali amalga oshirish muammolari rus olimlaridan S.Y.Batisheva, I.V.Belyayeva, V.N.Maksimova, M.I.Maxmutov, G.I.Ruzavin[4] lar, kasbiy kompetensiyani shakllantirish bo‘yicha esa L.S.Vygotsky, O.A.Zarubina, I.A.Zimnyaya, V.V.Demina, I.Y.Usacheva, Y.A.Stepashkina, A.K.Suxodoyev[5] lar tomonidan tadqiq etilgan. I.N.Martynova, I.M.Khizhnyak bo‘lajak chet til o‘qituvchilarining kasbiy kompetensiyasini shakllantirishda bosqichma-bosqich tayyorgarlik modeli, amaliy mashg‘ulotlar tizimi hamda refleksiv faoliyatning muhim ahamiyatga ega ekanini, Y.Zaxarova[6] o‘z tadqiqotida oliy pedagogik ta’lim tizimida bo‘lajak chet til o‘qituvchilarining metodik ko‘nikmalarini shakllantirishda mikrota’lim texnologiyasining ilmiy asoslari, tarkibi va amaliy natijalarini asoslaydilar.

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[2] Mirziyoev Sh.M. (2018). nutqi. Is’hoqxon Ibrat nomidagi maktab-internatga tashrifi. Internet manba: http://www.uza.uz/oz/...prezidentimiz-is-o-khon-t-ra-ibrat-mazhm

[3] O‘zbekiston Respublikasi Prezidentining PQ-5117-son Qarori. “Chet tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”, 2021-yil 19-may.

[4] Батышева С.Я. Учебник для студентов, обучающихся по педагогическим специальностям и направлениям. Издание 3-е, переработанное. – Москва: Из-во ЭГВЕС, 2009. – 456 с.; Беляева И.В., Нестеренко Е.Ю. Иностранный язык в сфере профессиональной коммуникации: комплексные учебные задания: Учебное пособие. – Екатеринбург: УФУ – 132 с.; Максимова В.Н. Меж предметные связи в процессе обучения /Москва: Просвещение, 1988. – 192 с.; Махмутов М.И. Современный урок. Вопросы теории. – Монография. 2-е изд., испр. и доп. – Москва: Педагогика, 1986. – 184 с.; Рузавин Г.И. Концепции современного естествознания: Учебник для вузов. – Москва: ЮНИТИ, 2000. – 287 с.

[5] Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. – Harvard University Press, 1978.; Зарубина О.А. Развитие профессиональной компетентности экономиста-менеджера в процессе повышения квалификации. – Москва, 2010.; Демина В.В., Усачева И.Ю. Современные тенденции реализации образовательного процесса и формирования компетенций работников компаний // Вестник Московского государственного областного университета, 2020. – No 3. – С. 73-83.; Степашкина Е.А., Суходоев А.К. Исследование профиля надпрофессиональных компетенций, востребованных ведущими работодателями, при приеме на работу студентов и выпускников университетов и молодых специалистов [Электронный ресурс]. Центр компетенций АНО «Россия – страна возможностей». URL: https://nsk forum.ru/upload/iblock/f2b/ve2l2oa2j2y1ymahmq45kmu1ynrmnwnj. pdf?ysclid=lio25abul6365808093 (дата обращения: 30.06.2023).

[6] Мартынова И.Н. Профессиональная подготовка будущих учителей иностранных языков в вузах России и США к иноязычному общению: дис. … канд. пед. наук. — Чебоксары, 2005. — 168 с. Хижняк И.М. Профессиональная подготовка будущих учителей иностранного языка на основе использования технологий медиаобразования: дис. … канд. пед. наук. — Москва, 2010. — 182 с. Y.Zaharova(2023) Формирование у будущих учителей иностранного языка методических умений на основе микрообучения

Xorijiy olimlardan bo‘lajak ingliz tili o‘qituvchilariningkasbiy tayyorgarligini rivojlantirish masalasi haqida A.Burns, D.Friman, J. Richards, S.Borg, D.Nunan refleksiv va amaliy tadqiqotga asoslangan yondashuvni ilgari surgan bo‘lsalar, T.Farrell esa refleksiv kundaliklar va jamoaviy tahlil asosida kasbiy rivojlanishni qo‘llab-quvvatlaydi. H.Reinders o‘qituvchining mustaqilligi va tashabbuskorligini kuchaytirishga urg‘u beradi, M.Smiz [7] esa kasbiy tayyorgarlikda ijtimoiy ong, tenglik va tanqidiy fikrlashni rivojlantirishga undaydi. Mamlakatimizda kasbiy kompetensiyani chet tillar bilan uyg‘un holda takomillashtirish nazariyasi, uning ayrim muammolari, kasbiy faoliyatni tashkil etish masalalari, filologiya va tillarni o‘qitish metodikasi bo‘yicha T.K.Sattarov, J.Jalolov, G.T.Mahkamova, A.L.Mamatkulov[8] , ta’lim tizimida chet tillarni, xususan ingliz tilini o‘qitish metodikasini rivojlantirish, ta’lim sifati va samaradorligini oshirish, bo‘lajak chet til o‘qituvchilarini professional ta’limga tayyorlash masalalari bo‘yicha esa D.Aloudinova, M.X.Gulyamova, D.M.Abdullayeva, N.M.Ahmedova, D.N.Baxriddinova, Sh.B.Shabonova, G.F.Ismoilovalarning[9] ishlari bo‘lajak chet til o‘qituvchilarining tayyorgarligi, zamonaviy metodikalarning tadbiqi va lingvodidaktik tamoyillarni shakllantirishga bag‘ishlangan bo‘lib, ular til o‘rgatishda kommunikativ va kompetensiyaviy yondashuvlarning afzalliklarini ilmiy asoslaganlar. Bo‘lajak o‘qituvchilarning pedagogik amaliyoti haqida M. Quronov milliy tarbiya imkoniyatlaridan amaliyotda foydalanish, M. Djuraboyev bo‘lajak o‘qituvchilar amaliyotining dasturiy-metodik ta’minotini takomillashtirish haqida, J.Nurillayev talabalar pedagogik amaliyotini tashkil etishda innovatsion texnologiyalardan foydalanish yuzasidan ilmiy izlanishlar olib borganlar[10].

[7]Anne Burns Collaborative Action Research for English Language Teachers (2009) D.Freeman: Doing Teacher Research (2003); Jack C. Richards Competence and Performance in Language Teaching (2011), Reflective Teaching (1994); Borg, S. (2010). Teacher research for professional development. ELT Journal, 64(4), 436–444; Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press; Cochran-Smith, M. & Lytle, S. (2009). Inquiry as Stance: Practitioner Research for the Next Generation. Teachers College Press.; Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Longman.; Reinders, H. (2011). Teacher Autonomy and Learner Support. In Innovation in Language Learning and Teaching, 5(1), 25–35.

[8]Sattarov T.K. Bo‘lajak chet tili o‘qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi. – Toshkent, 2003. – B. 32–47.; Jalolov J. Chet til o‘qitish metodikasi. – Toshkent, 2012. – 430 b.; Махкамова Г.Т. Идея прогрессивизма в обучении языку специальности. – Ташкент, 2021.; Маматкулов А. Социолингвистические особенности языка и социально-культурное объяснение феномена языковая толерантность //Иностранная филология: язык, литература, образование. – 2016. – Т. 1. – №. 4. – С. 67-70.

[9]Aloudinova.D.Kompetensiyaviy yondashuv asosida bo‘lajak ingliz tili o‘qituvchilarining og‘zaki nutq malakalarini rivojlantirish metodikasi (chirchiq 2023 yil) disser; Gulyamova M.X. Ingliz tilini o‘qitishda bo‘lajak ingliz tili o‘qituvchilar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv. Avtoref. dissert PhD-T:2019; Abdullayeva.D.M.Bo‘lajak ingliz tili o ‘qituvchilaming kasbiy leksik kompetensiyalarini rivojlantirish metodikasini takomillashtirish. Ped.fan.ilmiy darajasini olish uchun diss. T., 2025. - 89-bet.; Ahmedova N.M. Integrativ yondashuv asosida bo‘lajak o ‘qituvchilami kasbiy tayyorgarligini takomillashtirish: diss... PhD T:.2020. - 165 b; Baxriddinova D.N. Bo‘lajak chet til o ‘qituvchilarining kognitiv mobilligini rivojlantirish metodikasi. Ped.fan.ilmiy darajasini olish uchun diss. T.,2025; Sh.B.Shabonova (2025) dissert. Bo‘lajak ingliz tili o‘qituvchilarining hissiy barqarorligini shakllantirishning metodik imkoniyatlari,BuxDU; G.F.Ismoilova.(2025):disser Talabalarda mustaqil ta’lim orqali kasbiy kompetensiyani shakllantirish metodikasi, BuxDU

[10]Quronov.M DSc dissertatsiya: “O‘zbekiston umumiy o‘rta ta’lim maktablarida milliy tarbiyaning ilmiy-pedagogik asoslari” (1998);M.Djo’raboyev Bo’lajak o’qituvchilar pedagogik amaliyotining dasturiy-metodik ta’minotini takomillashtirish ("Pedagogika. Tarbiya fani o’qituvchisi" ta’lim yo’nalishi misolida) dissert 2025; J.Nurillayev Talabalar pedagogik amaliyotini tashkil etishda innovatsion texnologiyalardan foydalanish samaradorligi: diss 2022

Ushbu olimlarning yondashuvlari zamonaviy ta’lim tizimida bo‘lajak chet til o‘qituvchilarini tayyorlashda refleksiya, kompetensiyaviy yondashuv, ijodkorlik, texnologik tayyorgarlik va ijtimoiy mas’uliyatni uyg‘unlashtirish muhimligini ko‘rsatadi. Biroq, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini malakaviy amaliyot jarayonida rivojlantirishga qaratilgan tadqiqot ishlari yetarlicha mavjud emas. Ushbu dissertatsiya ishi ushbu jihati bilan farqlanadi.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya Namangan davlat chet tillari institutining ilmiy-tadqiqot ishlari rejalariga muvofiq “Tilshunoslik, adabiyotshunoslik, tarjimashunoslik va chet tillar o‘qitishning dolzarb muammolari” mavzusidagi ilmiy yo‘nalish doirasida bajarilgan.

Tadqiqotning maqsadi: bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishga oid taklif va tavsiyalarni ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

malakaviy amaliyot jarayonida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda retrospektiv va transformatsion refleksiya turlarining o‘zaro to‘ldiruvchanligiga asoslangan refleksiv mashqlar tizimini “Chet tillarni o‘qitishning integrallashgan kursi” (ChTO‘IK) fani modullariga integratsiyalash orqali ishlab chiqish;

bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyoti mazmunini refleksiv yondashuvning kognitiv, operatsion-amaliy va refleksiv-aksiologik komponentlari integratsiyasiga tayangan “Amaliyot uchburchagi” (talaba — universitet mentori — maktab mentori) triadik mentorlik modeli asosida takomillashtirish;

mikrota’lim, refleksiv kundalik, jamoaviy (kollektiv) va video refleksiya vositalari hamda FIAC va SWOT tahlillarini ChTO‘IK fani topshiriqlari bilan metodik uyg‘unlashtirish orqali kasbiy tayyorgarlikni rivojlantirish texnologiyasini takomillashtirish;

refleksiv-amaliy texnologiyaning samaradorligini kriterial-diagnostik apparat doirasida amaliy topshiriqlardan diagnostik vosita sifatida foydalanish hamda nazorat va tajriba guruhlari natijalarini qiyosiy tahlil qilish orqali aniqlash.

Tadqiqotning obyekti sifatida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini refleksiv yondashuv asosida rivojlantirish jarayoni olingan bo‘lib, Namangan davlat chet tillari instituti, Qo‘qon davlat universiteti, Guliston davlat universiteti bakaravriat bosqichi talabalarining 508 nafari ishtirok etgan.

Tadqiqotning predmetini bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda refleksiv yondashuvning shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari: tadqiqot jarayonida ilmiy-nazariy, pedagogik-psixologik, ilmiy-metodik manbalarni o‘rganish va qiyosiy tahlil qilish, sotsiometrik vositalar (anketa, test, so‘rovnomalar, suhbat); bevosita va bilvosita pedagogik kuzatuv; pedagogik tajriba-sinov natijalarini matematik-statistik qayta ishlash, tahlil qilish va umumlashtirish kabi usullardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

amaliyot jarayonida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish maqsadida “Retrospektiv-tahliliy va Prospektiv-transformatsion” refleksiv mashqlar tizimi ishlab chiqilib, ushbu tizimda CHTO‘IK fanining til o‘qitish metodlari, tadqiqot olib borish va darsni rejalashtirish mavzulari refleksiv mashqlar mazmuniga integratsiyalashgan holda o‘tgan metodik faoliyatni tahlil qilish (retrospektiv) va kelajakdagi metodik qarorlarni ongli rejalashtirish (prospektiv-transformatsion) ko‘nikmalarini bosqichma-bosqich shakllantirishga xizmat qiluvchi yaxlit tizim sifatida ilmiy asoslab berilgan;

bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyoti mazmuni refleksiv yondashuvning kognitiv, operatsion-amaliy va refleksiv-aksiologik komponentlarining o‘zaro integratsiyasi “Amaliyot uchburchagi” asosida takomillashtirilgan; bunda CHTO‘IK fanidagi “Teacher as researcher” (o‘qituvchi-tadqiqotchi) va “Teacher as practitioner” (o‘qituvchi-amaliyotchi) yo‘nalishlari mazkur yondashuvning operatsion-amaliy va refleksiv-aksiologik komponentlari bilan mazmunan mos kelishi ilmiy aniqlashtirilgan;

bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot jarayonida kasbiy tayyorgarligini takomillashtirish maqsadida mikrota’lim, refleksiv kundalik, jamoaviy refleksiya, video-refleksiya texnologiyalari va SWOT, FIAC tahlillarini o‘z ichiga olgan metodik ta’minot ishlab chiqilgan hamda ushbu ta’minotning har bir komponenti CHTO‘IK fanidagi tegishli amaliy topshiriqlar - mikrota’lim hisoboti, portfolio, refleksiv kundalik va muammoga asoslangan topshiriqlar bilan metodik uyg‘unligi ta’minlanib, kasbiy tayyorgarlikning tizimli rivojlanishiga xizmat qilishi eksperimental tarzda isbotlangan;

chet tillarini o‘qitishning integralashgan kursi fanining tadqiqot metodlari va dars loyihalash modullari bilan refleksiv-amaliy topshiriqlarni uzviy integratsiyasini ta’minlovchi amaliyot-refleksiya-transformatsiya tizimi samaradorligi aniqlangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

xorijiy til va adabiyoti (ingliz tili) yo‘nalishidagi bakalavriat bosqichi talabalarining malakaviy amaliyot jarayoni uchun “Pre-service teacher practicum guidebook” nomli o‘quv qo‘llanma yaratildi;

bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasini malakaviy amaliyot jarayonida takomillashtirish yuzasidan tavsiyalar ishlab chiqildi;

bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda refleksiv ko‘nikmalarni baholashning mezonlari aniqlandi.

Tadqiqot natijalarining ishonchliligi mazkur muammoga refleksiv yondashuv asosida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishni malakaviy amaliyot jarayonida hamda ta’lim sohasidagi respublikamiz, xorijiy olimlar, tadqiqotchilar hamda amaliyotchi pedagoglarning ishlariga asoslanganligi tadqiqot vazifalariga mos keluvchi, o‘zaro bir-birini to‘ldirib boruvchi tadqiqot metodlarining qo‘llanilganligi; tahlil va tadqiqot tavsifning miqdor, sifat jihatidan ta’minlanganligi; tajriba-sinov ishlarining reprezentativligi hamda olingan natijalarning matematik-statistik tahlil yordamida qayta ishlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. **Tadqiqot natijalarining ilmiy ahamiyati** bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda refleksiv ko‘nikmalarni rivojlantirishning tashkiliy tuzilmasi, o‘ziga xos xususiyatlari, funksiyalari, jihatlari, strategiyalari, malakali mahalliy va xorijlik o‘qituvchilar tajribasiga asoslanganligi, tadqiqot vazifalariga mos keluvchi, o‘zaro bir-birini mustahkamlovchi tadqiqot metodlarining qo‘llanilganligi, tajriba-sinov ishi natijalarining matematik-statistik usullari bilan asoslanganligi, xulosa, taklif va tavsiyalarning amaliyotga joriy qilinganligi bilan izohlanadi.

Tadqiqotning amaliy ahamiyati shundan iboratki, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda refleksiv ko‘nikmalarni rivojlantirishning metodik ta’minoti, texnologiyalari, metodlari, shakllari, vositalari ishlab chiqilgan texnologiyadan oliy ta’lim muassasalari dastur, darslik, o‘quv qo‘llanmalar yaratishda foydalanish, xorijiy til o‘quv sillabusi mazmuni, baholash kontentini ishlab chiqishda tadqiqotning natijalaridan foydalanilgani, baholash reytingi, tadqiqotning natijalari asosida shakllanganligi, bakalavriat bosqichi talabalari uchun dars ishlanmalari ishlab chiqilganligi bilan izohlandi.

