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OPPORTUNITIES FOR INTEGRATING INTERNATIONAL EXPERIENCE INTO THE NATIONAL SYSTEM OF TEACHER EDUCATION IN PREPARING FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

The integration of international educational experience into the national system of teacher education is an important factor in improving the professional preparation of future primary school teachers. This paper examines opportunities for adapting international pedagogical practices to the educational context of Uzbekistan. Particular attention is given to competency-based learning, innovative pedagogical technologies, practice-oriented training, reflective teaching, and digital educational resources. The theoretical discussion draws on international scholarship and the works of Uzbek researchers addressing pedagogical technologies and professional competence. The analysis suggests that international experience can strengthen future teachers' theoretical knowledge, practical skills, creativity, and ability to organise effective learning. However, successful integration requires careful consideration of national curricula, cultural values, institutional resources, and pupils' educational needs. The paper emphasises the importance of cooperation between universities and schools, professional development for teacher educators, and systematic evaluation of teaching practice. It concludes that combining international achievements with national educational priorities can contribute to preparing competent, reflective, and innovative primary school teachers.



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The quality of primary education largely depends on teachers' professional knowledge, pedagogical skills, and ability to organise an effective learning environment. Primary school teachers play an essential role in developing pupils' literacy, numeracy, communication, critical thinking, and social skills. Therefore, their professional preparation should combine theoretical knowledge with practical experience and the ability to apply appropriate teaching methods.

Contemporary educational development has increased interest in international approaches to teacher preparation. Various educational systems emphasise competency-based learning, collaborative activities, reflective practice, digital technologies, and school-based teaching experience. Studying these approaches provides opportunities to identify effective methods for improving the professional preparation of future teachers.

However, international experience cannot be transferred directly from one country to another without considering differences in curricula, cultural traditions, educational resources, and institutional conditions. For Uzbekistan, it is particularly important to adapt international practices to national educational objectives and the needs of primary school pupils.

The purpose of this paper is to examine opportunities for integrating international experience into the national system of teacher education and to identify pedagogical approaches that can support the professional development of future primary school teachers.

International research provides important theoretical foundations for improving teacher education. Shulman emphasises pedagogical content knowledge, which

enables teachers to transform subject knowledge into explanations and activities appropriate to learners' needs[1]. This perspective is particularly important in primary education, where concepts must be presented in accessible and engaging ways.

Darling-Hammond highlights the importance of connecting theoretical preparation with practical teaching experience[2]. Her research supports the view that future teachers should have opportunities to observe lessons, plan instructional activities, practise teaching, and analyse their professional performance.

The works of Uzbek scholars also contribute to the theoretical understanding of teacher preparation. Tolipov and Usmonboyeva examine the practical application of pedagogical technologies and their role in organising educational processes[3]. Their work provides a methodological basis for considering how innovative teaching approaches can be introduced into teacher education.

Muslimov and his co-authors discuss pedagogical competence and creativity as important aspects of professional development [4].These ideas are relevant to preparing future teachers who can apply their knowledge independently, select appropriate teaching methods, and respond creatively to classroom challenges.

The comparison of these perspectives indicates that effective teacher preparation requires a combination of theoretical knowledge, practical competence, innovative methods, and professional reflection. International experience can enrich this process when adapted to national educational priorities.

[1] Shulman, L. S. "Knowledge and Teaching: Foundations of the New Reform." Harvard Educational Review, 57(1), 1987, pp. 1–22.
[2] Darling-Hammond, L. "Constructing 21st-Century Teacher Education." Journal of Teacher Education, 57(3), 2006, pp. 300–314.
[3] Tolipov, O'. Q., and Usmonboyeva, M. Pedagogik texnologiyalarning tatbiqiy asoslari. Tashkent: Fan, 2006. pp. 45-49
[4] Muslimov, N. A., Usmonboyeva, M. H., Sayfurov, D. M., and To'rayev, A. B. Pedagogik kompetentlik va kreativlik asoslari. Tashkent, 2015.



The study employs a qualitative, descriptive-analytical approach based on selected scholarly publications concerning teacher education, pedagogical technologies, professional competence, and teaching practice.

