

Improving the Professional and Methodological Training of Future Primary School Teachers Based on Talis (International Survey)

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Abstract: This article deeply studies the issue of improving the professional and methodological training of future primary school teachers based on the international TALIS survey. The work analyzes the content, purpose and structure of the international TALIS survey, and highlights the factors of developing professional competencies based on the experience of advanced foreign countries. The current state of pedagogical training in the education system of Uzbekistan is analyzed, and its strengths and weaknesses are assessed based on the TALIS recommendations. The article develops scientifically based proposals and recommendations on improving the methodological literacy of future teachers, introducing a system of practical training based on innovative approaches, and harmonizing the quality of education with international criteria.

Keywords: international research, TALIS, primary education, teacher training, professional and methodological training, competence, innovative educational technologies, methodological literacy, quality of education, international experience, pedagogical practice, student activity, teacher competence, modern methods, education system, advanced training, professional development.

Main part. In an era when modern education is developing rapidly against the background of globalization, digitalization and innovative approaches, the issue of the quality of primary education and the professional training of teachers is becoming extremely relevant. In particular, the training of future primary school teachers in pedagogical educational institutions at the level of modern requirements and in accordance with international standards is one of the main tasks of today. From this point of view, the international TALIS study (Teaching and Learning International Survey), conducted at the initiative of the OECD, is the most up-to-date source of information on the teaching profession and serves as an important tool for improving education policy, identifying the needs of teachers and determining ways for their professional development.

TALIS - Teaching and Learning International Survey, i.e. the International Questionnaire on Teaching and Learning, can serve as an important basis. Through the TALIS international survey, many factors are studied, such as the professional needs of teachers, their approach to the teaching process, the level of use of methodological tools, their work on themselves, and social support. Therefore, a scientific analysis of this topic is of great importance both theoretically and practically. World experience shows that in successful education systems, the issue of teacher training is considered a priority strategic direction. The TALIS study provides analysis based on advanced models of professional and methodological training of teachers in advanced countries such as Finland, Singapore, Canada, Japan, and South Korea. In these countries, pedagogical

education is organized in an environment of continuous practice, theory, and reflection, combining modern technologies and interaction.

For example, in the Finnish education system, methodological training is given special attention, and at the undergraduate level, teachers are required to undergo at least 100 hours of practice in a real school environment per year. In Singapore, a “pedagogical mentoring” system has been established, and each new teacher is assigned an experienced teacher. This serves to exchange knowledge, develop practical skills, and strengthen professional orientation.

Research object and methods used. Based on TALIS data, it was determined that high-quality professional training is associated with the following factors: practical exercises aimed at developing methodological competence, the formation of independent analysis and self-assessment skills of teachers, interactive approaches, team learning, and professional cooperation. These factors create the basis for not only the knowledge of the teacher, but also personal and professional growth.

TALIS is a large-scale international survey conducted by the OECD (Organization for Economic Co-operation and Development) since 2008, based on in-depth analyses of teachers’ professional activities, work environments, knowledge and skills, and methodological approaches. The main objective of the study is to identify problems that hinder the professional development of teachers, develop competitive solutions in national education policies, and clarify the current state of the teaching profession.

The TALIS survey covers many aspects: teacher professional development needs, problems related to student behavior, methodological and didactic approaches, teacher leadership potential, organization of the teaching process, effectiveness of professional development and other indicators. Based on these indicators, similarities and differences are identified between teachers in participating countries. TALIS is currently being conducted in more than 60 countries. This study allows for a comparative analysis of different types of education systems and teaching cultures. The results also serve as a reliable source for policymakers, researchers and education leaders. The TALIS study analyzes various aspects related to teachers' working conditions, professional needs, methodological approaches to the educational process and the quality of education. Based on the results of this study, an in-depth analysis of the state of the teaching profession, its social prestige, role and importance in the education system is carried out. Also, countries participating in this international monitoring will have the opportunity to compare their education systems with others, identify their strengths and weaknesses. This, in turn, will allow them to formulate education policies based on sound and scientific approaches.

By analyzing the professional and methodological preparation of future primary school teachers based on the TALIS study, aspects such as their level of readiness for the educational process, methodological competence, skills in using innovative technologies, culture of cooperation, skills in lesson planning and analysis, as well as motivation to work on themselves are determined. It is precisely in this direction that research shows the importance of revising the methodological block in pedagogical education, strengthening integration with real school life, and training teachers based on modern approaches.

