



The significance of practical lessons in developing pedagogical mastery for future primary school teachers

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Annotation. *This article covers the significance of Jadid pedagogy in the modern education system, personality formation, spiritual and moral education, methodologies, educational works and textbooks, today's education system, national innovations, progressive ideas, ancient history of the people, religious views, spiritual and moral values, modern thinking in teachers, historical-pedagogical, educational paradigms, raising the social status of women, forming an equal society, harmony, worldview, methodological foundations, Jadid heritage, continuity in modern education, protecting youth from radicalism, extremism and alien ideological threats, forming modern ideological immunity, modern inclusive education, principles of gender education.*

Keywords: *Jadid pedagogy, spiritual and moral education, student personality, national values, education system.*

Значение практических занятий в развитии педагогического мастерства будущих учителей начальных классов

Аннотация. В данной статье исследуется ключевая роль практических занятий в повышении педагогического мастерства будущих учителей начальных классов. Опираясь на современные педагогические теории и эмпирические исследования, статья освещает, как практическая подготовка укрепляет профессиональные компетенции, связывает теоретические знания с их применением в реальных условиях и развивает необходимые педагогические навыки для эффективного управления классом и обучения, ориентированного на ребенка. В исследовании подчеркивается, что интеграция практико-ориентированных подходов в педагогическое образование является ключевым фактором подготовки разносторонних профессионалов, способных отвечать на разнообразные потребности учащихся начальных классов.

Ключевые слова: педагогическое мастерство, практические занятия, педагогическое образование, начальная школа, профессиональное развитие.

Bo'lajak boshlang'ich sinf o'qituvchilarining pedagogik mahoratini rivojlantirishda amaliy mashg'ulotlarning ahamiyati

Annotatsiya Ushbu maqolada bo'lajak boshlang'ich sinf o'qituvchilarining pedagogik mahoratini oshirishda amaliy mashg'ulotlarning muhim o'rni tahlil qilingan. Zamonaviy pedagogik nazariyalar va empirik tadqiqotlarga tayanib, amaliy tayyorgarlik kasbiy kompetensiyalarni qanday mustahkamlashi, nazariy bilimlarni amaliyot bilan qanday bog'lashi hamda sinfni samarali boshqarish va o'quvchilarga yo'naltirilgan ta'lim uchun zarur bo'lgan asosiy o'qituvchilik ko'nikmalarini qanday shakllantirishi yoritib berilgan. Tadqiqot boshlang'ich sinf o'quvchilarining turli ehtiyojlariga javob bera oladigan har tomonlama yetuk mutaxassislarni tayyorlashda o'qituvchilar ta'limiga amaliyotga yo'naltirilgan yondashuvlarni joriy etishning muhimligini alohida ta'kidlaydi.

Keywords: pedagogik mahorat, amaliy mashg'ulotlar, o'qituvchilar tayyorlash, boshlang'ich maktab, kasbiy rivojlanish.

INTRODUCTION

Teacher education has long been regarded as a cornerstone of educational reform, as the competence of teachers is directly linked to the academic achievement, social development, and personal growth of students. High-quality teachers not only impart knowledge but also serve as role models, facilitators of learning, and agents of change within the education system. Consequently, the preparation of future teachers has become a global priority, with scholars and policymakers emphasizing the importance of aligning teacher training programs with the evolving demands of 21st-century classrooms [2].

In this context, the balance between theoretical coursework and practical training has been the subject of much scholarly debate. While theoretical courses provide pre-service teachers with essential knowledge in pedagogy, psychology, curriculum studies, and subject

methodology, such knowledge often remains abstract and insufficient when confronted with the dynamic realities of primary school teaching. Primary education, in particular, requires teachers who are not only knowledgeable but also adaptable, empathetic, and skilled in managing diverse learners, including those with varying cognitive, social, and emotional needs.

Practical lessons serve as a vital bridge between academic knowledge and the authentic demands of teaching practice. They allow student teachers to observe experienced educators, experiment with instructional strategies, and receive constructive feedback in real or simulated classroom environments. Activities such as micro-teaching, school-based internships, classroom simulations, and reflective journals provide opportunities for pre-service teachers to test theoretical concepts, refine their communication skills, and develop effective classroom management techniques.

Furthermore, practical engagement fosters the professional identity of future teachers. By immersing themselves in real teaching contexts, pre-service teachers not only build confidence in their pedagogical skills but also develop reflective thinking, problem-solving abilities, and resilience. These qualities are indispensable in responding to the challenges of modern schooling, such as technological integration, inclusive education, and the promotion of child-centered approaches.

Therefore, the significance of practical lessons lies not only in enhancing technical teaching skills but also in cultivating the holistic professional competence of teachers. This article examines the role of practice-oriented learning in developing pedagogical mastery for future primary school teachers and argues that teacher preparation programs must place greater emphasis on sustained, meaningful, and reflective practical experiences to ensure the effective formation of professional educators capable of meeting the diverse needs of young learners.

