



PEDAGOG

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Exact
Natural
Medical
Technical
Economics
Philological
Pedagogical
Social sciences
and humanities



36.	Tursuntosh Isroilova <i>THEORETICAL FOUNDATIONS OF STORYTELLING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING</i>	210
37.	Nargizaga Yesenbayevna Perdeshova <i>IQTISODIY RIVOJLANGAN DAVLATLAR TALIM TIZIMI VA ULARNING OZIGA XOSLIKLAR</i>	221
38.	Gulora Abduraxmanova Dusanovna <i>O'ZBEK TILI O'QITISH METODIKASI: AN'ANAVIY VA ZAMONAVIY YONDASHUVLAR TAHLILI</i>	226
39.	Axmedova F. M. <i>MAHALLA DARAJASIDA BARQAROR ARXITEKTURA TIZIMINI SHAKLLANTIRISH</i>	233
40.	Murtozaqulov Z. M. <i>EKSPONENSIAL VA LOGARIFMIK TENGLAMALARNI YECHISHNING USULLARI</i>	237
41.	Nazira Burxonjonovna Kurbanova <i>PEDAGOGIK PSIXOLOGIYANING O'QITISH VA O'RGANISH JARAYONIDAGI NAZARIY ASOSLARI</i>	242
42.	Amanov Mansur Uralovich <i>ROSSIYA UKRAINA URUSHIDA QO'LLANILIB KELAYOTGAN ZIRHLI TEXNIKALARNING O'RNI</i>	257
43.	Numonov Otabek Urmonovich <i>IMPROVING THE ACTIVITIES OF INNOVATIVE BUSINESS INCUBATORS AT HIGHER EDUCATIONAL INSTITUTIONS.</i>	264
44.	Rahmonberdieva Durdona <i>ОПЫТ УЗБЕКСКИХ СЕМЕЙ И ТЕОРИЯ МАСАРУ ИБУКИ</i>	269
45.	Jaloliddinov Sherzodbek Ikromovich, Rustamova Jasmina Nazirjon qizi <i>OSHQOZONNING SARATON OLDI KASALLIKLARI VA OSHQOZON SARATONI</i>	273
46.	Ibrohimova Nilufar, Usmonova Shahnoza Yoqubjon qizi <i>THE USE OF EDUCATIONAL APPS IN LEARNING ENGLISH</i>	277
47.	Jabborova K. E, Toshpulatova J. O, Abdullayeva Z. D <i>COMPARISON OF ASSESSMENT APPROACHES IN STEM EDUCATION: SINGAPORE AND UZBEKISTAN</i>	282
48.	Saparbayeva Dilbar Adilovna <i>SUN'IY INTELLEKT ASOSIDA STATISTIK TAFAKKUR DIAGNOSTIKASI VA MONITORING TIZIMINI YARATISH</i>	288
49.	Мирзаева Эльнура Адилбековна <i>«ВОСПИТАНИЕ УЧАЩИХСЯ ПОСРЕДСТВОМ СКАЗОК»</i>	294
50.	Жолдасбаева Зухра, Кабулова Лола Толыбаевна <i>КОНЦЕПТ «ТЕЛО» В РУССКОЙ ЯЗЫКОВОЙ КАРТИНЕ МИРА</i>	299
51.	Raxmatullayeva anor qayrullayevna <i>TABIIY FANLARNI O'QITISHDA RAQAMLI TA'LIM TEXNOLOGIYALARINING AFZALLIKLAR</i>	302
52.	Тожибоева Гульмира Рифовна, Ломанова Диана <i>ИНТЕГРАЦИЯ ПЕДАГОГИЧЕСКИХ, ПСИХОЛОГИЧЕСКИХ И МЕТОДОЛОГИЧЕСКИХ ЗНАНИЙ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ</i>	306
53.	Miryusupova M. M. <i>TALABALARNING KRITIK VA IJODIY FIKRLASHINI RIVOJLANTIRISHDA HAMKORLIK TEXNOLOGIYALARINING ROLI</i>	311
54.	Qodirova Xusnida <i>BOSHLANG'ICH SINIF O'QUVCHILARIDA O'QUV FAOLIYATI ORQALI IJODIY SALOHİYATNI RIVOJLANTIRISH</i>	315
55.	Ziyoda Urinbayeva <i>THE ROLE OF SOCIO-PEDAGOGICAL FACTORS IN FORMING INDEPENDENT WORK COMPETENCE OF PROSPECTIVE TEACHERS</i>	321