The education system of Uzbekistan is also developing against the background of these international trends. The reforms being implemented in the field of primary education in 2025, new generation textbooks, digital resources, and a system of teacher training directly confirm the relevance of this topic. However, there are some shortcomings in the level of methodological preparation, such as the low level of teachers' skills in using modern educational technologies, the limited use of interactive methods in lessons, and the lack of professional reflection. The TALIS results allow us to identify these situations and, based on them, compare and analyze them with the experience of advanced countries.

International experience shows that successful education systems pay special attention to the teaching profession. For example, in countries such as Finland, Singapore, and Japan, teacher

training is based on a rich pedagogical practice, regular professional development, methodological support, and an environment of cooperation. This helps future teachers to acquire not only theoretical knowledge, but also practical skills. On this basis, it is necessary to improve the training of future primary school teachers based on these international criteria in the higher pedagogical education system of Uzbekistan.

Results and their analysis. Modern methodological training should be focused not only on teaching teaching techniques, but also on developing students' personal competencies, developing innovative thinking, independent decision-making, and creative approach skills. A teacher today should act not only as a provider of knowledge, but also as a mentor, guide, and psychological supporter. Therefore, professional reflection, a culture of self-improvement, student-teacher cooperation, and the ability to use digital technologies should become priority areas in methodological training.

Improving the professional and methodological training of future primary school teachers based on the international TALIS survey is an urgent and strategic direction aimed at increasing not only the quality of pedagogical education, but also the effectiveness of the entire education system. In this regard, the integration of international standards into the national system, updating the content of methodological training, creating the necessary conditions for the professional development of teachers, and scientifically based approaches are of great importance. Thus, as a key turning point in the development of the education system by 2025, priority should be given to the personality of the teacher and the quality of his or her training.

New programs, textbooks, assessment systems, teacher training and certification based on the principle of continuity and gradualness of education are being introduced. However, the existing pedagogical education system has not yet completely abandoned the classical model, and some reserves in methodological training remain. Theoretical knowledge is prioritized in the training of future teachers, and not enough attention is paid to real practice. Students undergo school practice in a short-term and formal manner. Also, their skills in using modern interactive methods, organizing lessons based on a creative approach, and applying innovative technologies are poorly developed. Educational institutions do not have sufficient infrastructure, demonstration tools, experience exchange platforms, and laboratories to develop methodological skills in teacher training. This leads to the one-sided formation of professional competence. Modern approaches to training primary school teachers involve not only working with technical tools, but also developing professional competence through pedagogical reflection, interactive teaching methods, individual approaches that focus on the student. A competency-based approach, STEAM education, problem-based and project-based teaching methods, game-based pedagogy, and teaching on digital platforms are the tools of a modern teacher. To improve preparation, practice-oriented training, exchange of experience with advanced teachers, preparation of methodological portfolios, use of digital content, and development of a culture of self-improvement are among the important strategies. Also, establishing strong cooperation between universities and schools, and introducing a mentoring system will help students in their professional development.

Conclusion. Based on the above analysis, it can be said that improving the professional and methodological training of future primary school teachers based on international criteria is an inevitable path of modern education. The results of the TALIS study provide us with important diagnostic indicators. On this basis, the pedagogical education system of Uzbekistan should review its methodological structure, identify a modern teacher model, and determine ways to form appropriate competencies for it. Scientifically based, innovative, reflexive, practice-oriented pedagogical training is a necessity for the teacher of the future. In this regard, the cooperation of state policy, educational institutions, research centers, and pedagogical communities will be of great importance. In this way, primary education in Uzbekistan can be internationally competitive in 2025 and beyond.

Today's globalization and digital transformation processes also require fundamental changes in the field of education. The professional and methodological training of teachers, especially at the primary education level, is recognized as an important factor in the quality and effectiveness of education. Theoretical analyses conducted within the framework of this scientific work, international experience studies, and scientific approaches based on the TALIS international survey have shown that it is necessary to form the professional training of future teachers not only with traditional knowledge, but also through modern pedagogical competencies, practice-oriented methodological approaches, and readiness for continuous professional development.

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