Tadqiqot natijalarining joriy qilinishi: “Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi” mavzusida olib borilgan tadqiqot natijalaridan:

amaliyot jarayonida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish maqsadida “Retrospektiv-tahliliy va Prospektiv-transformatsion” refleksiv mashqlar tizimi ishlab chiqilib, ushbu tizimda CHTO‘IK fanining til o‘qitish metodlari, tadqiqot olib borish va darsni rejalashtirish mavzulari refleksiv mashqlar mazmuniga integratsiyalashgan holda o‘tgan metodik faoliyatni tahlil qilish (retrospektiv) va kelajakdagi metodik qarorlarni ongli rejalashtirish (prospektiv-transformatsion) ko‘nikmalarini bosqichma-bosqich shakllantirishga xizmat qiluvchi yaxlit tizim sifatida ilmiy asoslab berilganligiga oid takliflardan “Erasmus+ Programme Mobility with the third countries not associated with the program” loyihasi doirasida foydalanilgan. (Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti 2026-yil 3-apreldagi 0018 raqamli ma’lumotnomasi). Natijada, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligi rivojlantirilgan.

bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot jarayonida kasbiy tayyorgarligini takomillashtirish maqsadida mikrota’lim, refleksiv kundalik, jamoaviy refleksiya, video-refleksiya texnologiyalari va SWOT, FIAC tahlillarini o‘z ichiga olgan metodik ta’minot ishlab chiqilgan hamda ushbu ta’minotning har bir komponenti CHTO‘IK fanidagi tegishli amaliy topshiriqlar - mikrota’lim hisoboti, portfolio, refleksiv kundalik va muammoga asoslangan topshiriqlar bilan metodik uyg‘unligi ta’minlanib, kasbiy tayyorgarlikning tizimli rivojlanishiga oid taklif va tavsiyalar “Pre-service teacher practicum guidebook” nomli o‘quv qo‘llanma mazmuniga singdirilgan. (Oliy ta’lim, fan va innovatsiyalar vazirligining 2026-yil 22-yanvardagi № 9567-4869-71da-0182-ca11-1510-5840 raqamli nashr ruxsatnomasi). Natijada, bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot jarayonida kasbiy tayyorgarligini takomillashtirilgan.

chet tillarini o‘qitishning integralashgan kursi fanining tadqiqot metodlari va

dars loyihalash modullari bilan refleksiv-amaliy topshiriqlarni uzviy integratsiyasini ta’minlovchi amaliyot-refleksiya-transformatsiya tizimi samaradorligi bo‘yicha aniqlangan taklif va tavsiyalar “Pre-service teacher practicum guidebook” nomli o‘quv qo‘llanma mazmuniga singdirilgan. (Oliy ta’lim, fan va innovatsiyalar vazirligining 2026-yil 22-yanvardagi № 9567-4869-71da-0182-ca11-1510-5840 raqamli nashr ruxsatnomasi). Natijada, bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot va kasbiy tayyorgarlik uzviy integratsiyasini ta’minlangan.

bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini malakaviy amaliyot jarayonida kognitiv, operatsion-amaliy va refleksiv-aksiologik komponentlarining o‘zaro integratsiyasi “Amaliyot uchburchagi” nomli tizimini amaliyotga tatbiq etishga oid taklif va tavsiyalardan “O‘zbekiston” teleradiokanali tomonidan tayyorlangan “Ta’lim va taraqqiyot”, “Millat va ma’naviyat” nomli dasturlar senariysini tayyorlashda foydalanilgan. (O‘zbekiston Milliy Teleradiokompaniyasi “O‘zbekiston 24” ijodiy birlashmasining 2026-yil 3-martdagi 05-09-343-sonli ma’lumotnomasi). Natijada, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi ommalashtirilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 4 ta xalqaro, 2 ta respublika miqyosida ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 14 ta ilmiy-metodik ishlar, shu jumladan, 1 ta o‘quv qo‘llanma, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 6 ta maqola, shundan 3 ta respublika va 3 tasi xorijiy jurnallarda chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uchta bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat bo‘lib, dissertatsiyaning asosiy matni 129 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi asoslangan, tadqiqotning maqsadi va vazifalari, obyekti va predmeti tavsiflangan, respublika fan va texnologiyalarni rivojlantirishning ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, tadqiqotning ilmiy yangiligi, amaliy natijalari bayon qilingan, olingan natijalarning ishonchliligi, ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarining amaliyotga joriy qilinishi, nashr qilingan ishlar va dissertatsiyaning tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning **“Ingliz tili o‘qituvchilarining kasbiy-metodik tayyorgarligini rivojlantirishning ilmiy-nazariy masalalari”** nomli birinchi bobida bo‘lajak ingliz tili o‘qituvchilari tayyorlash tizimining xalqaro va milliy rivojlanish tendensiyalari, zamonaviy lingvodidaktik yondashuvlar hamda kasbiy tayyorgarlikni takomillashtirishning nazariy asoslari tahlil qilindi. Tahlillar shuni ko‘rsatadiki, ingliz tili o‘qituvchilarini tayyorlash jarayonida xalqaro tashkilotlar (IATEFL, TESOL) faoliyati, shuningdek, O‘zbekistonda amalga oshirilayotgan PRESETT kabi dasturlar muhim metodik va institutsional asos bo‘lib xizmat qilmoqda. Bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini rivojlantirishda nazariya va amaliyot integratsiyasi, refleksiv yondashuv, pedagogik kontent bilimlari, ikkinchi tilni o‘zlashtirish nazariyalari hamda sotsiomadaniy omillarning uyg‘unligi ustuvor ahamiyat kasb etadi.

Mavjud adabiyotlardagi ma’lumotlarni o‘rganish natijasida kasbiy tayyorgarlik va uning komponentlari haqida yuritilgan fikrlarni jamlab, quyidagicha izohlaymiz:

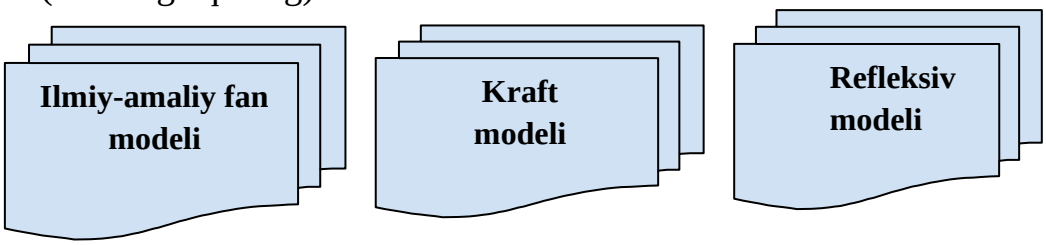
Kasbiy tayyorgarlik — bu bo‘lajak ingliz tili o‘qituvchilarining kasbiy faoliyatga tayyor bo‘lishi uchun zarur bo‘lgan nazariy (kognitiv) bilimlar, amaliy ko‘nikmalar, metodik yondashuvlar, shaxsiy va kommunikativ sifatlarningshakllanishidir. Kasbiy tayyorgarlik quyidagilarni o‘z ichiga oladi: 1-jadvalga qarang.

1-jadval.

Kasbiy tayyorgarlik komponentlari

1. Til materiallari va nutq faoliyat turlari	grammatika, fonetika, leksika, nutq ko‘nikmalari (tinglash,o‘qish, yozish, gapirish)
2. Metodik tayyorgarlik	til o‘rgatish usullari, dars rejasi tuzish, baholash
3. Pedagogik-psixologik tayyorgarlik	o‘quvchini ruhiy holatini tushunish, uning qiziqishi (motivatsiya)ni inobatga olish
4. Axborot-kommunikatsion ko‘nikmalar	raqamli vositalardan foydalana olish
5. Madaniyatlararo muloqot ko‘nikmalari	boshqa madaniyat vakillari bilan muloqot qilishga tayyorlik
6. Refleksiya	o‘z faoliyatini tahlil qilish, xatolardan o‘rganish

Mavjud adabiyotlarda bo‘lajak o‘qituvchilarni kasbiy tayyorgarligini rivojlantirish bo‘yicha bir qancha ta’lim modellari tahlil qilinib, bo‘lajak kadrlarni kasbiy faoliyatga tayyorlash metodlari chuqur o‘rganilgan. Ushbu modellardan: Ilmiy-amaliy fan modeli (Applied science model), Kraft modeli (Craft model) va Refleksiv modeli [11] (Reflective model) eng keng tarqalib kelgan modellar turi hisoblanadi (1-rasmga qarang).



1-rasm. Bo‘lajak o‘qituvchilarni tayyorlash modellari

Ilmiy-amaliy fan modeliga ko‘ra, bo‘lajak o‘qituvchilar ta’limga obyektiv yondashishlari kerak. Professional o‘qituvchilarni tayyorlash uchun ularga ilmiy tadqiqotlarga asoslangan nazariyalar o‘rgatilishi kerak, bu nazariyalar o‘z sohasining yetuk mutaxassislari tomonidan o‘rgatishi lozim deb ta’kidlanadi. Bunday ta’limning maqsadi bo‘lajak o‘qituvchilarga o‘rgangan nazariyalarni amaliyotda qo‘llash uchun yetarli ko‘nikmalarni rivojlantirishdir.

Kraft modeli esa yetuk va malakali o‘qituvchilarni tayyorlash uchun ilk faoliyatni boshlagan o‘qituvchilar tajribali yoki “mutaxassis” o‘qituvchilar bilan hamkorlikda ishlashi kerakligini ta’kidlaydi. Ushbu nazariyada yosh o‘qituvchilar tajribali o‘qituvchilarning dars mashg‘ulotlarini kuzatishi, fikr almashishi va amaliyot jarayoni orqali kasbiy ko‘nikmalarini rivojlantirish mumkinligi ta’kidlangan.

Refleksiv modelda metodistlar fikriga ko‘ra, bo‘lajak o‘qituvchilar o‘z tajribalarini, mashg‘ulotlarini va amaliyotlarini tahlil qilish orqali kasbiy mahoratlarini rivojlantirishlari mumkinligi ta‘kidlangan.

[11]Noura Muteb N.Albadrani , Saudi EFL Pre-service Teachers’ Perceptions Regarding the Design of the Diploma of Education Programme The University of Exeter March 2018(dissert 5) p41-42

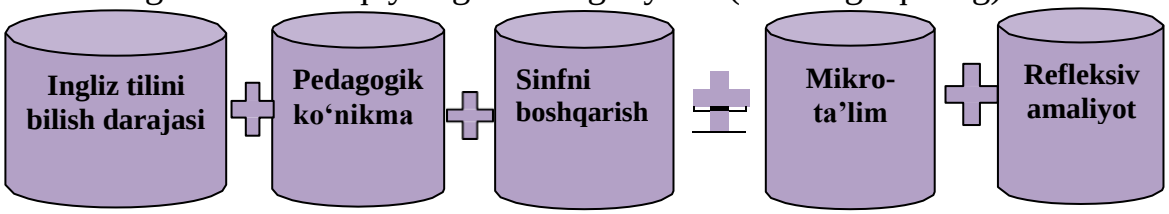
Ushbu uchta (Ilmiy-amaliy fan, Kraft va Refleksiv) modellar bo‘lajak o‘qituvchilarni kasbiy tayyorgarligini rivojlantirishda muhim ahamiyat kasb etib, pedagog xodimlarni tayyorlash dasturlarida o‘z aksini topdi (2-jadvalga qarang).

2-jadval.

Bo‘lajak o‘qituvchilarni tayyorlash modellarining taqqoslovchi jadvali

Mezon	Ilmiy-amaliy fan modeli	Kraft modeli	Refleksiv modeli
Asosiy g‘oya	Nazariy bilimdan amaliyotga o‘tish	Tajribali o‘qituvchidan o‘rganish	Tajriba asosida fikrlash va o‘z ustida ishlash
Yondashuv	Ilmiy-nazariy	Amaliy va ustoz-shogird asosida	Tahliliy, refleksiv va ijodiy
Tayyorlov jarayoni bosqichlari	Nazariya Amaliyot Mustahkamlash	Kuzatish Takror O‘rganish	Tajriba Tahlil, Nazariya Qayta qo‘llash
O‘qituvchining o‘rni	Bilim beruvchi	Namuna ko‘rsatuvchi ustoz	Reflektor, kuzatuvchi va tahlil qiluvchi
Talabaning o‘rni	Bilim oluvchi	Shogird	Faol ishtirokchi va tahlil qiluvchi
Afzalliklari	Nazariy asoslar kuchli	Amaliy ko‘nikma tez shakllanadi	Mustaqil fikrlash, muammoli vaziyatga moslashuv
Kamchiliklari	Amaliyotda qo‘llash kech boshlanadi	Nazariy bilim yetarli darajada emas	Har kimda refleksiya qilish qobiliyati bo‘lmasligi mumkin

Tadqiqotlar tahliliga asoslanib, bo‘lajak ingliz tili o‘qituvchilari tayyorlash dasturlarining mazmunini quyidagicha belgilaymiz (2-rasmga qarang).



2-rasm. Bo‘lajak ingliz tili o‘qituvchilari tayyorlash dasturlarining mazmuni

E.A.Zaharova o‘z tadqiqotida mikrota’limni an’anaviy qo‘llash sxemasining quyidagi bosqichlarini sanab o‘tadi:

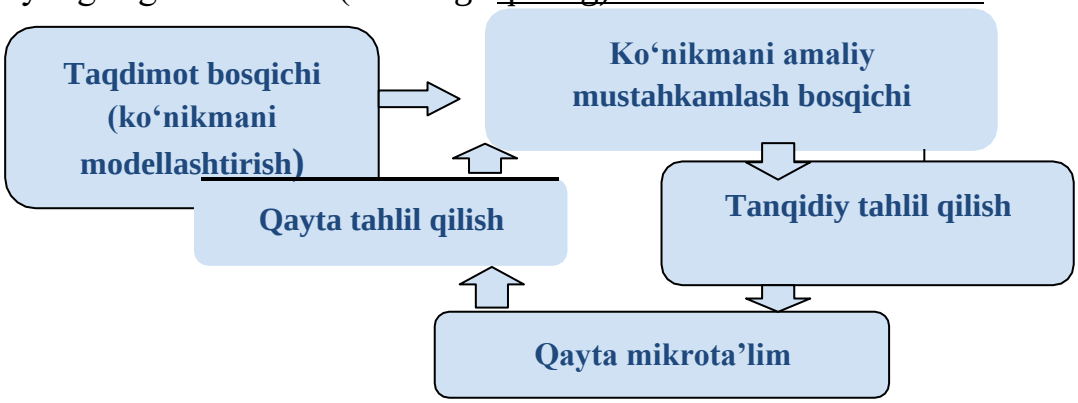
1. Taqdimot bosqichi bunda shakllantirilayotgan ko‘nikma talabalarga tanishtiriladi va namunaviy tarzda namoyish etiladi.

2. Amaliy mashq yoki “o‘rgatish” bosqichi bunda o‘qituvchi-amaliyotchilar mazkur ko‘nikmani mikrota’lim shaklida amalda qo‘llab ko‘rishga urinadilar.

3. Tanqidiy tahlil bosqichi bunda o‘quvchi va uning murabbiyi dars jarayonining videoyozuvini birgalikda ko‘rib chiqib, amaliyotchi o‘qituvchining faoliyatini muhokama qiladilar.

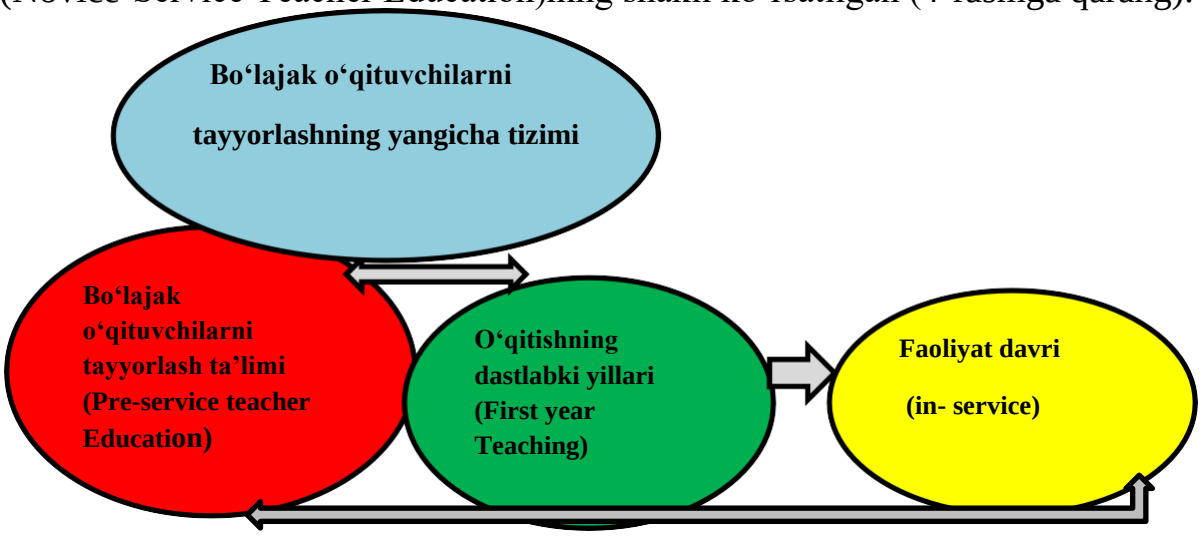
4. Qayta o‘qitish yoki “qayta mashq” bosqichi bunda tayyorgarlikdan o‘tayotgan o‘qituvchilar o‘rganilayotgan ko‘nikmani yana bir bor qo‘llab ko‘radilar.