The analysis focuses on three main tasks: identifying relevant international pedagogical practices, examining their potential application in Uzbekistan, and determining the conditions necessary for their successful integration.

The selected approaches are considered in relation to lesson planning, classroom organisation, professional development, reflective practice, and the use of digital educational resources. The paper is conceptual in nature; its findings represent a synthesis of scholarly perspectives rather than the results of an independently conducted experiment.

The analysis identifies several opportunities for integrating international experience into the preparation of future primary school teachers.

First, competency-based teacher education can strengthen the relationship between theoretical knowledge and practical teaching skills. Future teachers should be able to formulate lesson objectives, select appropriate teaching methods, develop assessment tasks, and evaluate learning outcomes. These competencies can be developed through practical assignments, microteaching, and the analysis of classroom situations.

Second, practice-oriented preparation can help students understand the realities of primary school teaching. Classroom observation, supervised teaching practice, lesson planning, and mentoring provide opportunities to apply theoretical knowledge in authentic educational situations. Cooperation between universities and schools can make this process more systematic.

Third, innovative pedagogical technologies can encourage active participation and problem-solving. Project-based learning, collaborative tasks, case studies, and problem-based activities can prepare future teachers to organise engaging

lessons and respond to different learning needs. These methods should be selected according to educational objectives rather than adopted simply because they are popular internationally.

Fourth, reflective teaching can support continuous professional improvement. Reflective journals, peer assessment, and feedback from mentors allow future teachers to identify strengths, analyse difficulties, and improve their teaching decisions. This process can contribute to the development of independent thinking and professional responsibility.

Fifth, digital educational resources can enrich teacher preparation through interactive materials, online learning platforms, and electronic assessment tools. These resources can support independent study and methodological preparation, provided that they are accessible and used purposefully.

The findings also indicate that successful integration depends on professional development for university lecturers, institutional support, and regular evaluation of implemented approaches. International experience is most useful when different methods are combined into a coherent system of teacher preparation.

The results suggest that international experience can contribute to improving the professional and pedagogical readiness of future primary school teachers. Nevertheless, its integration requires a balanced relationship between educational innovation and national priorities.

One important consideration is the adaptation of foreign practices to Uzbekistan's educational context. For example, project-based learning can be organised around local environmental issues, national traditions, or everyday mathematical problems. Such activities allow future teachers to apply innovative methods while maintaining relevance to the national curriculum and pupils' experiences.

Another consideration is the professional development of teacher educators. Introducing innovative approaches requires university lecturers to understand

their theoretical foundations and practical applications. Without adequate methodological support, new technologies may be used superficially and fail to improve learning outcomes.

Cooperation between universities and schools is equally important. Partnerships can provide future teachers with opportunities to observe experienced practitioners, participate in supervised lessons, and receive constructive feedback. These experiences can help students connect pedagogical theory with the practical demands of primary education.

Furthermore, the effectiveness of integration should be evaluated using clear criteria, including lesson-planning skills, classroom communication, selection of teaching methods, assessment practices, and reflective ability. Pilot implementation and feedback from students, lecturers, and school mentors can help institutions identify effective practices and make necessary adjustments.

Thus, international integration should be understood as a process of critical selection and adaptation rather than direct imitation. National educational traditions and international pedagogical achievements can complement each other when implementation is based on educational needs and professional objectives.

Integrating international experience into Uzbekistan's national system of teacher education offers significant opportunities to improve the preparation of future primary school teachers. Competency-based education, practice-oriented training, innovative pedagogical technologies, reflective teaching, and digital resources can strengthen professional knowledge and practical teaching skills.

The ideas of international and Uzbek scholars provide complementary foundations for this process. International research highlights the importance of pedagogical knowledge and practical preparation, while national scholarship

contributes perspectives on pedagogical technologies, competence, and creativity.

However, effective integration requires adaptation to national curricula, cultural values, institutional resources, and the needs of primary school pupils. It also requires stronger university-school cooperation, professional development for teacher educators, and systematic evaluation of teaching practice.

It is therefore recommended that pedagogical universities gradually introduce relevant international practices, evaluate their effectiveness, and adapt them to national educational priorities. Such an approach can contribute to preparing competent, creative, reflective, and professionally responsible primary school teachers.

References:

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