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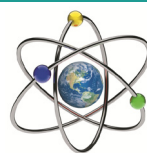


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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE INTERSECTION OF SCIENCE AND PEDAGOGY: THE TEACHER'S ROLE IN PROFESSIONAL EVOLUTION

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Abstract: This publication explores the role of scientific achievements in a teacher's professional activity. Special attention is paid to the relationship between pedagogy and science. The authors cite federal educational standards and formulate the core requirements for teacher professionalism.

Key words: science; educational process; teaching labor; scientific approach to training.

Annotatsiya: Ushbu nashrda o'qituvchining kasbiy faoliyatida ilmiy yutuqlarning tutgan o'rni tadqiq etilgan. Pedagogika va fan o'rtasidagi o'zaro bog'liqlikka alohida e'tibor qaratilgan. Mualliflar davlat ta'lim standartlaridan iqtiboslar keltirib, pedagog kasbiy mahoratiga qo'yiladigan talablarni shakllantirgan.

Kalit so'zlar: fan; ta'lim jarayoni; o'qituvchi mehnati; o'qitishda ilmiy yondashuv.

Аннотация: В данной публикации исследуется роль научных достижений в профессиональной деятельности учителя. Особое внимание уделено взаимосвязи между педагогикой и наукой. Авторы приводят цитаты из государственных образовательных стандартов и формулируют требования к профессиональному мастерству педагога в современных условиях.

Ключевые слова: наука; образовательный процесс; учительский труд; научный подход в обучении.

INTRODUCTION

Science is a human endeavor aimed at perceiving and organizing objective reality. Its essence lies in the systematic collection and continuous enrichment of a factual database, as well as in its logical structuring and interpretation.

LITERATURE REVIEW

The professional evolution of a teacher is increasingly conceptualized as a dynamic synthesis of scientific inquiry and pedagogical practice. Contemporary research indicates that the modern educator is no longer merely a transmitter of knowledge but rather a "practitioner-researcher" who operates at the intersection of academic achievement and classroom application. Central to this discourse is the shift from traditional instructional models to evidence-based pedagogy. Scholars emphasize that the integration of scientific achievements into the educational process enhances a teacher's capacity to respond effectively to the rapidly changing demands of global educational standards.

A substantial body of literature focuses on the role of professional standards as a framework for educational excellence. These standards require teachers to possess not only profound subject-matter expertise but also a high level of methodological competence grounded in up-to-date scientific evidence. Research demonstrates that when teachers actively engage with scientific literature and adopt a systematic, analytical approach to their professional practice, the quality of student learning outcomes improves significantly. This "scientific approach to training" involves the use of empirical data to diagnose learning gaps, as well as the application of contemporary psychological and neurological findings to optimize students' cognitive development. Furthermore, recent studies describe the relationship between pedagogy and science as a reciprocal ecosystem. While science provides methodological tools and theoretical foundations, the pedagogical sphere functions as a practical laboratory in which these theories are tested, adapted, and refined. The literature high-



lights that teacher professionalism is increasingly defined by the capacity for “continuous evolution,” a process largely dependent on active engagement with the scientific community, participation in empirical or field-based research, and adherence to rigorous educational standards. Ultimately, scholarly consensus suggests that the intersection of science and pedagogy serves as the primary driver of modern educational reform, requiring teachers to maintain a dual professional identity as both researchers and mentors in order to ensure sustainable professional growth.

RESEARCH METHODOLOGY

What is the significance of scientific work for a teacher, and does it possess practical value? The teacher occupies a central position in the educational process, shaping and implementing learning environments through which students' progress along their academic trajectories. The teacher functions as the primary catalyst for change within education. As K. D. Ushinsky rightly observed, progress in education and upbringing is impossible without continuous improvement of the teacher's professional activity. Within a dynamically developing and increasingly open global environment, one of the key professional qualities of an educator is an ongoing commitment to self-development and lifelong learning. A successful teacher must demonstrate flexibility, adapt rapidly to new conditions, think creatively, and assume responsibility for independent decision-making. The development of these qualities requires the expansion of opportunities for creative professional expression, as well as the reduction of excessive bureaucratic regulation and external control over pedagogical activity.

In accordance with professional standards and federal educational legislation, a teacher is required to: implement and support initiatives aimed at improving the educational environment while ensuring student safety and well-being; organize and conduct educational activities in alignment with curricular objectives; continuously analyze and evaluate the effectiveness of lessons and instructional methods; monitor and assess student progress both during the learning process and upon completion of the curriculum; develop universal learning skills and acquire ICT (Information and Communication Technology) competencies; foster academic motivation and provide objective assessments based on students' actual abilities through testing and other assessment instruments.

ANALYSIS AND RESULTS

Pedagogical science analyzes the processes of teaching and upbringing carried out by the educator. The legacy of theoretical research provides practitioners with tools that are continuously refined through scientific inquiry. Pedagogy supports the teacher by offering a structured and well-substantiated framework for action, ranging from methodological recommendations to a wide variety of teaching aids.

In modern conditions, the relevance of a scientific approach to education is undeniable, as it directly determines the quality of training for qualified specialists. Contemporary pedagogical “scenarios” represent a synthesis of the knowledge and experience accumulated by both theorists and practitioners. As a result, teachers are not required to reinvent established approaches or reproduce the entire history of human cognitive experience. At the same time, pedagogical science offers primarily generalized approaches. Therefore, a teacher cannot remain a passive executor; instead, they must creatively interpret and apply pedagogical knowledge in practice. The objective is not necessarily to produce new scientific discoveries, but rather to continuously enhance personal professional mastery and improve the overall quality of the educational process.

Years of experience demonstrate that even the most carefully designed materials and methodologies do not, by themselves, guarantee success. This methodological “baggage” may remain ineffective if the teacher does not perceive educational goals as personally meaningful or fails to understand the inner world of the student. Without solid preparation in general didactics, teaching methodology, and pedagogical psychology, even the most advanced instructional guides lose their effectiveness. Theoretical knowledge enables the educator to plan the logic and sequence of pedagogical actions, to anticipate learning outcomes, and to construct a coherent and holistic system of professional practice.

CONCLUSION

High-level professional skills enrich pedagogical practice and stimulate science toward new achievements. This creates constructive interaction with the scientific community, in which tasks that current methods cannot yet solve are addressed. Science must stay ahead of progress by developing new solutions that do not yet exist in school practice. If science were limited only to summarizing existing experience, its social significance would be questionable. The joint development of science and practice enables mutual enrichment, which is essential for the scientific justification and effective implementation of innovations. Innovations—understood as purposeful changes—are capable of shifting the educational system to a new qualitative state. Pedagogy and



science are inextricably linked: achieving true professionalism requires a deep understanding of scientific foundations. Only the systematic study of pedagogical theories combined with their consistent practical application allows educators to become highly qualified specialists.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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