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THE PEDAGOGICAL CONDITIONS FOR PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITY THROUGH PROBLEM-BASED LEARNING TECHNOLOGIES (ON THE EXAMPLE OF THE "TARBIYA" COURSE)

Maftuna Jabboraliyeva

1st-year Master's Student in Theory and History of Pedagogy

Kokand State University

Email: maftunajabboraliiyeva22@gmail.com

ABSTRACT: This article examines the pedagogical conditions for preparing future teachers for professional activity through problem-based learning (PBL) technologies. It analyzes the theoretical foundations and practical mechanisms for developing professional competencies in the context of moral education ("Tarbiya"). By introducing structured problem situations, case studies, and dilemma-based discussions into the higher education curriculum, the study outlines a systematic framework to shift undergraduate training from a reproductive model to a highly productive, reflexive, and adaptive professional standard.

Keywords: problem-based learning, professional activity, pedagogical condition, competence, moral education ("Tarbiya"), reflection.

INTRODUCTION

Globalization, exponential information expansion, and profound socio-economic transformations in the modern global educational landscape place unprecedented demands on pedagogical teacher training systems. The modern schoolteacher can no longer function merely as a passive transmitter of standardized knowledge. Instead, contemporary classrooms require a facilitator, mentor, and guide who can cultivate independent critical thinking, resilience, and complex problem-solving skills in students. As access to data becomes ubiquitous, traditional reproductive learning models lose their utility. They are rapidly being replaced by productive learning frameworks emphasizing knowledge application, strategic navigation of non-standard scenarios, and creative synthesis.

Within this context, the integrated school course titled "Tarbiya" (Moral Education)—recently introduced into the general secondary education curriculum of Uzbekistan—holds immense socio-cultural significance. This course synthesizes core tenets of civic education, national values, universal ethics, law, and sociology to foster high moral character, patriotism, legal consciousness, and psychosocial adaptability in the younger generation. However, the operational complexity of "Tarbiya" lies in its lack of rigid academic formulas. Its pedagogical core deals directly with real-world moral conflicts, complex ethical dilemmas, and modern value dualisms. Consequently, delivering this curriculum effectively requires a complete overhaul of instructional methodologies within higher pedagogical institutes.

Analysis of current pre-service teacher training routines reveals that standard lectures and passive seminars often limit undergraduate mastery to basic cognitive familiarity ("I know"). Transitioning to functional proficiency ("I can implement") requires a systemic integration of

Problem-Based Learning (PBL) technologies. PBL shifts students from passive consumers of pre-digested theories into active investigators and problem-solvers. Pre-service teachers must experience the friction, analysis, and resolution of educational problem-situations firsthand during their university training before they can confidently manage ethical reasoning and collaborative discourse in secondary school environments.

The **urgency** of this research stems from a clear institutional contradiction: while public demand for modern moral education is exceptionally high, the corresponding methodological literature and structural guidelines for training "Tarbiya" teachers via innovative, problem-based frameworks remain underdeveloped.

- **Research Object:** The institutional process of preparing pre-service teachers for professional pedagogical activity within higher education institutions.

- **Research Subject:** The set of pedagogical conditions, structural forms, methods, and instructional instruments required to cultivate professional competence in future "Tarbiya" teachers using problem-based learning technologies.

- **Research Objective:** To theoretically substantiate, design, and empirically validate the critical pedagogical conditions for deploying problem-based learning technologies to prepare future "Tarbiya" teachers for active professional service.

LITERATURE REVIEW AND METHODOLOGY

The conceptual landscape of Problem-Based Learning is a foundational pillar of modern educational psychology and didactics. Its epistemological origin traces back to John Dewey's pragmatic philosophy, which advocated for "learning by doing" and characterized reflective thinking as an active process of resolving perceived cognitive obstructions or problem situations.