5. Qayta tahlil qilishda esa o‘z faoliyati natijalarini yana tahlil qilish imkoniyatiga ega bo‘ladilar (3-rasmga qarang).



3 -rasm. Bosqichli mikrota’lim o‘tkazish sxemasi

T.Farrell taklif qilganidek, faqatgina bo‘lajak o‘qituvchilarni tayyorlash dasturlari (Pre-service teacher education) ni emas, balki “Yangicha ta’lim tizimi” (Novice-service) dasturlarini ham o‘ylash lozim deb ta’kidlaydi. Bu tizim yosh o‘qituvchilar (Novice Qualified Teachers) uchun bir “kasbiy rivojlanish” davrini o‘z ichiga oladi. “Yangicha ta’lim tizimi” dasturi ikkinchi til o‘qituvchilarini tayyorlash dasturlari (Second Language Teacher Education) dan boshlanib, o‘ziga xos ijtimoiy-madaniy sharoitlarda haqiqiy sinf xonalarida vujudga kelayotgan vaziyatlar, tanqidiy fikr beradigan sohaga endigina kirib kelib, o‘zining fikr-mulohazasiga ega bo‘lgan dastlabki o‘qituvchilik faoliyatini yuritayotgan pedagoglar (First year teaching) bilan bog‘liqdir. Bu jarayon hatto yangi pedagoglarga o‘z faoliyatini olib borayotgan (in-service) o‘qituvchilar bilan bog‘lanib, ular duch kelgan muammolar, qiyinchiliklar bilan tanishishga hamda ularni qay yo‘sinda hal qilayotgani haqida yaqindan suhbat olib borish imkonini beradi. Quyida bo‘lajak o‘qituvchilarni tayyorlashning yangicha ta’lim tizimi (Novice-Service Teacher Education)ning shakli ko‘rsatilgan (4-rasmga qarang).



4-rasm. Bo‘lajak o‘qituvchilarni tayyorlashning yangicha ta’lim tizimi

Ushbu modelga ko‘ra, yangi faoliyat yuritayotgan o‘qituvchilarni tayyorlash (Novice-Service Teacher Education) tizimi bo‘lajak o‘qituvchilarni tayyorlash ta’limi (Pre-service Teacher Education) dasturining tajribalari va o‘qituvchilikning dastlabki yillari (First-year teaching) shuningdek, ko‘p yillik tajribaga ega hamda faoliyat yuritayotgan pedagoglar (in-service teachers) o‘rtasida ko‘prik bosqichi sifatida xizmat qiladi. Bunda barcha o‘qituvchilarning faoliyatlari muhokama qilinadi va yangi tizim ushbu takliflar va fikrlar asosida yangi o‘zgarishlar, tuzatishlar kiritadi.

“**Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishning metodik tizimi**” bobida malakaviy amaliyotni ingliz tili o‘qitish metodikasiga asoslangan kasbiy tayyorgarlik tizimiga integratsiyalashning metodik mexanizmi, bo‘lajak ingliz tili o‘qituvchilarining Chet tillarni o‘qitishning integrallashgan kursi (CHTO‘IK) fanini o‘zlashtirish jarayonidagi kasbiy rivojlanish holati, empirik tahlil va metodik kamchiliklar, Chet tillarni o‘qitishning integrallashgan kursi (CHTO‘IK) fanini o‘qitishda refleksiv yondashuv asosida kasbiy tayyorgarlikni rivojlantirish metodikasi va uning eksperimental asosi tahlil qilinib, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda malakaviy amaliyotning didaktik ahamiyati, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda malakaviy amaliyotning hozirgi holati, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarlik darajasini refleksiv yondashuv asosida takomillashtirish texnologiyasi masalalari yoritilgan.

“O‘qituvchilik amaliyoti bu bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini rivojlantirish bosqichidagi muhim jarayondir. Bu bosqichda talaba-o‘qituvchilar murabbiy yoki hamkor o‘qituvchi rahbarligida kasbiy kompetensiyalarini rivojlantirish va ushbu ko‘nikmalarni namoyon etish imkoniyatiga ega bo‘ladilar[12]”.

“Amaliyot uchburchagi” amaliyot davrida faol ishtirok etuvchi uch asosiy ishtirokchini, ya’ni bo‘lajak o‘qituvchi, universitet mentori va maktabdagi hamkor o‘qituvchini ko‘zda tutadi. Ingliz tilini o‘qitish metodikasi va bo‘lajak o‘qituvchilarni tayyorlashga oid adabiyotlar amaliyot dasturining poydevori sifatida o‘rin tutadi. Bu jarayon o‘qituvchilik ko‘nikmasini rivojlantirishning eng muhim komponentlaridan biri hisoblanadi[13]. Ko‘pgina o‘tkazilgan tadqiqotlar shuni ko‘rsatadiki, qachonki nazariy bilimlar amaliyot orqali shaxsiy tajribada o‘zlashtirilgandagina, aktiv faoliyatga aylanadi.

A.Perry va A.Straitonlarning fikricha, o‘qituvchilik amaliyoti bo‘lajak o‘qituvchilarga nazariy bilimlarni qo‘llash, yangi ko‘nikmalarni sinash va fikr-mulohaza olish imkoniyatini yaratadi. M.Koady, K.Harper va E.de Jonglar esa amaliyotni bo‘lajak o‘qituvchilar uchun real sinf xonasida ingliz tilini o‘qitish tajribasini beruvchi noyob imkoniyat deb hisoblashadi. K.Aspden ta’kidicha, amaliyot davomida bo‘lajak o‘qituvchilar o‘qitishni real muhitda sinab ko‘ribgina

[12](Coward, F., Hamman, D., Johnson, L., Lambert, M., Indiatsi, J., & Zhou, L. (2015). Centrality of enactive experiences, framing, and motivation to pre-service teachers’ emerging professional identity. Teaching Education, 26(2), p198

[13](Ferrier-Kerr, 2009; Farrell, 2003; Ralph, Walker & Wimmer, 2007). Ferrier-Kerr, J. L. (2009). Establishing professional relationships in practicum settings. Teaching and Teacher Education, 25(6), 790-797.

qolmay, balki turli ta’limiy yondashuvlarni amaliyotda kuzatish imkoniyatiga ega bo‘ladilar. Eng asosiysi, amaliyot bo‘lajak o‘qituvchi va universitet mentoriga bo‘lajak o‘qituvchining ingliz tilini chet til sifatida o‘qitish konteksida ishlay olish salohiyatini aniqlash imkonini beradi. Shu boisdan bo‘lajak o‘qituvchilarning amaliyoti modellarining rivojlanishini ko‘rib chiqish muhim hisoblanadi. Bo‘lajak o‘qituvchilarning malakaviy amaliyoti uchun eng yaxshi modelni aniqlash bo‘yicha qizg‘in bahslar olib borilgan. Bugungi kunga kelib, turli tayyorlov dasturlari tomonidan turlicha modellar qo‘llanilib kelinmoqda. Ulardan:

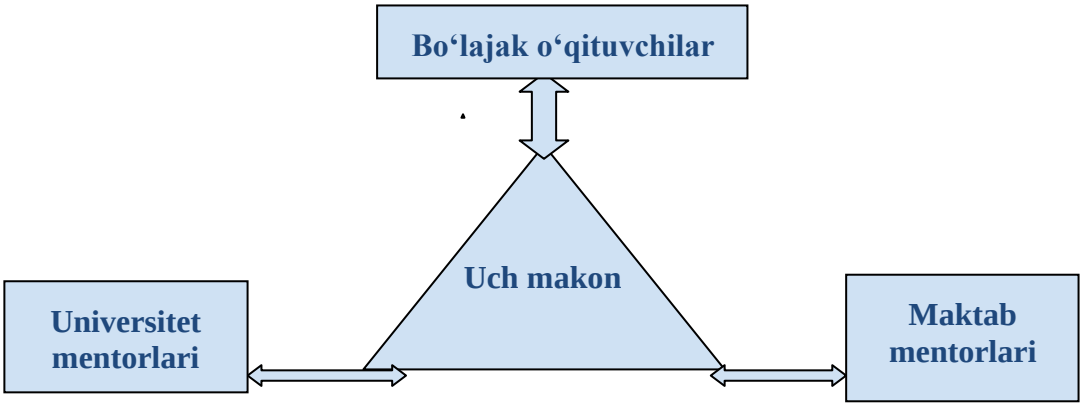
A) Hamkorlik modeli (The partnership model) ushbu model 1980-yillarning o‘rtalarida Buyuk Britaniyada “Oxford internship scheme” va AQShda “Holmes group” tashabbuslari bilan boshlangan. Bu model universitetlar va maktablar o‘rtasidagi hamkorlikni kuchaytirish orqali nazariya va amaliyot o‘rtasidagi tafovutni bartaraf etishga qaratilgan. Ushbu yondashuv o‘qituvchilarni tayyorlashda nazariy bilimlarni amaliy tajriba bilan uyg‘unlashtirishni maqsad qiladi. Hamkorlikdagi eng dolzarb muammolardan biri maktab o‘qituvchilari bilan bo‘lajak o‘qituvchilarni tayyorlash institutlari mentorlari o‘rtasida samarali hamkorlikni yo‘lga qo‘yish masalasi kiradi.

S.Lillejord va K.Borte tomonidan olib borilgan tadqiqotda o‘qituvchilarni tayyorlashdagi hamkorlik modellari murakkab va ko‘p manba talab qiluvchi tizimlar sifatida ta’kidlanadi. Ular nazariya va amaliyot o‘rtasidagi tafovutni kamaytirish, mentorlikni qo‘llab-quvvatlash va professional o‘sishni rag‘batlantirishga qaratilgan. Tadqiqotda hamkorlikning muvaffaqiyati uning tuzilishi, vazifalarning aniqligi va ish taqsimoti masalalari bilan bog‘liqligi ta’kidlangan.

Tahlil natijalari shuni ko‘rsatadiki, hamkorlik modeli yuzasidan o‘tkazilgan tadqiqotlarda “uch makon” tushunchasiga ko‘p urg‘u berilgan. “Uch makon” tushunchasi talaba-o‘qituvchilar, maktablardagi amaliyot rahbarlari va institut mentorlari o‘rtasidagi hamkorlik imkoniyatlarini ifodalash uchun ishlatiladi. Asosiy g‘oya shuki, hamkorlik modelida ishtirokchilarga neytral makon zarur bo‘lib, bu makonda ular o‘zlarining o‘zaro hamkorlik davomida o‘zlashtirgan bilim va malakalaridan kelib chiqib, birgalikda yangicha tizimlarni muhokama qilishi mumkin.

Eng asosiy maqsad talabalarni ushbu “makonga” taklif qilish bo‘lib, bu yerda akademik bilimlar bilan amaliy tajriba bilimlarini uyg‘unlashtirish va “yangi tushunchalar amaliyotlarda duch kelgan muammolarni hal qilish” ni yaratish ko‘zda tutiladi. Bu jarayonda barcha ishtirokchilar muzokaralarga o‘z munosabatlarini bildirishadi. “Uch makon”da maktabning amaliyot jarayoni institutning akademik muhokamasi imkonini beradi. Bunday uchrashuvlar natijasida ishtirokchilar o‘z faoliyatlarining haqiqiy-real vaziyatda duch kelgan qiyinchiliklar, muammolarini muhokama qiladilar va natijada amaliyot samarali shakllantiriladi. Biroq, bunday jarayonlar rahbarsiz muvaffaqiyatga erisha olmaydi. Asosiy muammo shundaki, uch makonda ishlab chiqilgan bilimlarni qanday qilib ishtirokchi ta’lim muassasalarda qo‘llash va talabalar o‘qishini yanada rivojlantirishda foydalanishni ta’minlash kerakligi noaniqligicha qolmoqda (5-rasmga qarang).

Triada modeli (maktab mentori - amaliyot rahbari - talaba) muammolarni hal qilish uchun mo‘ljallangan bo‘lsa-da, amalda u ko‘pincha turli xil ziddiyatlarga olib keladi. Ko‘plab tadqiqotlar institut amaliyot rahbari va mentor o‘rtasidagi kelishmovchiliklar haqida ta’kidlab o‘tadi, bu holatda talaba istamagan holda keskin bahslarga guvoh bo‘ladi. Ta’limiy muhokamalarda insonlar doimo nimanidir o‘rganadi, biroq bu o‘rganish jarayonlari ba’zida samarali yoki samarasiz, hattoki aksincha ta’sir qiluvchi (kontrproduktiv) bo‘lishi mumkin[14].



5-rasm. Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda hamkorlik uchun “uch makon”

B) Tizimli nazorat modeli (The clinical supervision model) M.Kogan tomonidan 1960-yillarda ishlab chiqilgan bo‘lib, u ushbu modelning asoschisi sifatida tan olingan, M.Kogan Garvard universiteti professori bo‘lib, tizimli nazorat modelini o‘qituvchilarning malakasini oshirish va kasbiy rivojlanishini tizimli ravishda qo‘llab-quvvatlash maqsadida ishlab chiqqan. Ushbu model o‘qituvchi va rahbar (odatda tajribali ustoz yoki murabbiy) o‘rtasidagi hamkorlikka asoslangan, bosqichli kuzatuv jarayoniga asoslanadi. Bu modelga bunday nom berilishining sababi, amaliyot jarayoni mukammal kuzatiladi, muammolar aniqlanadi va yechim beriladi. Modelning asosiy maqsadi ta’lim jarayonini tahlil qilish, aks ettirish va kasbiy tayyorgarlikni rivojlantirishdan iborat. Keyinchalik R.Goldhammer, R.Anderson va T.Sergiovanni kabi olimlar bu modelni rivojlantirib kengaytirishgan, biroq M.Kogan uning asoschisi sifatida tan olinadi.

B.Rosleny, S.Agustan ham o‘qituvchilarning metodik mahoratini oshirish, o‘quv sifatini yaxshilashda tizimli nazorat modelini taklif qiladi. Ushbu tadqiqotda berilishicha, tizimli nazorat o‘qituvchining metodik faoliyatini tizimli va tahliliy ravishda baholash, uning yutuq va kamchiliklarin aniqlash, shu asosda maslahat va yo‘l-yo‘riq berish orqali ta’lim jarayonini takomillashtirishga qaratilgan yondashuvdir. Bu model oddiy nazoratdan farqli o‘laroq, o‘qituvchining darsga tayyorgarligi, o‘quv metodlari va refleksiv ko‘nikmani rivojlantirishni maqsad qiladi. Tadqiqotning bosh maqsadi o‘rta maktablarda o‘qituvchilar tomonidan olib borilayotgan o‘quv jarayonining sifatini oshirish uchun tizimli kuzatuv modelini joriy etish orqali ularning kasbiy tayyorgarligini kuchaytirishdan iborat. Ushbu

[14]Lillejord, S., and O. Dysthe. 2008. “Productive Learning Practice – A Theoretical Discussion Based on Two Cases.” Journal of Education and Work 21 (1): 75–89. doi:10.1080/13639080801957154.

model yordamida o‘qituvchilarga o‘z faoliyatini tahlil qilish, muammolarni aniqlash va ularni bartaraf etish ko‘nikmalarini rivojlantirish imkoniyati beriladi.

C)Uztoz-shogird modeli (The apprenticeship model)da nazariya va amaliyotni uyg‘unlashtirishga urg‘u beriladi. J. Koffman va P. Patterson fikricha, har bir bo‘lajak o‘qituvchi amaliyot dasturini o‘tashi kerak bo‘lib, bu ularni birinchi kundan boshlab kasbiy faoliyatga tayyorlaydi. Dastur doirasida hamkor maktab o‘qituvchilari o‘qituvchini kuzatib boradi va ular bilan hamkorlikda nazariya-amaliyot bog‘liqligini mustahkamlaydi.