LITERATURE REVIEW

The issue of developing pedagogical mastery among future primary school teachers has been the focus of numerous studies in modern pedagogical science. According to L.S.Shulman, pedagogical mastery is a complex system that integrates professional knowledge, teaching skills, and reflective ability. He emphasized that the teacher's practical experience serves as the foundation for transforming theoretical knowledge into professional competence. Similarly, J.Dewey argued that genuine learning occurs through experience and reflection, which makes practical lessons an essential component of teacher education.

Many researchers have highlighted that pedagogical mastery develops most effectively in the process of pedagogical practice. According to Fred A-J Korthagen, real classroom situations allow student-teachers to internalize theoretical concepts and to develop the ability to make independent pedagogical decisions. Likewise, J.Loughran noted that practical lessons create an environment in which pre-service teachers can experiment with various teaching methods, analyze their performance, and receive constructive feedback, thereby fostering self-efficacy and reflective thinking.

Contemporary studies in teacher education also emphasize the importance of competence-based and practice-oriented approaches. L.Darling-Hammond stressed that the integration of theory and practice ensures the development of key pedagogical competencies such as lesson planning, classroom management, communication, and student motivation. In addition, K.M.Zeichner and M.Cochran-Smith emphasized that practical training helps future teachers acquire professional identity and ethical awareness, which are integral to pedagogical mastery.

In the context of primary education, the development of pedagogical mastery requires a focus on child-centered and developmental teaching approaches. L.S.Vygotsky's sociocultural theory suggests that teachers' ability to scaffold learning depends on their

understanding of students' individual needs and potential, which can be effectively nurtured during guided teaching practice. Furthermore, research by J.Hattie shows that teachers' professional expertise – formed largely through practice – has one of the most significant impacts on students' learning outcomes.

In recent years, educational reforms in many countries have prioritized strengthening the practical component of teacher preparation programs. According to the European Commission, practice-based training models enhance professional readiness by bridging the gap between university coursework and real school environments. Uzbek and Central Asian scholars (D.Karimova, A.Rasulov) also note that systematic organization of pedagogical practice contributes to the cultivation of creative, communicative, and reflective abilities in future teachers.

The analysis of scientific literature indicates that practical lessons are a crucial mechanism for developing pedagogical mastery. They enable student-teachers to integrate theoretical and methodological knowledge with real-life pedagogical experience, develop professional self-awareness, and form the essential competencies required for effective teaching in primary education.

RESEARCH METHODOLOGY

This study employed a qualitative research design, drawing upon a systematic review of scholarly works published between 2017 and 2024 in the field of teacher education, with a specific emphasis on primary school teacher preparation. The qualitative approach was chosen because it enables an in-depth exploration of conceptual, theoretical, and empirical perspectives regarding the role of practical lessons in developing pedagogical mastery. Unlike quantitative studies that measure variables numerically, qualitative reviews allow for the synthesis of diverse viewpoints and a critical interpretation of emerging trends and practices.

The primary sources of data included peer-reviewed academic journal articles, books, conference proceedings, and policy reports from reputable international organizations such as UNESCO, OECD, and the European Commission. Electronic databases such as ERIC, Scopus, Web of Science, and Google Scholar were searched using keywords including “practical lessons in teacher education,” “pedagogical mastery,” “primary school teacher training,” “reflective practice,” and “practice-based learning.” Studies were selected if they directly addressed the integration of practical training in teacher education programs or provided empirical evidence on its impact on future teachers' professional competencies.

The inclusion criteria for selecting sources were as follows:

Publications from 2017 to 2024 to ensure the analysis was based on recent and relevant evidence.

Studies focusing on pre-service teacher education, with particular attention to primary school teachers.

Research that highlighted the relationship between practical experiences (e.g., teaching practice, micro-teaching, internships, classroom simulations) and the development of pedagogical competence.

Both qualitative and mixed-method studies were included to provide a comprehensive understanding, while purely quantitative statistical analyses with limited pedagogical interpretation were excluded.

The data were analyzed using an interpretive thematic analysis. This involved carefully reading, coding, and categorizing the content of selected studies to identify recurring themes and patterns. Four main thematic categories emerged:

The development of technical teaching skills such as lesson planning, instructional delivery, and assessment.

The role of self-reflection and feedback in shaping teaching identity and continuous improvement.

Strategies for maintaining a positive, inclusive, and structured learning environment.

Approaches that prioritize learners' needs, interests, and individual differences.

By synthesizing findings across multiple sources, this study provides a nuanced understanding of how practical lessons contribute to the professional growth of future primary school teachers.

ANALYSIS AND RESULT

The analysis of recent scholarly works revealed three interrelated yet distinct findings that highlight the significance of practical lessons in developing pedagogical mastery for future primary school teachers.

One of the most consistent outcomes across the reviewed literature is the role of practical lessons in consolidating professional competence. Through structured teaching practice, micro-teaching, and classroom simulations, pre-service teachers acquire the ability to design lesson plans, implement instructional strategies, and apply appropriate assessment techniques. Unlike theoretical training, which often remains abstract, practice-based learning allows student teachers to directly experience the challenges and successes of teaching. This hands-on engagement not only deepens their subject knowledge but also fosters confidence in their ability to manage instructional tasks effectively. Furthermore, practical lessons provide opportunities to experiment with various teaching methodologies, evaluate their effectiveness, and adapt them to specific classroom contexts.