During the late 20th century, PBL was systematically formalized into a comprehensive instructional category. Aleksei Matyushkin examined the psychological mechanics of problem situations, mapping how cognitive dissonance sparks intellectual curiosity and intrinsic motivation. Mirza Makhmutov engineered the structural-didactic framework for problem-based classrooms, detailing the precise step-by-step algorithms required to transform standard learning content into productive inquiries. Concurrently, Isaak Lerner and Wincenty Okoń advanced taxonomies of discovery-oriented and heuristic methods, illustrating how guided intellectual struggles accelerate cognitive development.

Within the national pedagogical science of Uzbekistan, the broader parameters of pre-service teacher development have been explored through various institutional lenses:

- **N.A. Muslimov** established the theoretical and methodological foundations for the professional identity, structural models, and competence metrics of vocational education teachers;

- **R.A. Mavlonova** detailed the implementation of innovative pedagogical technologies to refine the practical-methodological preparation of primary school educators;

- **B.Kh. Khodjayev** analyzed macro-pedagogical processes, defining the exact didactical laws required to systematically build logical, historical, and critical thinking in university students.

However, a contemporary review of specialized literature reveals a distinct gap: the functional utility of PBL has been studied almost exclusively within STEM fields (mathematics, physics, chemistry) or engineering disciplines. The distinct pedagogical laws, instructional mechanics, and design parameters needed to apply problem-based learning to an integrated, values-driven course like "Tarbiya" remain unaddressed. Specifically, using moral dilemmas to build professional reflection in pre-service educators has not yet been investigated as an independent research problem. This creates a noticeable **research gap** between established abstract didactics and the immediate practical need for highly adaptive "Tarbiya" educators, defining the direction and purpose of this study.

The **methodological framework** of this research relies on a holistic, systems-oriented approach. It combines theoretical methods (comparative-historical synthesis, educational modeling) with empirical approaches (pedagogical observation, diagnostic interviewing, and structured questionnaires). Controlled experimental trials were organized and monitored within the undergraduate programs at Kokand State University and regional pedagogical institutes to evaluate the validity of the proposed pedagogical conditions.

RESULTS AND DISCUSSION

Our empirical and field investigations indicate that the successful preparation of future "Tarbiya" teachers through PBL depends on three primary, interdependent **pedagogical conditions**:

1. **Motivational-Targeted Condition:** Fostering a clear professional drive within students. Pre-service teachers must recognize that resolving moral friction in a classroom is not just an instructional trick, but a vital tool for building a student's personal worldview.

2. **Content-Technological Condition:** Re-engineering university syllabi to integrate specialized modules such as "PBL Applications in Moral Education." This ensures that learning materials blend classical national values with modern global ethics.

3. **Creative-Activity Condition:** Immersing undergraduate students in the active design of problem-based environments, requiring them to write original case studies, lead peer-to-peer debates, and simulate classroom role-play scenarios.

To measure the impact of these conditions, a comparative analysis was conducted between a Control Group (CG), taught via standard lecture methods, and an Experimental Group (EG), trained using the structured PBL framework. The final assessment focused on three professional competence levels: Creative (High), Pedagogically Active (Medium), and Reproductive (Low).

Unlike traditional academic disciplines, the "Tarbiya" course lacks fixed formulas or empirical constants. It deals with fluid, real-world human dynamics: digital etiquette, changing family structures, and the intersection of local traditions with global trends. During university seminars, students were presented with complex scenarios, such as: *"How can a modern educator help digital-native students protect historical customs without isolating them from global technological integration?"*

When pre-service teachers learn to navigate these open-ended problems themselves, they build the instructional resilience needed for their future classrooms. Integrating problem-centered

lectures, structured case studies, and cognitive reflections transforms the university environment into a functional laboratory for professional growth.

CONCLUSION

Preparing future "Tarbiya" teachers using problem-based learning technologies is a highly effective way to build professional adaptability and instructional skill. For this approach to work, higher education institutions must restructure learning content into purposeful problem situations, maintain an open environment for critical dialogue, and connect university theory with real-world school experiences. Implementing these verified pedagogical conditions ensures that next-generation educators are fully equipped to meet modern secondary education standards.

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