Zamonaviy ta’limda bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligi shunchaki nazariy bilimlarni egallash emas, balki ularni amaliyotda qo‘llay olish, tahlil qilish va o‘zini kasbiy yetuk shaxs sifatida shakllantirishga qaratilgan refleksiv yondashuvlar asosida tashkil etilishi lozim. Shu maqsadda tadqiqotimiz jarayonida ishlab chiqilgan namunaviy malakaviy amaliyot dasturimiz mavjud nazariy refleksiya modellarining afzalliklarini jamlagan, bosqichma-bosqich kasbiy rivojlanishni ta’minlovchi, real amaliyotga asoslangan bo‘lajak ingliz tili o‘qituvchilarining refleksiv-kreativligini rivojlantirishga yo‘naltirilgan texnologiya hisoblanadi. Mazkur texnologiya o‘zining nazariy asoslarini J. Devey, D. Kolb, J. Mun, N. Frolova, T. Farrell kabi yetuk tadqiqotchilarning refleksiya haqidagi ilmiy qarashlaridan olingan bo‘lib, malakaviy amaliyot jarayonida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini refleksiv kreativlik, kasbiy ong, uzluksiz kasbiy rivojlanish (CPD) tamoyillari asosida takomillashtirishga yo‘naltirilgan bo‘lib, unda nazariya, amaliyot va refleksiya o‘zaro uzviy integratsiyalashgan. Texnologiyaning ilmiy yangiligi shundan iboratki, u malakaviy amaliyotni oddiy tajriba orttirish jarayoni sifatida emas, balki retrospektiv–tahliliy va prospektiv–transformatsion refleksiya asosida tashkil etilgan “Uzluksiz kasbiy rivojlanish” tizimi sifatida talqin qiladi. Texnologiya malakaviy amaliyotni “Amaliyot uchburchagi” asosida tashkil etib, quyidagi refleksiv yondashuv komponentlarining o‘zaro integratsiyasiga tayangan:

a) kognitiv komponent bu nazariy bilimlarni egallash;

b)operatsion-amaliy komponent esa o‘zlashtirgan bilimlarni amalda qo‘llash, darsni puxta rejalashtirish, o‘tkazish, tahlil qilish va takomillashtirish;

c) refleksiv-aksiologik komponent kasbiy qadriyatlar, mas’uliyat, o‘zini o‘zi baholash va kasbiy tayyorgarlikni rivojlantirishni ifodalaydi.

Mazkur komponentlarning integratsiyasi bo‘lajak ingliz tili o‘qituvchisining kasbiy tayyorgarligini rivojlantirishda ular o‘zlashtirayotgan fanlar, jumladan CHTO‘IK fanidagi nazariya va amaliyot uyg‘unligini ta’minlashda hamda malakaviy amaliyotni tizimli va boshqariladigan jarayonga aylantirishga xizmat qiladi. Texnologiyaning ilmiy yangiligi malakaviy amaliyotni refleksiv kreativlikni rivojlantiruvchi, nazariya (CHTO‘IK fani) va amaliyotni integratsiya qiluvchi, uzluksiz kasbiy o‘sishga yo‘naltirilgan tizim sifatida konseptual va amaliy jihatdan asoslab berganligi bilan belgilanadi. Ushbu texnologiya quyidagi bosqichlardan iborat:

1. Amaliyotga tayyorgarlik bosqichi: Kolbning tajriba (concrete experience) va rekleksiv kuzatuv (reflective observation) hamda Frolovaning motivatsion refleksiya bosqichiga mos keladi. Unda talaba-o‘qituvchilar o‘z kasbiy

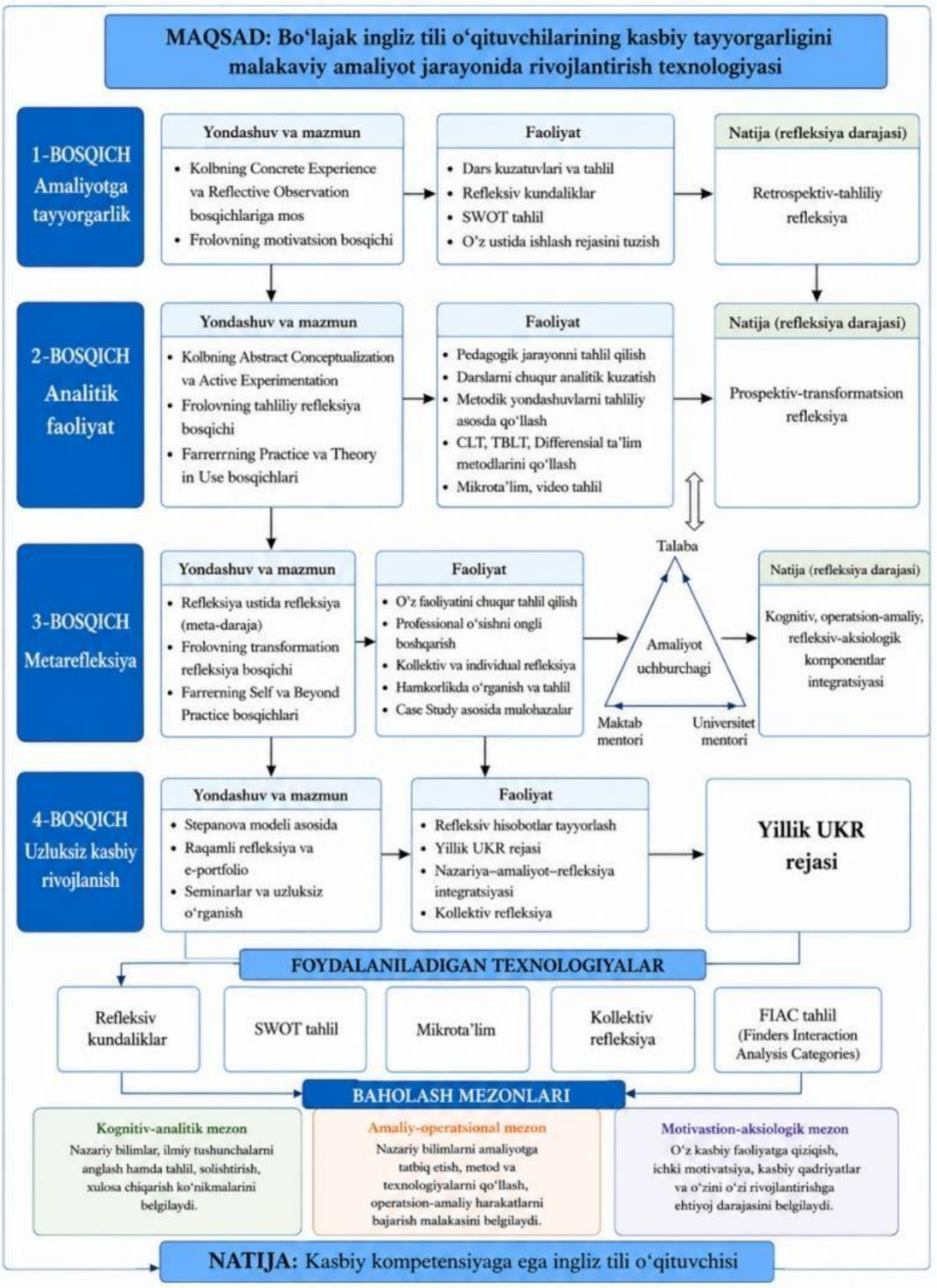
faoliyatlaridagi yutuq va kamchiliklarini aniqlaydi, dars kuzatuvlari, CHTO‘IK fanida mikrota’lim mashg‘ulotlari orqali dastlabki amaliy tajriba orttiradi. Mazkur bosqichda tadqiqot doirasida ishlab chiqilgan retrospektiv-tahliliy mashqlar tizimi joriy etilib, talabalar o‘z avvalgi bilim va tajribalarini tahlil qilish, pedagogik xatolarni anglash va kasbiy ehtiyojlarini aniqlash imkoniyatiga ega bo‘ladi. Refleksiv kundalik va mentor fikr-mulohazalari orqali dastlabki refleksiv ong shakllantiriladi.

2. Analitik faoliyat bosqichi: D. Kolbning nazariya (abstract conceptualization) va tajriba (active experimentation), Frolovaning tahliliy refleksiya bosqichi, T. Farrell modelining amaliyot bosqichlari bilan uyg‘unlashadi. Bu bosqichda bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishga yo‘naltirilgan mikrota’lim, video-refleksiya, jamoaviy refleksiya, FIAC, SWOT tahlillar asosidagi innovatsion texnologiyalar amaliyotga tatbiq etiladi. Talabalar darslarni mustaqil rejalashtiradi va o‘tkazadi, videoyozuvlar asosida o‘z faoliyatini CHTO‘IK mashg‘ulotlarida tahlil qiladi, refleksiv-amaliy metod orqali pedagogik muammolarni aniqlaydi va ularni hal etish strategiyalarini ishlab chiqadi. Mazkur bosqichda refleksiv kreativlikning rivojlanishi prospektiv-transformatsion mashqlar tizimi orqali ta’minlanib, talabalar o‘z darslarini qayta loyihalash, metodik yondashuvlarni takomillashtirish va innovatsion qarorlar qabul qilishga yo‘naltiriladi.

3. Metarefleksiya bosqichi: Frolovaning transformatsion refleksiya bosqichi hamda T.Farrell modelining self *va* beyond practice bosqichlariga mos keladi. Unda talaba-o‘qituvchilar refleksiv portfoliolarini tahlil qiladi, mentor va tengdoshlar baholari asosida shaxsiy kasbiy rivojlanish rejasini ishlab chiqadi. Mazkur bosqichda Stepanova tomonidan asoslangan metarefleksiya elementlari integratsiya qilinib, talabalar o‘z refleksiyasini ham refleksiya qilish darajasiga ko‘tariladi. Bu holat kasbiy ongning chuqurlashuviga va mustaqil rivojlanishga tayyorgarlikni ta’minlaydi.

4. Uzluksiz kasbiy rivojlanish (UKR) bosqichi texnologiyaning innovatsion jihati shundaki, u amaliyotdan keyingi refleksiv faoliyatni ham tizimli ravishda qamrab oladi. Ushbu bosqich Stepanovaning raqamli refleksiya, elektron portfolio yuritish, seminarlar va uzluksiz metarefleksiya g‘oyalari bilan boyitilgan. Yillik UKR rejasi orqali bo‘lajak ingliz tili o‘qituvchisining kasbiy mustaqilligi, refleksiv kreativligi, metodik moslashuvchanligi va texnologik savodxonligi izchil rivojlantiriladi.

Shunday qilib, mazkur texnologiya bo‘lajak ingliz tili o‘qituvchilarining nazariy-metodik bilimlarini malakaviy amaliyot jarayonida samarali qo‘llash, o‘tgan metodik faoliyat natijalarini tanqidiy tahlil qilish, kasbiy yutuq va kamchiliklarni aniqlash hamda keyingi pedagogik harakatlarni asosli ravishda rejalashtirish imkoniyatlarini kengaytiradi. Shu bilan birga, yangi texnologiyaning malakaviy amaliyot jarayoni va CHTO‘IK fanida bosqichma-bosqich va tizimli tashkil etilishi bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda asosiy omil bo‘lib xizmat qiladi (6-rasmga qarang).



6-rasm. Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini refleksiv yondashuv asosida rivojlantirish texnologiyasi

Tadqiqotning **“Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishga doir tajriba-sinov ishlari”** deb nomlangan uchinchi bobida tajriba-sinov ishlarining mazmuni, maqsad va vazifalari, tajriba-sinov ishlari natijalarining miqdoriy va sifat ko‘rsatkichlari hamda yakuniy natijalarining statistik tahlili masalalari tadqiq qilingan. Ushbu tadqiqotimiz jarayonida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda malakaviy amaliyot jarayonida refleksiv yondashuvni qo‘llash bo‘yicha tajriba-sinov ishlarini tashkil etish va o‘tkazish bosqichlari ishlab chiqildi. Malakaviy amaliyotni o‘tash davrida talabalarning kasbiy tayyorgarligini rivojlantirish uch bosqichda - diagnostik(aniqlovchi), shakllantiruvchi-rivojlantiruvchi, yakunlovchi (umumlashtiruvchi) bosqichlarda o‘tkazildi. Tajriba-sinov maydonchalari sifatida Qo‘qon davlat universiteti, Namangan davlat chet tillari instituti, Guliston davlat universiteti tanlab olindi. Tajriba-sinov ishlari mazkur ta’lim muassasalarida 2024-2026-o‘quv yillari mobaynida o‘tkazildi.

Diagnostik (aniqlovchi) tajriba-sinov bosqichi 2023-2024-o‘quv yilining 2-semesterida olib borildi. Talabalarning malakaviy amaliyotini tashkil etish bo‘yicha nazariy-metodik asoslar, o‘quv-me’yoriy hujjatlar, malakaviy amaliyot dasturlari o‘rganildi. Amaliyotni tashkil etish bo‘yicha berilgan tavsiyalardan kelib chiqib, ushbu amaliyotni tashkil etish, malakaviy amaliyot jarayonida bajarilishi lozim deb topilgan tavsiya va xulosalar tayyorlanib, tajriba-sinov ishlarini o‘tkazish uchun anketa-so‘rovnomalalar ishlab chiqildi. Tajriba-sinov ishlarining asosiy maqsadi bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot jarayonida refleksiv yondashuv asosida o‘zini o‘zi tahlil qilish, baholash va kasbiy rivojlanishga intilish kompetensiyasini rivojlantirish samaradorligini tekshirishdan iborat bo‘ldi.

Talabalarining kasbiy tayyorgarligini rivojlantirishga doir anketa savollari, onlayn so‘rovnomalar o‘tkazish va ularga javob olish orqali kasbiy tayyorgarligini rivojlanganlik darajasini aniqlashga erishdik. Anketa so‘rovnomasida 508 nafar bakalavriat bosqichi talabalari ishtirok etdilar (3-jadvalga qarang). Malakaviy amaliyot jarayonida qo‘llanilayotgan dasturlar, mezonlarni o‘rganish bo‘yicha izlanishlar olib borildi. Bunda nazariy bilimlar bilan amaliy bilimlarni integrallashda muammolar mavjudligi aniqlandi. Bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini amaliyot jarayonida rivojlantirishda malakaviy amaliyot an’anaviy usullarda olib borilayotgani aniqlandi.

3-jadval.

Tajriba-sinovga jalb etilgan oliy ta’lim muassasalarining talabalari son va foiz ko‘rsatgichlarda

Tajriba-sinov maydonchalari	Talabalar soni	Foiz ko‘rsatkichi
QDU	198	39,0%
NamDCHTI	162	31,9%
GulDU	148	29,1%
Jami	508	100%

Boshlang‘ich diagnostika bosqichi orqali to‘plangan natijalar refleksiv yondashuv asosida ishlab chiqilgan texnologiyani malakaviy amaliyotga joriy qilish zaruratini asoslashga xizmat qildi. Mazkur tahlil natijalariga tayangan holda, refleksiv yondashuv elementlarini o‘z ichiga olgan metodik reja ishlab chiqildi (4-jadvalga qarang). Darslar, o‘zini o‘zi baholash jurnallari, dars tahlili hisobotlari, videorefleksiya topshiriqlari hamda guruhlar bilan o‘zaro muhokamalar, jamoaviy refleksiya kabi faoliyatlar tajriba guruhlarda CHTO‘IK fan mavzulari bilan integrallashgan holda bosqichma-bosqich joriy qilindi.

4-jadval.

Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish bo‘yicha 3 oylik metodik reja

	Bosqich nomi	**Asosiy faoliyat turlari**	**Qo‘llanilgan refleksiv vositalar**	**Kutilayotgan natijalar**
1-oy	**Boshlang‘ich (adaptatsion) bosqich**	refleksiv yondashuv haqida mashg‘ulotlar; darsdan keyingi qisqa refleksiv muhokamalar; o‘z metodik faoliyatini anglashga yo‘naltirilgan savol-javoblar.	o‘zini o‘zi baholash jurnali; dars kuzatish kundaliklari; refleksiv savollar ro‘yxati.	refleksiya tushunchasi va ahamiyatini anglash; o‘z kasbiy faoliyatiga tanqidiy qarash; boshlang‘ich refleksiv ko‘nikmalarning shakllanishi.
2-oy	**Faol shakllantiruvchi bosqich**	refleksiv yondashuv asosida tashkil etilgan darslar; mikrota’lim,SWOT,FIAC tahlili videorefleksiya topshiriqlari; kichik guruhlarda muhokamalar.	videorefleksiya topshiriqlari; jamoaviy refleksiya tahlillari; o‘zaro baholash jadvallari.	o‘z yutuq va kamchilik tomonlarini aniqlash; metodik qarorlarni ongli tahlil qilish; refleksiv fikrlashning rivojlanishi
3-oy	**Mustahkamlovchi va umumlashtiruvchi bosqich**	jamoaviy refleksiya asosidagi seminarlar; amaliy holatlar (case study) tahlili; yakuniy refleksiv hisobotlar.	jamoaviy refleksiya; refleksiv kundalik; diagnostik baholash varaqalari.	mustaqil kasbiy-metodik refleksiyani kasbiy rivojlanish vositasi sifatida qo‘llash.

Tadqiqotning shakllantiruvchi-rivojlantiruvchi bosqichida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini refleksiv yondashuv asosida rivojlantirishga qaratilgan aniq metodik chora-tadbirlar malakaviy amaliyotga joriy etildi. Bunda refleksiv amaliyot asosida tayyorlangan “Pre-service teacher practicum guidebook” nomli o‘quv qo‘llanma materiallaridan bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda CHTO‘IK fani mashg‘ulotlarida foydalanildi hamda amaliyot jarayoniga tadbiq etildi. Yangi ishlab chiqilgan texnologiyaning asosiy qismini tashkil etuvchi mikrota’lim, refleksiv kundalik, video-refleksiya, FIAC, SWOT tahlil vositalaridan foydalanildi.