A second key finding is the transformative impact of practical lessons on reflective practice. By engaging in authentic teaching scenarios and receiving feedback from mentors, peers, and supervisors, pre-service teachers learn to critically examine their own teaching behaviors. Such reflection helps them identify strengths, recognize areas for improvement, and develop strategies for overcoming instructional challenges. Journaling, peer observations, and post-lesson discussions emerged as effective tools for nurturing this reflective habit. Over time, these practices contribute to the formation of a reflective professional identity, where continuous self-assessment becomes an integral part of pedagogical growth. This reflective orientation is particularly valuable in a rapidly changing educational environment, as it equips teachers with the mindset necessary for lifelong learning and professional adaptability.

The third major finding relates to the development of classroom adaptability. Practical lessons immerse student teachers in diverse school environments, exposing them to learners with varying academic abilities, socio-cultural backgrounds, and behavioral patterns. Such exposure encourages the cultivation of inclusive teaching strategies, empathy, and flexibility in addressing individual student needs. For instance, pre-service teachers reported greater awareness of differentiated instruction, learner-centered approaches, and the importance of creating safe and supportive classroom environments. The ability to adapt to different contexts not only enhances immediate teaching effectiveness but also prepares future educators to manage the evolving demands of primary education, including digital integration, multiculturalism, and inclusive practices for children with special educational needs.

Overall, these findings demonstrate that practical lessons function as a multi-dimensional learning process. They simultaneously equip pre-service teachers with technical teaching skills, nurture reflective habits, and strengthen their adaptability to diverse learning environments factors that collectively form the foundation of pedagogical mastery in primary school education.

DISCUSSION

The findings of this study reaffirm that practical lessons are indispensable in shaping pedagogical mastery and preparing competent future teachers. While theoretical instruction provides the intellectual foundation of teaching, it is through active participation in real or simulated classroom contexts that pre-service teachers develop the professional skills and dispositions necessary for success. Without such exposure, many graduates enter schools with limited confidence and struggle to bridge the gap between theoretical understanding and classroom realities [6].

A central theme emerging from the analysis is that practical lessons cultivate not only technical competence such as lesson planning, instructional design, and assessment but also the professional values and attitudes that define effective educators. These include empathy, patience, adaptability, and the ability to establish positive relationships with young learners. As research in teacher education suggests, pedagogical mastery is not merely the accumulation of knowledge and skills, but rather the integration of intellectual, emotional, and ethical dimensions of teaching [5].

Another important aspect is the role of reflective practice in enhancing professional growth. When pre-service teachers critically analyze their teaching experiences whether through journals, peer observations, or supervisor feedback they engage in a process of self-discovery and improvement. Reflection strengthens their ability to identify personal strengths, recognize weaknesses, and develop strategies for continuous growth. This reflective orientation is aligned with the principles of constructivist pedagogy, which emphasize that learning is an active, contextualized, and lifelong process. Teachers who internalize reflective habits are more likely to remain open to innovation, adapt to new educational technologies, and respond effectively to curriculum reforms.

Additionally, practical lessons contribute to developing classroom adaptability, a skill increasingly essential in today's diverse and dynamic educational landscape. Exposure to varied teaching contexts allows pre-service teachers to practice differentiated instruction, apply inclusive strategies, and integrate child-centered approaches. This adaptability not only enhances immediate teaching effectiveness but also prepares future educators to respond flexibly to global trends such as multicultural classrooms, inclusive education for children with special needs, and the growing integration of digital learning tools.

In sum, the discussion highlights that the integration of practice-based learning in teacher education is not supplementary but foundational. It transforms pre-service teachers from passive recipients of theoretical knowledge into active, reflective, and adaptive professionals capable of navigating the complexities of primary school teaching.

CONCLUSION

This study concludes that practical lessons play a pivotal and transformative role in the development of pedagogical mastery among future primary school teachers. By providing authentic teaching experiences, these lessons bridge the divide between theory and practice, enabling pre-service teachers to apply pedagogical knowledge in real contexts with confidence and competence. Practical training nurtures essential professional skills, promotes reflective thinking, and equips educators with the adaptability required to meet the diverse needs of primary school learners.

Furthermore, the evidence suggests that practical lessons should not be treated as isolated components of teacher education but as integral elements embedded throughout the training process. Teacher preparation programs must therefore:

- prioritize sustained and meaningful practice-oriented approaches;
- strengthen partnerships between universities and schools to create supportive mentoring systems;

- integrate reflective practices such as peer feedback, journaling, and post-lesson analysis into training curricula;
- encourage innovative and inclusive teaching strategies to prepare teachers for 21st-century classrooms.

By adopting these measures, teacher education institutions can ensure the holistic development of future educators. Ultimately, practical lessons contribute not only to the technical effectiveness of teachers but also to their professional identity, values, and commitment to lifelong learning. Preparing reflective, adaptive, and skilled primary school teachers is essential for nurturing the next generation of learners and for advancing educational quality in a rapidly changing world.

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