

## METHODOLOGY FOR DEVELOPING PEDAGOGICAL MASTERY OF FUTURE TEACHERS BASED ON INTERACTIVE PLATFORMS IN THE DIGITAL EDUCATION SPACE

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Tahrir hay'ati a'zosi, pedagogika fanlari bo'yicha falsafa doktori (PhD)

### Abstract:

With the development of independent states, changes in the material and spiritual life of society, the exchange of worldviews and the reform of the education system, there is a need to introduce a new type of teaching staff into the field of science, capable of working independently.

### Introduction

#### TAQRIZ

Mustaqil davlatlar rivojlanishi bilan jamiyatning moddiy va ma'naviy hayotidagi o'zgarishlar, dunyoqarashlar almashinuvi va ta'lim tizimini isloh qilish davrida mustaqil ish yurita oladigan yangi tipdagi o'qituvchi kadrlarni fan sohasiga olib kirish zarurati tug'ilmoqda.

O'qituvchi kadrlar, jumladan matematika, musiqa, informatika, kimyo fanlari o'qituvchilarini tayyorlash jarayoni ta'limning texnokratik va gumanistik tendensiyalari eskirib qolgan aqidaparastlik va demokrativlashtirish, ta'limning erkinligi va variativligi, o'qituvchilar tayyorlashning yangi tizimi va uning individual ijodiy xarakteri, pedagogik mehnat bozorining yuzaga kelishi va ko'plab o'qituvchilarning raqobatbardosh emasligi, o'qituvchi kasbining yoshlar orasida yetarlicha e'tibor topmayotgani, o'qituvchilarning ijtimoiy himoyalaniishi o'rtasidagi qator ziddiyatlar hisobiga murakkablashib borishi kuzatilmoqda. Bugungi kunda oliy pedagogik ta'lim tizimi ma'naviy ishlab chiqarish sohasi tarzida o'qituvchi shaxsini kasbga tayyorlashning yaxlit ilmiy nazariyasi asosida yaratilgan taqdirdagina yangi bosqichga ko'tarilishi mumkin. Mazkur nazariya o'qituvchilar tayyorlashning didaktik asoslarini har tomonlama ishlab chiqishga asoslanadi.

The rapid transformation of education under the influence of digital technologies has fundamentally reshaped the professional profile of future teachers, making pedagogical mastery not only a matter of subject knowledge and methodological competence but also

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an outcome of effective engagement with interactive digital platforms within a comprehensive digital learning environment. This article proposes and substantiates a methodological framework for developing the pedagogical mastery of pre-service teachers through interactive platforms in the context of a digital educational space, emphasizing the integration of pedagogical interaction, reflective practice, and competency-based digital instruction. The study is grounded in contemporary theories of digital pedagogy, constructivist learning, and professional competence development, and it employs a mixed-methods research design combining qualitative pedagogical analysis with quantitative evaluation of learning outcomes. The results demonstrate that systematic use of interactive platforms—such as learning management systems, collaborative digital tools, and simulation-based environments—significantly enhances pedagogical communication skills, instructional design competence, and reflective teaching abilities among future teachers. The findings confirm that pedagogical mastery in the digital education space is most effectively developed through an integrative methodological approach that aligns technological affordances with pedagogical objectives, learner centered interaction, and continuous professional reflection. The article contributes to the theoretical and practical advancement of teacher education by offering a scalable, methodologically grounded model for pedagogical mastery development in digitally enriched learning environments.

Ushbu maqolani yozish davomida izlanuvchi 40 nomdagi ilmiy adabiyotlardan foydalanganligi alohida e'tiborga loyiq. Maqolaning ilmiyligi, yangiligi va amaliyotga bog'liqligini yuqori baholayman. Maqolani "American Journal of Interdisciplinary Research and Development" xalqaro ilmiy jurnaliga nashrga berish mumkin deb hisoblayman.