Tajriba-sinovda ishtirok etgan talabalar tajriba va nazorat guruhlariga ajratildi va refleksiv yondashuv asosida bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligining rivojlanganlik darajasi yuqori, o‘rta va past darajalarda quyidagi mezonlar asosida aniqlandi (5-jadvalga qarang).

5-jadval.

Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini refleksiv mezonlar asosida aniqlash

Mezon	Mezonning mazmuni	Asosiy indikatorlar (ko‘rsatkichlar)	Past daraja	O‘rta daraja	Yuqori daraja
Kognitiv-analitik mezon	Nazariy bilimlar, ilmiy tushunchalarni anglash hamda tahlil, solishtirish, xulosa chiqarish ko‘nikmalarini belgilaydi.	Nazariy tushunchalarni bilish; muammoli vaziyatni tahlil qilish; muammoning sababini aniqlash; tanqidiy fikrlash; umumlashtirish; asosli xulosa chiqarish	Nazariy bilimlar yetarli emas, muammoli vaziyatni tahlil qilishda qiynaladi; muammoni sababini aniqlash sust; tanqidiy fikrlash kam; xulosalar asossiz	Nazariy blimlar yetarli darajada; oddiy vaziyatlarni tahlil qila oladi; muammoning sababini ba’zan aniqlaydi; tanqidiy fikrlash qisman namoyon bo‘ladi; xulosalar umumiy	Nazariy bilimlar puxta va tizimli; tanqidiy fikrlash rivojlangan; vaziyatni chuqur tahlil qiladi; muammoning sababini aniq ko‘rsatadi; asosli xulosa chiqaradi; refleksiya ko‘nikmalari shakllangan.
Amaliy-operatsional mezon	Nazariy bilimlarni amaliyotga tatbiq etish, metod va texnologiyalarni qo‘llash, operatsion-amaliy harakatlarni bajarish malakasini belgilaydi.	Amaliyotda nazariyani qo‘llash; metodlarni tanlash; texnologiyani qo‘llash; rejalashtirish; natijani baholash; tuzatish kiritish; o‘zini nazorat qilish; mustaqil metodik qarorlar qabul qilsh	Nazariy bilimni amaliyotga qo‘llashda qiynaladi; metod tanlashda xatolar ko‘p; doimiy yordam talab qiladi; rejalashtirish va nazorat sust; natijani baholamaydi, tuzatish kiritmaydi.	Nazariy bilimni qisman amaliyotga qo‘llaydi; metodlarni tanlashda ba’zan yo‘l-yo‘riq kerak bo‘ladi; vazifani yordam bilan bajaradi; rejalashtirish va baholash ko‘p emas.	Nazariy bilimni amaliyotga samarali tatbiq etadi; metod va texnologiyalarni mustaqil tanlaydi; vazifani mustaqil bajaradi; natijani baholaydi; xatolarni tahlil qilib takomillashtiradi; o‘zini nazorat qila oladi.
Motivatsion-aksiologik mezon	O‘z kasbiy faoliyatga qiziqish, ichki motivatsiya, kasbiy qadriyatlar va o‘zini o‘zi rivojlantirishga ehtiyoj darajasini belgilaydi.	Kasbga ijobiy munosabat; ichki motivatsiya; kasbiy qadriyatlarni qabul qilganlik; kasbiy maqsadlarning aniq shakllanganligi; o‘z-o‘zini rivojlantirishga intilish	O‘z kasbiga qiziqish sust; tashqi motivatsiya ko‘proq ; kasbiy qadriyatlar yetarli shakllanmagan; maqsadlar noaniq; o‘zini rivojlantirishga intilish past	O‘z kasbiga qiziqish mavjud; motivatsiya qisman ichki; kasbiy qadriyatlar,maqsadlar qisman shakllangan; ba’zan o‘z ustida ishlaydi	O‘z kasbiy faoliyatni shaxsiy qadriyat sifatida qabul qiladi; motivatsiya barqaror va ichki; kasbiy qadriyatlar to‘liq qabul qilingan; maqsadlar aniq; o‘z ustida ishlash doimiy

Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi mavzusidagi tajriba-sinov avvalidagi va so‘nggi natijalar tahlili keltirilmoqda (6-7-jadvalga qarang).

6-jadval.

Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi asosida o‘tkazilgan tajriba-sinov oldi natijalar tahlili

Guruhlar	Respondentlar soni	O‘zlashtirish natijalari		
		a’lo	yaxshi	qoniqarli
Tajriba guruhi	252	45	119	88
Nazorat guruhi	256	53	86	117

7-jadval.

Bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi asosida o‘tkazilgan tajriba-sinov so‘ngidagi natijalar tahlili (son va foizlarda)

Guruhlar	Respondentlar soni	O‘zlashtirish natijasi (% da)		
		a’lo	yaxshi	qoniqarli
Tajriba guruhi	252	86 34	116 46	50 20
Nazorat guruhi	256	55 21	90 35	111 44

Tajriba-sinov natijalari tahliliga ko‘ra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi talabalarning nazorat guruhi talabalariga nisbatan bilim, ko‘nikma va malakalarida o‘zgarish borligi aniqlandi. Bu diagrammada quyidagi ko‘rinishni oldi.(7-rasmga qarang)

7-rasm. Bo‘lajak ingliz tili o’qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi asosida o‘tkazilgan tajriba-sinov so‘ngidagi natijalar diagrammasi

Yuqoridagi statistik tahlillardan ma’lum bo‘ldiki, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirish texnologiyasi bo‘yicha tajriba guruhlaridagi o‘zlashtirish nazorat guruhlaridagi o‘zlashtirishdan (12,3 % ga) yuqori ekan.

Demak, olib borilgan tajriba-sinov ishlari bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini CHTO‘IK fani va malakaviy amaliyot jarayonida refleksiv yondashuv asosida rivojlantirish ta’lim samaradorligi oshishini tasdiqladi.

XULOSALAR

Bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyot jarayonida kasbiy tayyorgarligini rivojlantirish yuzasidan o‘tkazilgan tadqiqotimiz yuzasidan quyidagi xulosalar umumlashtirildi:

1. Refleksiv yondashuvga asoslanib, retrospektiv-tahliliy va prospektiv-transformatsion refleksiya asosida ishlab chiqilgan mashqlar tizimi bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda muhim rol o‘ynaydi, chunki bu tizim o‘qituvchilarning avvalgi tajribalarini tahlil qilish va kelgusidagi kasbiy rivojlanishlariga yo‘naltirilgan yangi yondashuvni taklif etadi.

2. Bo‘lajak ingliz tili o‘qituvchilarining malakaviy amaliyoti va CHTO‘IK fani mazmuni refleksiv yondashuvning kognitiv (bilim), operatsion-amaliy (ko‘nikma) va refleksiv-aksiologik (munosabat, kasbiy qadriyat) komponentlarining o‘zaro integratsiyasi orqali takomillashtirilgan. Bu integratsiya “Amaliyot uchburchagi” triadik mentorlik modeli asosida samarali tarzda rivojlanadi, bu esa bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini rivojlantirishda muhim omil bo‘lib xizmat qiladi.

3. Mikrota’lim, refleksiv kundalik, jamoaviy (kollektiv) refleksiya va video refleksiya, FIAC, SWOT tahlillarning malakaviy amaliyot va CHTO‘IK fani jarayonida tatbiq etilishi bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda samarali vosita sifatida xizmat qiladi.

4. Refleksiv kundaliklar orqali o‘qituvchi o‘zining metodik faoliyatini o‘rganib, o‘zini o‘zi baholash va rivojlantirishga yo‘naltirilgan yondashuvni ishlab chiqish imkoniyatiga ega bo‘ladi.

5. Kollektiv refleksiya texnologiyasining malakaviy amaliyot jarayonida va CHTO‘IK fanida qo‘llanilishi, talaba-o‘qituvchilarni jamoaviy o‘rganish va tajriba almashish orqali ularning kasbiy tayyorgarligini rivojlantirishga yordam beradi.

6. Video refleksiyaning malakaviy amaliyotda qo‘llanilib, CHTO‘IK fani mashg‘ulotlarida tahlil qilinishi o‘qituvchilarni o‘z faoliyatini tahlil qilish va xatolardan o‘rganishga undaydi, nazariya va amaliyotni o‘zaro uyg‘unligini ta’minlaydi, bu esa kasbiy rivojlanish uchun zaruriy vosita hisoblanadi.

7. Qo‘llanilgan refleksiv vositalar, jumladan, mikrota’lim, refleksiv kundalik, jamoaviy (kollektiv) refleksiya, video refleksiya, FIAC, SWOT tahlillar bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini rivojlantirishda samarali bo‘lishi mumkin, chunki ular talaba-o‘qituvchining kreativ va tanqidiy fikrlash qobiliyatlarini rivojlantiradi..

8. Malakaviy amaliyot jarayoni va CHTO‘IK fani mashg‘ulotlarida refleksiv yondashuv asosida tashkil etilgan kasbiy tayyorgarlik texnologiyasining samaradorligi tajriba-sinov ishlari orqali aniqlanib, bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarlik darajasi oshdi.

9. Dissertatsiya ishida keltirilgan tajriba-sinov natijalari bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarlik darajasi oshganini ko‘rsatmoqda, bu

refleksiv yondashuvning malakaviy amaliyotda qo‘llanilib ma’lum bir fanga - (CHTO‘IK) integratsiya qilinishi samaradorligini isbotlaydi

10. Innovatsion pedagogik texnologiyalar va metodlar orqali o‘qituvchilarni tayyorlash ularning pedagogik malakasini oshirishga katta ta’sir ko‘rsatadi, shuningdek, ular bo‘lajak o‘qituvchilarning o‘zini o‘zi baholash va rivojlantirish qobiliyatini mustahkamlaydi.

TAVSIYALAR

1. Malakaviy amaliyot va CHTO‘IK fani dasturiga refleksiv yondashuvni tizimli kiritish zarur. Refleksiya mazmuni, metodlari,shakllari,vositalarini qamrab oluvchi maxsus modul yoki majburiy komponentni joriy etish, shuningdek, refleksiv kundalik, dars tahlili, video refleksiya va mentor fikrlari asosida baholash mezonlarini ishlab chiqish lozim.

2. CHTO‘IK fani mashg‘ulotlarida refleksiv metod va raqamli vositalardan foydalanish lozim. Video refleksiya, mikrota’lim, SWOT va FIAC tahlillari orqali talabalarning nutqi, pedagogik muloqot uslubi, vaqtni boshqarishi hamda metod tanlash faoliyatini mustaqil tahlil qilish ko‘nikmalarini rivojlantirish zarur.

3. Refleksiv metodik seminar va treninglarni tashkil etib, malakaviy amaliyotdan oldin va keyin real pedagogik vaziyatlar tahlili, muammoli holatlarni hal qilish, namunali dars ishlanmasini yaratish va kasbiy rivojlanish strategiyasini belgilashga qaratilgan treninglarni o‘tkazish lozim.

4. Refleksiv yondashuv bo‘lajak o‘qituvchilarni tayyorlash tizimiga uzluksiz integratsiya qilinib, refleksiv faoliyatni “Metodika”, “Pedagogika”, “Psixologiya” va “Chet tilini o‘qitish texnologiyalari” kabi fanlar mazmuniga singdirib, uni bo‘lajak ingliz tili o‘qituvchisining kasbiy tayyorgarligining ajralmas tarkibiy qismiga aylantirish zarur.

THE SCIENTIFIC COUNCIL No.PhD.03/2025.27.12.Ped.35.01AWARDING SCIENTIFIC DEGREES AT NAMANGAN STATE INSTITUTE OF FOREIGN LANGUAGES NAMED AFTER IS'KHAKHAN IBRAT

NAMANGAN STATE INSTITUTE OF FOREIGN LANGUAGES

ARTIKOVA TANZILLA ABDUKHALILOVNA

TECHNOLOGY FOR DEVELOPING THE PROFESSIONAL PREPAREDNESS OF PRE-SERVICE ENGLISH TEACHERS

13.00.02 – The theory and methodology of education and upbringing (English language)

ABSTRACT
of dissertation of the doctor of philosophy (PhD) on PEDAGOGICAL SCIENCES

Namangan – 2026

The topic of dissertation for the degree of Doctor of Philosophy (PhD) was registered with the Higher Attestation Commission of the Republic of Uzbekistan under the number B2024.4.PhD/Ped8603

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The defense of the doctoral dissertation will be held on "12th" November 2026 at 3:pm at o'clock at the meeting of the Scientific council PhD.03/2025.27.12.Ped.35.01 awarding scientific degrees at Namangan State Institute of Foreign Languages named after Is'hakkhan Ibrat. (Address: Namangan Region, Namangan City, Davlatabad District, Orzu, Yoshlik Street, 100 - a. Tel.: +998 (69) 442-11- 67, e-mail: info@namsifl.uz / namchi-1@exat.uz.)

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INTRODUCTION (abstract of the PhD Dissertation)

The relevance and necessity of the dissertation topic. The development of globalization and information-communication technologies is placing new challenges on foreign language teachers, especially in the context of the international education field. As English strengthens its role as a global communication language, organizing an effective English language teaching (ELT) process and improving methodological approaches has become a critical issue. Therefore, the professional preparation of pre-service English language teachers should not only be confined to linguistic knowledge but must also involve the integration of modern innovative pedagogical technologies, communicative strategies, and intercultural competencies. Reflection, in this regard, plays a crucial role in helping pre-service teachers assess their pedagogical experiences objectively, understand their strengths and weaknesses, and transform theoretical knowledge into practical skills, thereby enhancing their metacognitive abilities and guiding them toward scientific-based professional expertise from subjective experience.

Across the world reflective practice is gaining increasing significance in the preparation of pre-service English language teachers. In particular, special emphasis is placed on developing communicative, intercultural, and reflective competences within foreign language teacher education through TESOL-based models in the United States, CELTA and DELTA courses in England, and CEFR-based competence-oriented approaches in European Union countries. These internationally recognised models aim to prepare teachers not merely as transmitters of knowledge, but as “teacher-researchers” who systematically analyse and evaluate their own pedagogical practice. Such an approach enables pre-service teachers to critically assess the outcomes of their professional activities, identify existing challenges, and develop the ability to address them independently. Furthermore, reflective practice serves as a key factor in making informed pedagogical decisions, improving the teaching process, and supporting the continuous professional development of teachers.

In the context of modern educational reforms in Uzbekistan, integrating the best aspects of these international models into our national methodology is essential for ensuring the competitiveness of pre-service teachers. This is reflected in the Presidential Decree of October 8, 2019, No. PD-5847 emphasizes ‘the need for innovations in teacher training through modern technologies in line with the development concept for higher education until 2030[15] ”. These developments underline the need to update the professional preparation of pre-service English teachers in accordance with modern requirements, implementing interactive, reflective, competency-based, and communicative approaches.The importance of reforming the education system, including the teaching of foreign languages and training teachers with modern methods, was especially emphasized during President Shavkat Mirziyoyev’s visit to the Is’hokkhan Ibrat school-internat in

[15]O‘zbekiston Respublikasi Prezidentining Farmoni,08.10.2019yildagi PF-5847-son.O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g ‘risida

Namangan on March 5, 2018[16]. Furthermore, the resolution PD-5117 of May 19, 2021, has outlined "measures to improve foreign language education quality and strengthen pedagogical capabilities, with a recommendation to apply innovative technologies[17]." The normative-legal framework outlined above, combined with the existing issues in the field of education, highlights the lack of reflective practices in teacher training and technological integration gaps in educational approaches, which further accentuates the relevance of this dissertation topic.

The relevance of the research to the priority areas of the development of science and technology in the republic. The dissertation has been carried out within the framework of the priority area I: "Formation of a system of innovative ideas and ways to implement them in the social, legal, economic, cultural, spiritual, and educational development of an information society and a democratic state."

The level of research on the problem of the topic of scientific research. Within the Commonwealth of Independent countries, issues related to implementing foreign language education through the integration of independent learning have been studied by Russian scholars such as S.Y.Batisheva, I.V.Belyayeva, V.N.Maksimova, M.I.Makhmutov, and G.I.Ruzavin[18]. Research on the formation of professional competence has been carried out by L.S.Vygotsky, O.A.Zarubina, V.V.Demina, I.Y.Usacheva, Y.A.Stepashkina, A.K.Sukhodoyev,[19]. In particular, Russian scholars I. N. Martynova and I. M. Khizhnyak emphasize the importance of a step-by-step training model, a system of practical classes, and reflective activity in shaping the professional competence of prospective foreign language teachers. Y. Zakharova[20] , in her research, substantiates the scientific foundations, structure, and practical outcomes of microteaching technology in

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[17]O'zbekiston Respublikasi Prezidentining PQ-5117-son qarori. "Chet tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida", 2021-yil 19-may.

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developing methodological skills of pre-service foreign language teachers within higher pedagogical education.

Among foreign scholars, the issue of developing the professional preparation of prospective English language teachers has been addressed by A.Burns, D.Freeman, J.Richards, J.Harmer, S.Borg, and D.Nunan, who advocate reflective and practice-based research approaches. T.C.Farrell supports professional development through reflective writing and group analysis. H. Reinders emphasizes strengthening teacher autonomy and initiative, while M.C.Smith[21] calls for fostering social awareness, equity, and critical thinking in professional training. Collectively, these approaches highlight the importance of integrating reflection, competency-based education, creativity, technological preparedness, and social responsibility in preparing pre-service foreign language teachers within modern education systems.