THE ROLE OF SOCIO-PEDAGOGICAL FACTORS IN FORMING INDEPENDENT
WORK COMPETENCE OF PROSPECTIVE TEACHERS

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Annotation: *In the modern educational environment, the ability of teachers to work independently is considered a crucial professional requirement. This research analyzes the socio-pedagogical factors influencing the development of independent work competence among future teachers. The study identifies the current level of this competence, examines challenges related to self-management, planning, and self-assessment, and proposes strategies to strengthen independent learning skills. The findings highlight the necessity of interactive teaching methods, reflection-based tasks, and improved support from teacher-mentors. Recommendations for enhancing teacher-training programs are also provided.*

Key words: *independent work competence, future teachers, self-management, pedagogical support, educational strategies, motivation.*

INTRODUCTION

Globalization and rapid technological progress are reshaping the expectations placed on the education system. A modern teacher is no longer only a knowledge transmitter but also a mentor who guides students toward independent thinking, self-organization, and continuous personal development. Therefore, the formation of independent work competence among prospective teachers is increasingly recognized as a socio-pedagogical need.

Independent work competence encompasses the ability to plan professional activities autonomously, solve instructional problems, evaluate one's performance, and consistently improve the teaching process. Teachers possessing a high level of independence can adapt to innovations, support student autonomy, and create a learning environment that fosters creativity and responsibility.

Despite its significance, many university students face difficulties in planning tasks, managing time, and objectively evaluating their performance. This indicates that higher educational institutions must strengthen their methodological approaches to developing independent work skills.

LITERATURE REVIEW AND METHODOLOGY

Independent work is considered one of the fundamental components of teacher education. Researchers such as B.P. Yesipov, P.I. Pidkasisti, and T.A. Ilyina emphasize

that independent activities should be organized through purposeful tasks that stimulate cognitive activity, require decision-making, and encourage students to express personal viewpoints.

Various scholars classify independent work based on its didactic purpose, forms, and levels of autonomy. For instance, B.P. Yesipov differentiates between tasks aimed at gaining new knowledge, reinforcing learned material, and checking acquired skills. Other researchers highlight that independent tasks may be individual, pair-based, or group-oriented, depending on the instructional context.

In pedagogical practice, independent work is carried out both inside and outside the classroom. Classroom-based tasks are usually guided by the teacher, whereas extracurricular assignments require students to manage their time and learning independently. The diversity of these tasks enables the formation of educational-cognitive competence by gradually increasing task complexity and encouraging autonomous decision-making.

This study employed quantitative (survey) and qualitative (interview, observation) methods to assess the existing state of independent work competence among future teachers.

RESULTS

The findings demonstrate that the overall level of independent work competence among students is **moderate**. Correlation analysis revealed a strong positive relationship between independent work competence and both:

- **self-management skills (r = 0.75, p < 0.001)**
- **learning motivation (r = 0.68, p < 0.001)**

Survey results also showed that:

- **70%** of students struggle with self-assessment,
- **62%** experience difficulties in planning,
- **45%** have low motivation,
- **55%** often rely on teacher assistance.

	1 st course	2 nd course	3 rd course	4 th course	Total
Inadequate self-assessment skills	79%	76%	64%	61%	70%
Planning difficulties	67%	64%	60%	57%	62%
Low motivation	55%	53%	40%	32%	45%
Need help from the teacher	67%	61%	55%	37%	55%

Interviews with mentors indicated that insufficiently structured independent tasks and limited use of active learning methods hinder the development of student autonomy.

Observations confirmed that interactive, project-based lessons significantly increased student participation levels—on average by **20%** compared to traditional lectures.

DISCUSSION

The data suggest that socio-pedagogical factors play a decisive role in shaping independent work competence. Students with stronger self-management and higher motivation demonstrate greater success in autonomous tasks, which corresponds with international research by Zimmerman (2000) and Pintrich (2004).

The relatively low self-assessment scores highlight the need to introduce reflection-based assignments and structured feedback mechanisms. Furthermore, teacher-centered approaches remain dominant in many higher education institutions, limiting student engagement and independence.

Considering the study’s sample size (120 students), the results are meaningful but should be validated in larger cohorts. Self-reported data may also include subjective biases; however, triangulation with interviews and observations helped strengthen the reliability of findings.

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Based on the outcomes, the study recommends:

- ✓ increasing the use of interactive and project-based learning by at least **30%**,
- ✓ conducting professional-development workshops for educators,
- ✓ integrating self-management and reflection modules into teacher-training curricula.

CONCLUSION

The study confirmed that prospective teachers demonstrate an average level of independent work competence, and that self-management and motivation significantly contribute to its development. The prevalence of planning and self-assessment difficulties indicates a need for deliberate pedagogical interventions.

Independent work outside the classroom should focus not merely on expanding content knowledge but on enhancing cognitive and professional skills. The results are expected to support curriculum improvement, teaching methodology modernization, and the enhancement of teacher-training programs.

Future research may examine long-term effects of independent work development strategies, compare institutional differences, and design more objective assessment tools for evaluating autonomy in learning.

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