In our republic, the theory of improving professional competence in integration with foreign languages, its specific issues, matters related to the organization of professional activity, as well as studies in philology and foreign language teaching methodology have been addressed by T.K.Sattarov, G.X.Bakiyeva, J.Jalolov, A.L.Mamatkulov, B.R.Mukimov, G.T.Mahkamova[22] . Issues related to the development of foreign language teaching methodology, particularly English enhancing the quality and effectiveness of education, and preparing prospective foreign language teachers for professional education have been explored in the works of D.Aloudinova, M.X.Gulyamova, D.M.Abdullayeva, N.M.Ahmedova, D.N.Bakhriddinova, Sh.B.Shabonova, and G.F.Ismoilova[23]. These studies focus on the preparation of pre-service foreign language teachers, the implementation of modern methodologies, and the formation of linguodidactic principles, providing a scientific rationale for the advantages of communicative and competency-based approaches in language teaching.With regard to

[21]Anne BurnsCollaborative Action Research for English Language Teachers yangilangan ishlari 2009 yildan keyin) D.Freeman: Doing Teacher Research (2003); Jack C. Richards Competence and Performance in Language Teaching (2011), Reflective Teaching (1994);Borg, S. (2010). Teacher research for professional development. ELT Journal, 64(4), 436–444; Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.; Cochran-Smith, M. & Lytle, S. (2009). Inquiry as Stance: Practitioner Research for the Next Generation. Teachers College Press.; Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Longman.; Reinders, H. (2011). Teacher Autonomy and Learner Support. In Innovation in Language Learning and Teaching, 5(1), 25–35.

[22] Sattarov T.K. Bo‘lajak chet tili o‘qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi. – Toshkent, 2003. – B. 32–47.; Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва.: МГЛУ, 2012.– 120 с.; Jalolov J. Chet til o‘qitish metodikasi. – Toshkent, 2012. – 430 b.; Махкамова Г.Т. Идея прогрессивизма в обучении языку специальности. – Ташкент, 2021.; Маматкулов А. Социолингвистические особенности языка и социально-культурное объяснение феномена языковая толерантность //Иностранная филология: язык, литература, образование. – 2016. – Т. 1. – №. 4. – С. 67-70.

[23] Aloudinova.D.Kompetensiyaviy yondashuv asosida bo‘lajak ingliz tili o0qituvchilarining og‘zaki nutq malakalarini rivojlantirish metodikasi (chirchiq 2023 yil)disser;GulyamovaM.X. Ingliz tilini o‘qitishda bo‘lajak ingliz tili o‘qituvchilar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv.Avtoref.dissert PhD-T:2019; Abdullayeva.D.M.Bo‘lajak ingliz tili o ‘qituvchilaming kasbiy leksik kompetensiyalarini rivojlantirish metodikasini takomillashtirish. Ped.fan.ilmiy darajasini olish uchun diss. T., 2025. - 89-bet.; Ahmedova.N.M. Integrativ yondashuv asosida bo‘lajak o ‘qituvchilami kasbiy tayyorgarligini takomillashtirish: diss... PhD T:.2020. - 165 b; Baxriddinov D.N. Bo‘lajak chet til o ‘qituvchilarining kognitiv mobilligini rivojlantirish metodikasi. Ped.fan.ilmiy darajasini olish uchun diss. T., 2025; Sh.B.Shabonova(2025)dissert. Bo‘lajak ingliz tili o‘qituvchilarining hissiy barqarorligini shakllantirishning metodik imkoniyatlari, BuxDU; G.F.Ismoilova.(2025)disser Talabalarda mustaqil ta’lim orqali kasbiy kompetensiyani shakllantirish metodikasi, BuxDU

pedagogical practice, M.Kuronov examined the use of national educational values in teaching practice; M.Djuraboyev investigated the improvement of programmatic and methodological support for pre-service teacher practicum; and J.Nurillayev[24] conducted research on the use of innovative technologies in organizing students' pedagogical practice.

The link between the research and the research plans of the higher educational institution where the dissertation was carried out:this dissertation research was carried out within the framework of the scientific direction "Current Issues of Linguistics, Literary Studies, Translation Studies and Foreign Language Teaching" included in the research plan of Namangan State Institute of Foreign Languages.

The goal of the research is to develop proposals and recommendations aimed at developing the professional preparedness of pre-service English language teachers

The tasks of the research are as follows:

developing a system of reflective exercises based on the complementarity of retrospective and transformational types of reflection and integrating it into the modules of the Integrated course of foreign language teaching (ICFLT) to enhance the professional readiness of prospective English language teachers during their teaching practicum;

improving the content of the teaching practicum for prospective English language teachers through the triadic mentoring model "Practicum triangle" (student — university mentor — school mentor), based on the integration of the cognitive, operational-practical, and reflective-axiological components of the reflective approach;

improving the technology for developing professional readiness by methodologically integrating microteaching, reflective journals, group and video reflection, FIAC, and SWOT analyses with the assignments of the Integrated course of foreign language teaching;

determining the effectiveness of the reflective-practical technology within a criterion-based diagnostic framework by using practical assignments as diagnostic tools and comparatively analysing the results of the control and experimental groups.

The object of the research is the process of developing the professional preparedness of pre-service English language teachers based on reflective approach. 508 students from undergraduate programs at Namangan State Institute of Foreign Languages, Kokand State University, and Gulistan State University participated in the study as respondents.

[24] Quronov.M DSc dissertatsiya: "O'zbekiston umumiy o'rta ta'lim maktablarida milliy tarbiyaning ilmiy-pedagogik asoslari" (1998);M.Jo'raboyev Bo'lajak o'qituvchilar pedagogik amaliyotining dasturiy-metodik ta'minotini takomillashtirish ("Pedagogika. Tarbiya fani o'qituvchisi" ta'lim yo'nalishi misolida) dissert 2025; J.Nurillayev Talabalar pedagogik amaliyotini tashkil etishda innovatsion texnologiyalardan foydalanish samaradorligi disser 2022

The subject of the research is the forms, methods, and tools of a reflective approach used in the process of developing the professional preparedness of pre-service English language teachers during their practicum process.

The methods of the research: the research process involved studying and comparing scientific-theoretical, pedagogical-psychological, and scientific-methodical sources, sociometric methods (questionnaires, tests, surveys, interviews), direct and indirect pedagogical observation, pedagogical experimentation, and methods of mathematical-statistical processing, analysis, and generalization of results.

The scientific novelty of the research includes:

a system of "Retrospective-analytical and prospective-transformational" reflective exercises aimed at developing the professional preparedness of pre-service English language teachers during their teaching practicum was developed by integrating the topics of language teaching methods, conducting research, and lesson planning from the Integrated course of foreign language (ICFLT) into the content of the exercises through the complementarity of pre-practicum retrospective reflection and post-practicum transformational reflection;

the content of the teaching practicum for pre-service English language teachers was improved on the basis of the "Practicum Triangle" triadic mentoring model (student — university mentor — school mentor), grounded in the integration of the cognitive, operational-practical, and reflective-axiological components of the reflective approach, while taking into account the principles of students' gradual integration into the professional community and the formation of their professional identity;

the technology for developing professional preparedness during the teaching practicum was improved through the methodological integration of microteaching, reflective journals, group and video reflection, the categorisation of verbal classroom interaction (FIAC), and SWOT analysis, in accordance with the sequential stages of the experiential learning cycle: concrete experience, reflective observation, abstract conceptualisation, and active experimentation;

the effectiveness of the reflective-practical technology was determined within the criterion-based diagnostic framework by using practical assignments as diagnostic tools, mathematically and statistically processing the results of the control and experimental groups, and establishing the statistical significance of the identified differences.

The practical results of the research:

"Pre-service teacher practicum guidebook" for the practicum process of pre-service English language teachers in the foreign languages;

recommendations were developed for improving the technology aimed at enhancing the professional preparedness of pre-service English language teachers during the teaching practicum;

criteria for assessing reflective skills in the development of pre-service English language teachers' professional preparedness were identified.

The reliability of the research results is ensured by the fact that the development of the professional preparedness of pre-service English language

teachers during their practice process is based on a reflective approach and the work of Uzbek and foreign scholars, researchers, and practicing educators in the field of education. The research methods applied complement each other and align with the research objectives; the analysis and research description are quantitative and qualitative; the representativeness of the experimental testing; and the mathematical-statistical analysis methods used to process the results.

The scientific and practical significance of the research: the scientific significance of the research is related to the organizational structure, characteristics, functions, strategies, and competencies of developing reflective skills in pre-service English language teachers, based on the experiences of qualified local and foreign educators, the use of complementary research methods that correspond to the research tasks, the empirical verification of the research results using mathematical-statistical methods, and the implementation of conclusions, proposals, and recommendations in practice.

The practical significance of the research results lies in the development of the methodological support, technologies, methods, forms, and tools for developing reflective skills in pre-service English language teachers, which have been used in the creation of programs, textbooks, and educational resources in higher education institutions, as well as in the development of foreign language curriculum content and assessment frameworks, and the formulation of a rating evaluation system based on the research results.

Implementation of the research results: the research findings obtained within the framework of the study entitled "Technology for developing the professional preparedness of pre-service English language teachers" were implemented as follows:

the proposals and recommendations concerning the development of the "retrospective-analytical and prospective-transformational" system of reflective exercises, based on integrating the topics of the Integrated course of foreign language teaching (ICFLT) into the content of the exercises through the complementarity of pre-practicum reflection and post-practicum reflection, were used in performing the tasks "ERASMUS+mobility project "Project n.2024-1-IT02-KA171-HED-00209878 between Pisa University and Namangan State Institute of Foreign Languages University" (Certificate No. KA171-UNIPI/NamSIFL-0018 issued by NamSIFL on 3 April 2026). As a result, opportunities for developing students' skills in analysing their professional activities, conducting self-assessment, and making pedagogical decisions were expanded;

the proposals and recommendations concerning the improvement of the teaching practicum content on the basis of the "Practicum triangle" triadic mentoring model, grounded in the integration of the cognitive, operational-practical, and reflective-axiological components of the reflective approach, were used in preparing the scripts for the "Ta'lim va tarakkiyot" and "Millat va ma'naviyat" programmes broadcast by the "Uzbekistan" Television and Radio Channel of the "Uzbekistan-24" Creative Association under the National Television and Radio Company of Uzbekistan during 2025–2026 (Reference

Certificate No. 05-09-343 issued by the “Uzbekistan-24” Creative Association of the National Television and Radio Company of Uzbekistan on 3 March 2026). As a result, the scientific and educational content of the programmes was enriched with evidence-based information on the importance of mentoring cooperation in teacher education and was communicated to a wider audience;

the proposals and recommendations concerning the improvement of the technology for developing professional preparedness through the methodological integration of microteaching, reflective journals, group and video reflection, FIAC, and SWOT analysis were used in preparing the teaching manual entitled “Pre-service teacher practicum guidebook” (Certificate No. 9567-4869-71da-0182-ca11-1510-5840 issued by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan on 22 January 2026). As a result, the content of the manual was enriched with practical tasks related to reflective technologies, thereby improving the methodological support of the teaching practicum.

Approval of the research results: the results of this research were discussed at 4 international and 2 national scientific-practical conferences.

Publication of the research results: a total of 14 scientific-methodical works on the dissertation topic have been published, including 1 textbook. Five articles were published in scientific journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main scientific results of doctoral dissertations, 3 of which were published in national journals and 3 in foreign journals.

The structure and volume of the dissertation: the dissertation consists of an introduction, three chapters, a conclusion and recommendations, a list of references, and appendices. The main text of the dissertation is 129 pages long.

MAIN CONTENT OF THE DISSERTATION

In the **introduction** section justifies the relevance of the research topic, describes the aims and objectives of the study, its object and subject, and how it aligns with the priority directions for the development of science and technology in the republic. The scientific novelty of the research, its practical results, the reliability of the obtained results, as well as the scientific and practical significance, are explained, and information on the implementation of research results, published works, and the structure of the dissertation is provided.

In the first chapter of the dissertation titled **“The scientific-theoretical issues of developing professional-methodological preparedness of English language teachers”** the international and national development trends of the teacher preparation system for pre-service English language teachers, modern linguodidactic approaches, and the theoretical foundations of improving professional preparedness were analyzed. The analysis showed that the activities of international organizations (IATEFL, TESOL), as well as programs like PRESETT implemented in Uzbekistan, serve as important methodological and institutional foundations in the process of preparing English language teachers. The integration of theory and practice in the professional formation of pre-service teachers,

reflective approaches, pedagogical content knowledge, second language acquisition theories, and the compatibility of sociocultural factors are of paramount importance.

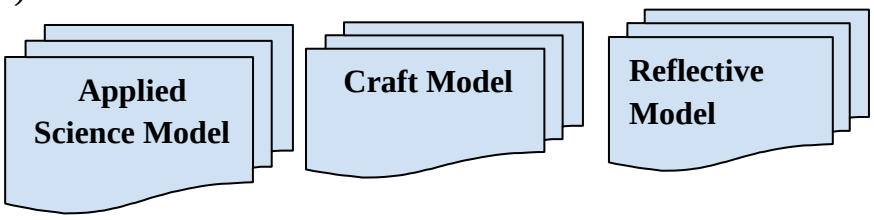
Based on the research literature, we can note that "professional preparedness" is the formation of the theoretical knowledge, practical skills, methodological approaches, and personal and communicative qualities necessary for pre-service English language teachers to be ready for their professional activities (see Table 1).

Table 1.

Professional preparedness components

Professional preparedness components	Key contents
1. Language competence	grammar, phonetics, vocabulary, speech skills (listening, reading, writing, speaking)
2. Methodological training	language teaching methods, lesson planning, assessment
3. Pedagogical- psychological training	understanding learners, increasing motivation
4. Information and communication Skills (ICT Skills)	ability to use digital tools and technologies
5. Intercultural communication	readiness to communicate with representatives of other cultures
6. Reflection	analyzing one's own professional activity, learning from mistakes

In the existing literature, several educational models for preparing pre-service teachers have been analyzed, and the methods for preparing pre-service teachers have been studied in depth. Among these models, the applied science model, craft model, and reflective model are the most widely recognized and applied models[25] (see Picture 1).



Picture 1. Pre-service-teacher preparation models

According to the applied science model, teachers must take an objective approach to teaching. For the preparation of professional teachers, theories based on scientific research must be taught, and these theories should be taught by experts in the field. The goal of this education is to develop sufficient skills in pre-service teachers to apply the learned theories in practice.

The craft model emphasizes that for the preparation of skilled and qualified teachers, novice teachers must collaborate with experienced or "specialist" teachers. In this theory, young teachers are encouraged to observe experienced teachers' lessons, exchange ideas, and develop their professional skills through practical activities. Unlike the applied science model, the craft model places more emphasis on learning through experience.

[25] Noura Muteb N Albadrani , *Saudi EFL Pre-service Teachers' Perceptions Regarding the Design of the Diploma of Education Programme* The University of Exeter March ,2018 p41-42

In the reflective model, it is emphasized that teachers can develop their professional skills by analyzing their experiences, lessons, and practices. This means that by analyzing their teaching experience, a teacher can assess their strengths and weaknesses, re-plan future lessons, and thus develop both professionally and personally.

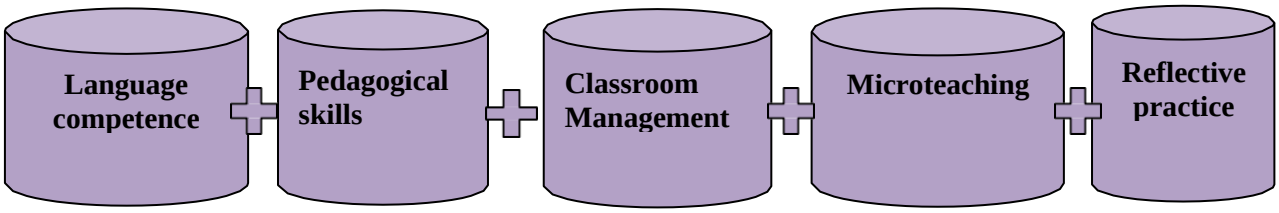
These three models (applied science, craft, and reflective) are of great importance in the professional development of teachers and are reflected in teacher preparation programs (see Table 2).

Table 2.

Comparative overview of pre-service teacher preparation models

Criterion	**Scientific–applied model**	**Craft model**	**Reflective model**
Main idea	moving from theoretical knowledge to practice	learning from an experienced teacher	thinking based on experience and continuous self-development
Type of approach	scientific and theoretical	practical, based on the mentor–apprentice tradition	analytical, reflective, and creative
Stages of the training process	theory; practice consolidation	observation; repetition; learning	experience; analysis theory; re-apply
Role of the teacher	knowledge provider	mentor and role model	Reflector, observer, and analyst
Role of the learner	knowledge receiver	apprentice	active participant and critical analyzer
Advantages	strong theoretical foundation and academic knowledge	practical skills develop quickly	independent thinking and adaptability in problem situations
Disadvantages	practical application begins late in real contexts	theoretical knowledge may be insufficient	not all learners may have strong reflective ability

Based on the research we can overview the preparation of pre-service English language teachers (see Picture 2).



Picture 2.The curriculum content of pre-service English teacher education programs.

E.A. Zakharova[26] in her research outlines the following stages of the traditional application scheme of microteaching:

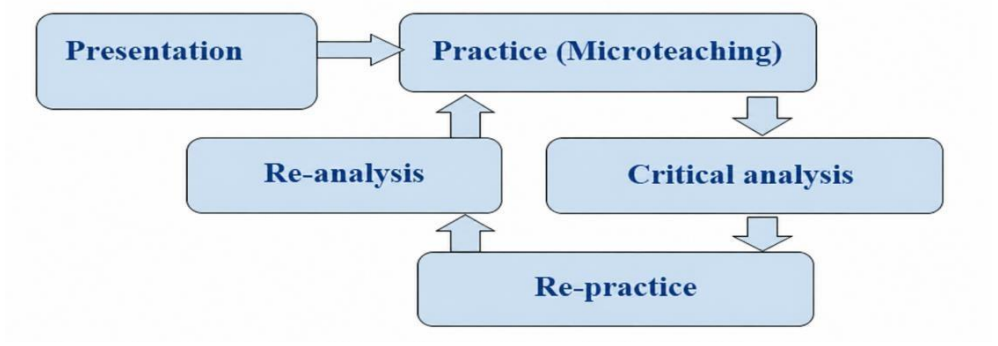
- Presentation phase: the skill being developed is introduced to students and demonstrated in a model format.

- Practice or “teaching” phase: teacher-trainees try to apply the skill in a micro-lesson format.

[26]Захарова Е.А. (2023) dissertatsiya Формирование у будущих учителей иностранного языка методических умений на основе микрообучения

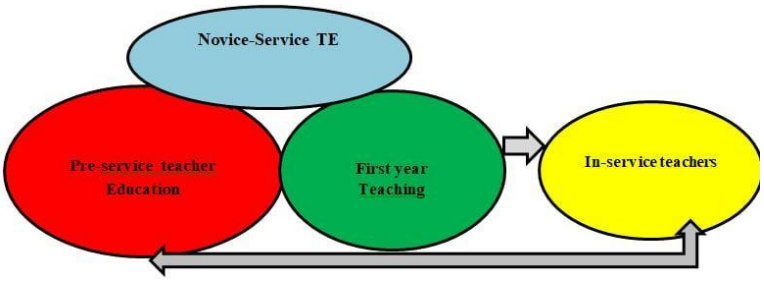
- Critical analysis phase: the student and their mentor jointly review the video recording of the lesson and discuss the quality of the trainee teacher's educational activity.

- Re-teaching or "re-practice" phase: teacher-trainees apply the skill again and have the opportunity to analyze the results of their activity. (see Picture 3)



Picture 3. Stages of microteaching in developing pre-service teachers professional preparedness

T.Farrell emphasizes that not only the pre-service teacher education programs for pre-service teachers should be considered, but also "Novice-service" programs. This approach incorporates a "bridge period" for newly qualified teachers (Novice Qualified Teachers). The "Novice-service" program begins with second language teacher education programs (Second Language Teacher Education - SLTE) and focuses on real classroom situations arising in specific socio-cultural contexts, dealing with issues faced by first-year teachers who are just starting their teaching careers and have their own reflective thoughts. This process also allows SLTE educators to engage with in-service teachers, to learn about the challenges they encounter, and to have discussions about how they resolve these issues. Below is the model of the "Novice-service teacher education" system (see Picture 4).



Picture 4. Novice-service teacher education

According to this model, the Novice-service teacher education system serves as a bridge between pre-service teacher education (pre-service education) experiences and the first years of teaching (first year teaching), as well as between experienced in-service teachers and those currently active in teaching.

In the second chapter of the dissertation titled **"The methodological system for developing professional preparedness in pre-service English language teachers"** the didactic significance of school practice in the development of

professional training for pre-service English language teachers, the current state of pedagogical practice in developing the professional preparedness of pre-service teachers, and the issues of improving the professional training of pre-service English language teachers based on a reflective approach are discussed.

Teaching practice is a crucial process in shaping the professional skills of pre-service teachers. In this phase, student-teachers have the opportunity to develop their professional competencies under the guidance of a mentor or cooperating teacher and demonstrate these skills[27].

The practice triangle refers to the three key participants involved in the teaching practice period: the pre-service teacher, the university mentor-supervisor, and the cooperating teacher at the school. The methodology of teaching English and literature related to the training of pre-service teacher teachers serves as the foundation for the practice program. This process is one of the most important components of developing teaching skills[28]. Numerous studies have shown that theoretical knowledge only becomes active when it is acquired through personal experience in practice.

According to A. Perry and A. Straiton, teaching practice provides pre-service teachers with the opportunity to apply theoretical knowledge, test new skills, and receive feedback. M. Coady, C. Harper, and E. de Jong regard practice as a unique opportunity that provides pre-service teachers with real classroom experience in teaching English as a foreign language. K. Aspden emphasizes that during practice, pre-service teachers not only test teaching in a real environment but also have the chance to observe various educational approaches in action. Most importantly, school practice allows both the pre-service teacher and the university mentor to assess the potential of the pre-service teacher to work in the context of teaching English as a foreign language. For this reason, it is important to examine the development of school practice models for pre-service teachers.

There have been intense debates on identifying the best model for school practice for pre-service teachers. Currently, various models are used by different training programs. Among them:

A) Partnership model: this model began in the mid-1980s in the UK with the "Oxford internship scheme" and in the US with the "Holmes group" initiatives. It aims to strengthen the collaboration between universities and schools to bridge the gap between theory and practice. This approach seeks to integrate theoretical knowledge with practical experience in teacher preparation. One of the most pressing issues in collaboration is establishing effective cooperation between school teachers and mentors from teacher training institutes.

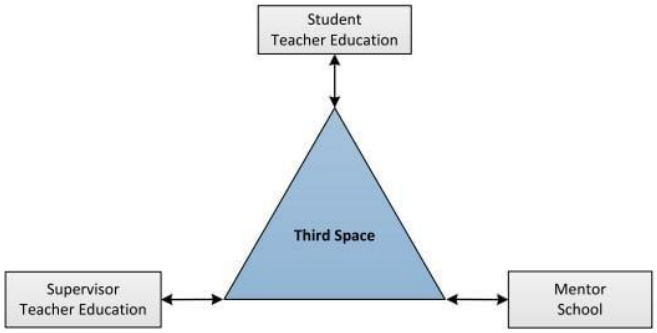
In a study by S. Lillejord and K. Borte, collaborative models of teacher preparation are described as complex, multi-source systems. They focus on reducing the gap between theory and practice, supporting mentoring, and

[27](Coward, F., Hamman, D., Johnson, L., Lambert, M., Indiatsi, J., & Zhou, L. (2015). Centrality of enactive experiences, framing, and motivation to pre-service teachers' emerging professional identity. *Teaching Education, 26*(2), p 198. dissert1

[28] Ferrier-Kerr, 2009; Farrell, 2003; Ralph, Walker & Wimmer, 2007).Ferrier-Kerr, J. L. (2009). Establishing professional relationships in practicum settings. *Teaching and Teacher Education, 25*(6), 790-797.

promoting professional growth. The study highlights that the success of collaboration is closely linked to the structure, clarity of tasks, and division of work

Analysis results show that in the studies conducted on the partnership model, the concept of “third space” has been emphasized. The term “third space” is used to describe the collaborative opportunities between student-teachers, school practice supervisors, and university mentors. The key idea is that the participants in the partnership model require a neutral space where they can, based on the knowledge and skills they gain during their collaboration, discuss and create new systems together. The primary goal is to invite students to this “space,” where academic knowledge is integrated with practical experience, and "new concepts are created to solve problems encountered in practice. In this process, all participants express their views during discussions. The practice process of the school in the “third space” enables academic discussions at the institution. As a result of such meetings, participants discuss the real-life difficulties and problems encountered in their activities, and as a result, the practice is shaped effectively. However, such processes cannot be successful without leadership. The main issue is that it remains unclear how to apply the knowledge developed in the third space to real teaching institutions and ensure its use in further developing students’ education (see Picture 5).



Picture 5. “Third space” collaboration for developing pre-service English language teachers professional preparedness

The triad model (mentor - practice supervisor - student) is designed to solve problems, but in practice, it often leads to various conflicts. Many studies emphasize the disagreements between the practice supervisor at the institution and the mentor, where the student, unintentionally, witnesses intense debates. In educational contexts, people are always learning something, but these learning processes can sometimes be effective, repetitive, ineffective, or even have counterproductive effects.[29]

B) Systematic pedagogical supervision model developed by M.Cogan in the 1960s, this model is recognized as the foundation of systematic support for teachers’ professional development and skills enhancement. M.Cogan, a professor at Harvard University, designed the model to systematically support the professional development of teachers through a collaborative relationship between the teacher and a mentor (typically an experienced teacher or coach), based on

[29]Lillejord, S., and O. Dysthe. 2008. “Productive Learning Practice – A Theoretical Discussion Based on Two Cases.” *Journal of Education and Work* 21 (1): 75–89. doi:10.1080/13639080801957154.

periodic observation. The reason this model is named as such is that the practice process is thoroughly observed, problems are identified, and solutions are provided. The main goal of this model is to analyze the teaching process, reflect on it, and ensure professional growth.
Later, scholars like R. Goldhammer, R. Anderson, and T. Sergiovanni expanded and developed this model, but M. Cogan is recognized as the founder .
B. Rosleny and S.Agustan propose the Clinical Supervision Model for enhancing teachers' pedagogical skills and improving the quality of education. According to this study, systematic supervision involves evaluating teacher performance in a structured and analytical way, identifying their strengths and weaknesses, and improving the teaching process through feedback and guidance. Unlike regular supervision, this model aims to develop teachers' lesson planning, teaching methods, and reflective capabilities. The main goal of the study is to strengthen the professional competence of teachers by implementing systematic pedagogical supervision in secondary schools to improve the quality of the teaching process.

C.)Apprenticeship model emphasizes the integration of theory and practice. According to Coffman and Patterson, every teacher should undergo a practice program, which prepares them for professional work from day one. Within this program, mentor teachers in partner schools observe the trainee teachers and work with them to strengthen the link between theory and practice[30].

In modern education, the professional preparedness of pre-service English language teachers should not be limited to acquiring theoretical knowledge alone, but should be organized on the basis of reflective approaches aimed at applying this knowledge in practice, analyzing it, and shaping oneself as a professionally mature individual. For this purpose, the model practicum program developed during our research represents a technology that integrates the advantages of existing theoretical reflection models, ensures step-by-step professional growth, is based on real practice, and is aimed at developing the reflective creativity of pre-service English language teachers.

This technology is grounded in the theoretical views on reflection proposed by prominent scholars such as J. Dewey, D. Kolb, J. Moon, N. Frolova, and T. Farrell. It is designed to improve the professional training of pre-service English teachers during their teaching practice based on the principles of reflective creativity, professional awareness, and continuous professional development (CPD), where theory, practice, and reflection are integrally interconnected.

The technology structures teaching practice based on the "Practice triangle" and relies on the integration of the following reflective components:

a) cognitive component – acquisition of theoretical knowledge;

b)operational-practical component – application of acquired knowledge in practice, careful lesson planning, conducting, analyzing, and improving lessons;

c)reflective-axiological component – formation of professional values, responsibility, self-assessment, and pedagogical stance.

[30] U.S. Department of Labor. (2022a). *Teacher Registered Apprenticeship common terms.* Apprenticeship USA

The integration of these components ensures the development of the professional training of pre-service English teachers, supports the harmony between theory and practice (including in the ICFLTcourse), and transforms teaching practice into a systematic and manageable process.

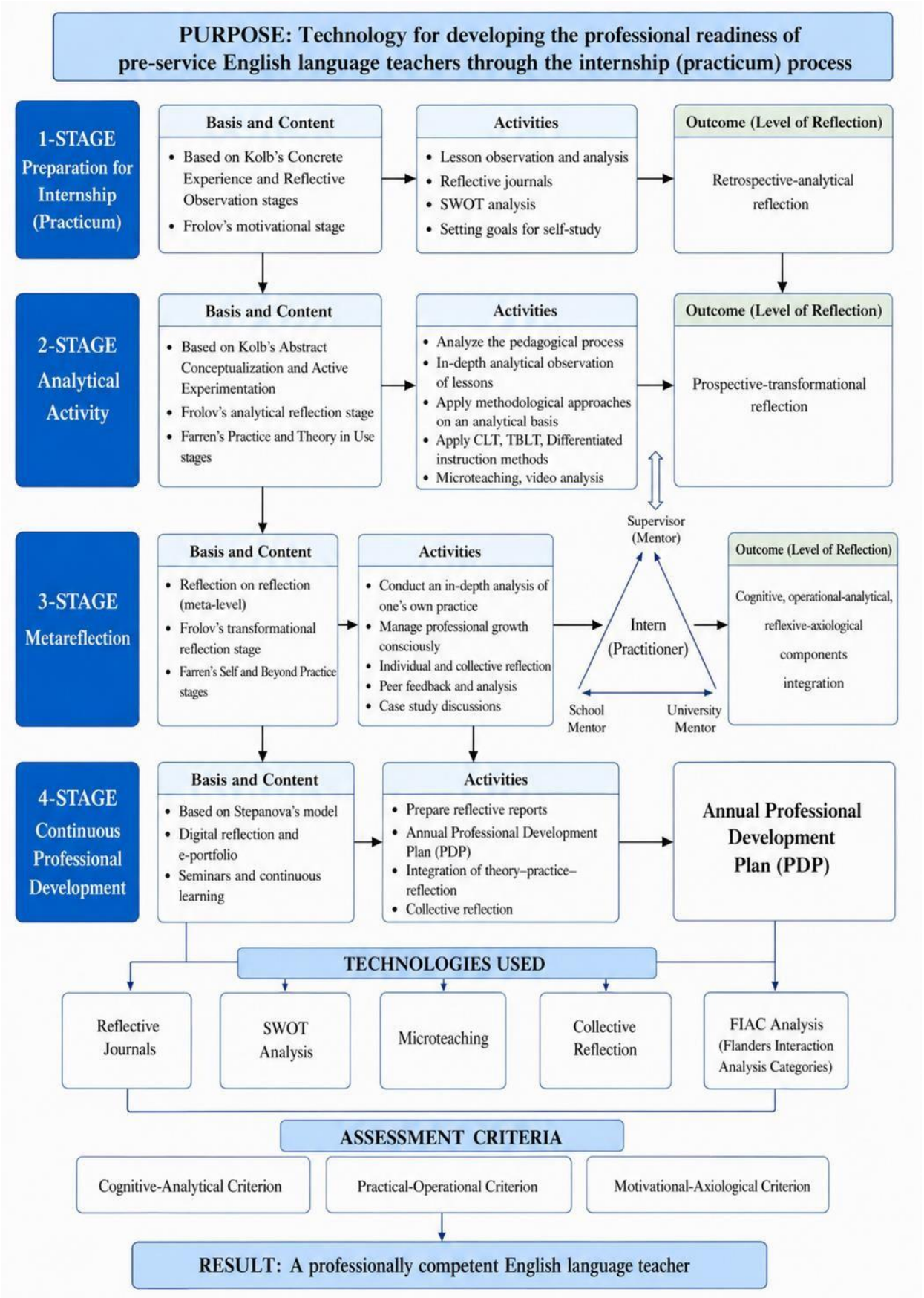
1. Preparation for practicum: this stage corresponds to Kolb's concrete experience and reflective observation stages, as well as Frolova's motivational reflection stage. At this stage, student teachers identify the strengths and weaknesses of their professional activity and gain initial practical experience through lesson observations and microteaching sessions within the ICFLTcourse. The retrospective-analytical system of exercises developed within the framework of the research is introduced at this stage, enabling students to analyse their previous knowledge and experience, recognise pedagogical errors, and identify their professional needs.

2. Analytical activity stage: this stage integrates D. Kolb's abstract conceptualization and active experimentation stages, Frolova's analytical Reflection stage, and the Practice stages of T. Farrell's model. At this stage, innovative technologies based on microteaching, video-reflection, collective reflection, FIAC, and SWOT analysis are implemented to develop the professional readiness of pre-service English language teachers. Students independently plan and conduct lessons, analyse their own performance during ICFLT sessions using video recordings, identify pedagogical problems through the reflective-practical method, and develop strategies for addressing them. At this stage, the development of reflective creativity is ensured through the prospective-transformational system of exercises, which guides students towards redesigning their lessons, improving methodological approaches, and making innovative decisions.

3. Metareflection stage: this stage corresponds to Frolova's transformational reflection stage and the self and beyond practice stages of T. Farrell's model. Student teachers analyse their reflective portfolios and develop individual professional development plans based on feedback from mentors and peers. At this stage, the elements of metareflection proposed by Stepanova are integrated, enabling students to reach the level of reflecting on their own reflection.

4. Continuous professional development (CPD) Stage: the innovative aspect of the technology is that it systematically encompasses post-internship reflective activity. This stage is enriched by Stepanova's ideas concerning digital reflection, electronic portfolio maintenance, seminars, and continuous metareflection. Through an annual CPD plan, the professional autonomy, reflective creativity, methodological flexibility, and technological literacy of pre-service English language teachers are consistently developed. Thus, the developed technology serves to improve the professional readiness of pre-service English language teachers through the integration of theory, practice, and reflection.

In conclusion, the newly developed technology is aligned with international reflection models and adapted for implementation in undergraduate teaching practice, representing an innovative approach (see Picture 6).



Picture 6. Technology for developing professional readiness of pre-service English teachers based on reflective approach

In the third chapter of the research entitled "**The experimental study on the developing professional preparedness of pre-service English language teachers "** the content, objectives, and tasks of the experimental work, as well as the quantitative and qualitative indicators of the results and their statistical analysis, are thoroughly examined. Within the framework of this study, mechanisms for organizing and conducting experimental work aimed at developing a reflective approach during teaching practice were designed to enhance the professional competence of pre-service English teachers.

During the teaching practice period, the development of students' professional preparedness was carried out in three stages: diagnostic (identification), formative-developmental, and final (generalizing). Kokand State University, Namangan State Institute of Foreign Languages, and Gulistan State University were selected as experimental sites. The experimental work was conducted at these institutions over the 2024–2026 academic years.

The diagnostic (identification) stage of the experiment was carried out during the second semester of the 2023–2024 academic year. At this stage, the theoretical and methodological foundations, regulatory documents, and practice programs related to organizing teaching practice for university students were analyzed. Based on the recommendations for organizing practice, guidelines and conclusions regarding the implementation of teaching practice and the tasks to be performed during this process were developed. In addition, questionnaires were designed to conduct the experimental work. The main aim of the experimental study was to assess the effectiveness of developing pre-service English teachers' competence in self-analysis, self-assessment, and professional growth through a reflective approach during teaching practice.

Through conducting questionnaires and online surveys related to the development of students' professional competence and analyzing their responses, the level of their professional preparedness was identified. A total of 508 undergraduate students participated in the survey (see Table 3).

Table 3.

The number and percentage distribution of students from higher education institutions involved in the experimental study

Experimental sites	Students	Percentage
KSU	198	39,0%
NamSIFL	162	31,9%
GulSU	148	29,1%
Total	508	100%

Furthermore, research was conducted to examine the programs and assessment criteria used during teaching practice. The findings revealed that there are existing problems in integrating theoretical knowledge with practical skills. It was also identified that teaching practice aimed at developing the professional

competence of pre-service teachers is still largely conducted using traditional methods.

The results obtained through the initial diagnostic stage served to substantiate the necessity of introducing a technology based on a reflective approach into teaching practice. Based on the findings of this analysis, a methodological plan incorporating elements of the reflective approach was developed (see Table 4). Activities such as lessons, self-assessment journals, observation sheets, video-reflection tasks, as well as group discussions and collective reflection, were gradually implemented in the experimental groups in alignment with the topics of the ICFLT course.

Table 4.

A 3-month methodological plan for developing the professional preparedness of pre-service English language teachers

Month	Stage name	Main activities	Reflective tools	Expected outcomes
1.	Initial (adaptive) s stage	training on reflective approach; short post-lesson reflective discussions; Q&A for self-awareness	self-assessment journals; lesson observation diaries; reflective questions list	understanding reflection; critical view of professional activity; initial reflective skills
2.	Active formative stage	reflective-based lessons; microteaching, SWOT, FIAC analysis; video-reflection; group discussions	video reflection; group reflection analysis; peer assessment tables	identify strengths/weaknesses analyze decisions; develop reflective thinking
3.	Consolidation stage	reflection-based seminars; case study analysis; final reports	collective reflection; reflective diary; diagnostic sheets	use reflection for professional growth

At the formative-developmental stage of the research, specific methodological measures aimed at developing the professional competence of pre-service English language teachers on the basis of a reflective approach were introduced into practice. In this process, the materials of the instructional guidebook entitled “Pre-service teacher practicum guidebook”, prepared on the basis of reflective practice, were used in the lessons of the course “ICFLT” to develop the professional training of pre-service English language teachers and were also implemented in the practicum process.The students who participated in the experimental work were divided into experimental and control groups, and the level of development of professional readiness among pre-service English language teachers was identified as high, medium, and low according to the following criteria (see Table 5).

Table 5.

Criteria for assessing the professional preparedness of pre-service English language teachers

Criterion	Description of the criterion	Key indicators	Low level	Medium level	High level
Cognitive-analytical criterion	Determines theoretical knowledge, understanding of concepts, and skills of analysis, comparison, and drawing conclusions.	Knowledge of key concepts; analysis of problem situations; identifying cause-and-effect relations; critical thinking; generalization; drawing well-grounded conclusions; elements of reflection.	Knowledge is limited and fragmented; cannot analyze problem situations well; weak cause-effect reasoning; rarely demonstrates critical thinking; conclusions are unclear or incorrect.	Has basic theoretical knowledge; can analyze simple situations; sometimes identifies cause-effect relations; shows partial critical thinking; conclusions are generally correct but not always well-justified.	Knowledge is strong and systematic; analytical thinking is well developed; deeply analyzes situations; identifies cause-effect relations accurately; draws well-grounded conclusions & reflects effectively.
Practical-operational criterion	Determines the ability to apply theoretical knowledge in practice, use methods and technologies, and perform operational actions.	Completing practical tasks; selecting methods; applying technologies; planning; evaluating results; making corrections; self-control; independence.	Has difficulty applying theory in practice; cannot select methods correctly; needs constant support; planning and self-control are weak; rarely evaluates results or makes corrections.	Applies theoretical knowledge in practice with partial success; selects methods with some guidance; performs tasks with occasional support; can plan and evaluate results but not consistently;	Effectively applies knowledge in practice; selects appropriate methods independently; performs tasks confidently; evaluates results critically; makes improvements
Motivational-axiological criterion	Determines the level of interest in professional activity, internal motivation, professional values, and the need for self-development.	Positive attitude toward the profession; internal motivation; acceptance of professional values; clearly formed professional goals; desire for self-development; sustained activity.	Shows weak interest in the profession; motivation is mostly external; professional values are not clearly accepted; professional goals are unclear; rarely engages in self-development.	Shows interest in the profession; motivation is partly internal; accepts some professional values; professional goals are partially formed; sometimes works on self-development; activity is unstable.	Accepts professional activity as a personal value; motivation is stable and mostly internal; professional values are fully accepted; goals are clear; continuous self-development and strong engagement.

Table 6.

Analysis of the results from the pre-experimental stage on the topic of developing the professional preparedness of pre-service English language teachers

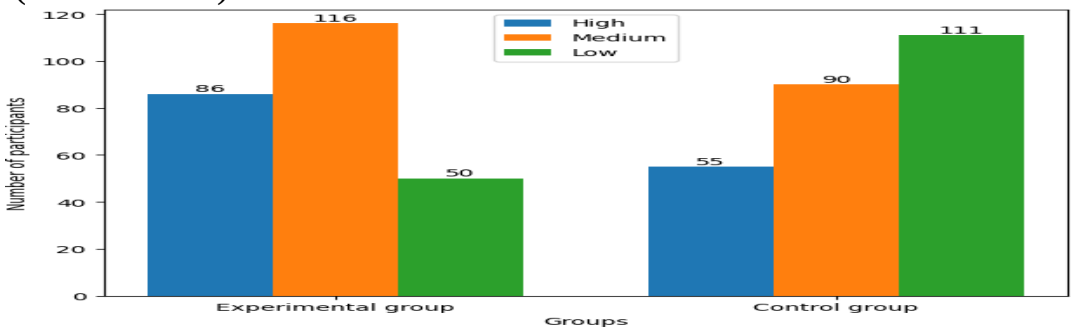
Groups	Number of respondents	Achievement results		
		High	Medium	Low
Experimental group	252	45	119	88
Control group	256	53	86	117

Table 7.

Analysis of the results obtained after the experimental study based on the technology for developing the professional training of pre-service english teachers (in numbers and % s)

Group	Respondents	Learning Achievement (%)		
		High	Medium	Low
Experimental group	252	86 34	116 46	50 20
Control group	256	55 21	90 35	111 44

According to the analysis of the experimental results, it was determined that the students in the experimental group involved in the research process demonstrated more effective knowledge, skills, and competencies compared to the students in the control group. This difference is clearly illustrated in the diagram below (see Picture 7).



Picture 7. Diagram of the results obtained after the experimental study conducted on the basis of the technology for developing the professional competence of prospective teachers.

Based on the statistical analyses presented above, it was found that the level of achievement in the experimental groups implementing the technology for developing the professional competence of prospective English language teachers was 12.3% higher than that of the control groups. Thus, the conducted experimental study confirmed that developing the professional competence of prospective English language teachers through a reflective approach within the teaching practicum significantly enhances the effectiveness of the educational process.

CONCLUSIONS

The following conclusions were drawn from our research on developing the professional preparedness of pre-service English language teachers during the teaching practicum:

1. The system of exercises developed within the reflective approach and based on retrospective-analytical and prospective-transformational reflection plays an important role in developing the professional preparedness of pre-service English language teachers. This system provides a new approach that enables student teachers to analyse their previous experiences and directs them towards their future professional development.

2. The content of the teaching practicum and the ICFLT course for pre-service English language teachers was improved through the integration of the cognitive (knowledge), operational-practical (skills), and reflective-axiological (attitudes and professional values) components of the reflective approach. This integration is effectively implemented through the "Practicum Triangle", which serves as an important factor in developing the professional preparedness of pre-service teachers.

3. The integration of microteaching, reflective journals, group reflection, video reflection, FIAC, and SWOT analysis into the teaching practicum and the ICFLT course serves as an effective means of developing the professional preparedness of pre-service English language teachers.

4. Reflective journals enable student teachers to examine their methodological practices and develop an approach aimed at self-assessment and professional self-development.

5. The application of group reflection during the teaching practicum and within the ICFLT course contributes to the development of student teachers' professional preparedness through collaborative learning and the exchange of practical experience.

6. The application of video reflection during the teaching practicum and its subsequent analysis in the ICFLT course encourage student teachers to analyse their professional activities and learn from their mistakes. It also ensures the integration of theory and practice, which constitutes an essential means of professional development.

7. The applied technologies, including microteaching, FIAC, and SWOT analysis, can be effective in developing the professional preparedness of pre-service English language teachers, as they contribute to the development of student teachers' creative and critical thinking abilities.

8. The effectiveness of the professional preparation technology organised on the basis of the reflective approach during the teaching practicum and the ICFLT course was established through experimental work, which demonstrated an improvement in the professional preparedness of pre-service English language teachers.

9. The results of the experimental work presented in the dissertation demonstrate an improvement in the level of professional preparedness of pre-

service English language teachers. This confirms the effectiveness of applying the reflective approach during the teaching practicum and integrating it into a specific course, namely, ICFLT

10. The preparation of teachers through innovative pedagogical technologies and methods has a significant impact on the development of their pedagogical competence. It also strengthens pre-service teachers' capacity for self-assessment and continuous professional development.

RECOMMENDATIONS

1. The reflective approach should be systematically incorporated into teaching practicum programmes and the ICFLT course. A special module or compulsory component covering the content, methods, and pedagogical significance of reflection should be introduced. In addition, assessment criteria based on reflective journals, lesson analysis, video reflection, and mentor feedback should be developed.

2. Reflective methods and digital tools should be applied in the ICFLT course. Through video, group reflection, microteaching, SWOT and FIAC analysis, it is necessary to develop students' ability to independently analyse their speech, pedagogical communication style, time-management practices, and selection of teaching methods.

3. Reflective methodological seminars and training sessions should be organised. Before and after the teaching practicum, training should be conducted to analyse authentic pedagogical situations, address problematic cases, design model lesson plans, and formulate professional development strategies.

4. The reflective approach should be continuously integrated into the system of pre-service teacher education. Reflective activities should be incorporated into the content of such courses as Methodology, Pedagogy, Psychology, and Foreign Language Teaching Technologies, thereby making reflection an integral component of the professional preparedness of pre-service English language teachers.

НАУЧНЫЙ СОВЕТ ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ PhD.03/2025.27.12.Ped.35.01 ПРИ НАМАНГАНСКОМ ГОСУДАРСТВЕННОМ ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ ИМЕНИ ИСХАКХАНА ИБРАТА

НАМАНГАНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ ИМЕНИ ИСХАКХАНА ИБРАТА

АРТИКОВА ТАНЗИЛЛА АБДУХАЛИЛОВНА

ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

13.00.02 - Теория и методика обучения и воспитания (английский язык)

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) ПО ПЕДАГОГИЧЕСКИМ НАУКАМ

Наманган – 2026

Тема докторской диссертации по педагогическим наукам зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан под номером B2024.4.PhD/Ped8603

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Защита диссертации состоится «12» ноября 2026 года в 15[00] часов на заседании Научного Совета под номером PhD.03/2025.27.12.Ped.35.01 по присуждению ученых степеней при Наманганском государственном институте иностранных языков имени И.Ибрата (Адрес: г.Наманган, Давлатабадский район, Орзу, ул. Ешлик, д.100-А. Тел: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz)

С диссертацией можно ознакомиться в Информационно-ресурсном центре Наманганского государственного института иностранных языков (зарегистрирована за № 172). Адрес: Наманганская область, город Наманган, Давлатабадский район, Орзу, ул. Ешлик, д.100-А. Тел: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz);

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(протокол рассылки № 19 от «30» октября 2026 года)

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования заключается в разработке предложений и рекомендаций, направленных на совершенствование профессиональной подготовки будущих учителей английского языка

Задачи исследования заключаются в следующем:

разработать систему рефлексивных упражнений, основанную на взаимодополняемости ретроспективного и трансформационного видов рефлексии, посредством её интеграции в модули дисциплины «Интегрированный курс преподавания иностранных языков» (ИКПИЯ) в процессе развития профессиональной готовности будущих учителей английского языка в ходе педагогической практики;

усовершенствовать содержание педагогической практики будущих учителей английского языка на основе триадической модели наставничества «Треугольник практики» (студент — университетский наставник — школьный наставник), опирающейся на интеграцию когнитивного, операционально-практического и рефлексивно-аксиологического компонентов рефлексивного подхода;

усовершенствовать технологию развития профессиональной готовности посредством методического согласования микрообучения, рефлексивного дневника и видеорефлексии, а также анализов FIAC и SWOT с заданиями дисциплины ИКПИЯ;

определить эффективность рефлексивно-практической технологии в рамках критериально-диагностического аппарата посредством использования практических заданий в качестве диагностического инструмента и сравнительного анализа результатов контрольных и экспериментальных групп.

Объектом исследования является процесс развития профессиональной подготовки будущих учителей английского языка на основе рефлексивного подхода. В исследовании приняли участие 508 студентов бакалавриата Наманганского государственного института иностранных языков, Кокандского государственного университета и Гулистанского государственного университета.

Предмет исследования составляют формы, методы и средства рефлексивного подхода в развитии профессиональной подготовки будущих учителей английского языка.

Методы исследования: в процессе исследования использовались методы изучения и сравнительного анализа научно-теоретических, педагогико-психологических и научно-методических источников; социометрические методы: анкетирование, тестирование, опросы, беседы; непосредственное и опосредованное педагогическое наблюдение; педагогический эксперимент; математико-статистическая обработка, анализ и обобщение результатов.

Научная новизна исследования заключается в следующем:

система рефлексивных упражнений «Ретроспективно-аналитические и проспективно-трансформационные», направленная на развитие профессиональной готовности будущих учителей английского языка в процессе педагогической практики, разработана на основе интеграции тем дисциплины «Интегрированный курс преподавания иностранных языков» (ИКПИЯ), посвящённых методам обучения языку, проведению исследований и планированию урока, в содержание упражнений посредством взаимодополняемости ретроспективной рефлексии, осуществляемой до практики, и трансформационной рефлексии, проводимой после практики;

содержание педагогической практики будущих учителей английского языка усовершенствовано на основе триадической модели наставничества «Треугольник практики» (студент — университетский наставник — школьный наставник), опирающейся на взаимную интеграцию когнитивного, операционально-практического и рефлексивно-аксиологического компонентов рефлексивного подхода, с учётом закономерностей поэтапного включения студента в профессиональное сообщество и формирования его профессиональной идентичности (professional identity);

технология развития профессиональной готовности в процессе педагогической практики усовершенствована на основе методической интеграции микрообучения, рефлексивного дневника и видеорефлексии, а также категоризации вербального взаимодействия на уроке (FIAC) и SWOT-анализа в соответствии с последовательностью цикла опытного обучения (конкретный опыт — рефлексивное наблюдение — абстрактная концептуализация — активное экспериментирование);

эффективность рефлексивно-практической технологии определена в рамках критериально-диагностического аппарата посредством использования практических заданий в качестве диагностического инструмента, математико-статистической обработки результатов контрольных и экспериментальных групп и установления статистической достоверности различий.

E’LON QILINGAN ISHLAR RO‘YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS
I-bo‘lim (I-часть; part I)

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