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The specificity of the issues of training pedagogical personnel. Level of study (in the case of uzbekistan, japan and finland)

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ABSTRACT

This article examines the challenges and peculiarities of training pedagogical personnel in Uzbekistan, Japan, and Finland. It explores how historical and cultural factors influence teacher education, analyzing pedagogical curricula, classroom methodologies, and policy frameworks. The study emphasizes the significance of adapting best practices to diverse educational contexts and teacher competence.

Keywords: Pedagogical training, Teacher education, Comparative study, Uzbekistan, Japan, Finland, Educational policy.

INTRODUCTION

In recent years, the training of pedagogical personnel has become a crucial factor in shaping the quality and effectiveness of national education systems. As global economies evolve and knowledge-based industries gain traction, many countries seek to strengthen their teacher education programs to ensure a sustainable development of human capital. Within this context, Uzbekistan, Japan, and Finland provide intriguing case studies that exemplify varied approaches to teacher training. These approaches reflect distinct historical, cultural, and political legacies that shape current pedagogical practices and strategies for professional development. By exploring these three countries, it becomes apparent that each relies on a careful combination of theoretical coursework, practical experience, and policy-level guidance to hone the knowledge and skills of prospective teachers, while also emphasizing continuous professional growth throughout their careers.

Uzbekistan's teacher education system has undergone significant transformations since the country gained independence in 1991. Initially, the Soviet legacy had shaped much of its pedagogical training, emphasizing

standardized curricula and top-down management. Over the last few decades, Uzbekistan has introduced educational reforms that aim to align teacher training with contemporary global standards while preserving its unique cultural identity. Key priorities include modernizing instructional methods, integrating technology into the classroom, and fostering critical thinking among students. The Ministry of Higher and Secondary Specialized Education oversees specialized pedagogical institutes and universities, which are responsible for developing updated curricula. Teacher candidates engage in a blend of theoretical coursework, focusing on educational psychology and subject-specific pedagogy, and practical training in schools, where they gain firsthand experience in classroom management. This dual approach aims to equip future teachers with both a robust theoretical foundation and the practical skills needed to adapt to evolving educational demands.

Despite these developments, Uzbekistan faces challenges in fully implementing its ambitious reforms. One issue is the lingering gap between urban and rural education settings, where resource availability and teacher quality can vary significantly. Rural schools often lack access to

advanced teaching materials and well-trained staff, which can hinder the quality of teacher preparation. Another concern is the alignment of theoretical instruction with classroom realities, as some pedagogical courses remain rooted in outdated methodologies. Additionally, there is an ongoing need for professional development programs that help in-service teachers remain current with innovative practices. The government has taken steps to address these concerns, including partnerships with international organizations and the introduction of competency-based teacher evaluations. By continuously refining its teacher education system, Uzbekistan aspires to create a generation of educators equipped with modern pedagogical strategies, ultimately enhancing the nation's overall educational outcomes and global competitiveness.

Japan's approach to teacher education is widely recognized for its rigorous standards and emphasis on continuous professional development. Prospective teachers typically enter university-based programs, where they undergo comprehensive theoretical studies in pedagogy, child psychology, and subject-specific content areas. A distinctive feature of Japan's teacher training is the role of lesson study—an iterative process in which educators collaboratively plan, observe, and refine lessons to enhance both teaching methods and student engagement. This reflective practice extends into in-service training, fostering an environment of sustained learning and adaptation. Japanese teacher certification also includes a strong emphasis on ethics and social responsibility, reflecting the nation's cultural and philosophical values. Moreover, the government invests in various professional development initiatives, such as mandatory training sessions, workshops, and peer reviews. These measures help ensure that Japanese teachers remain adept at incorporating new technologies and instructional strategies to meet the evolving needs of their students.

Finland, often lauded for its consistently high performance in international assessments, adopts a distinctive philosophy of teacher education centered on trust, autonomy, and research-based practice. Finnish teacher preparation typically occurs at the master's level, ensuring that educators enter the profession with a deep academic grounding in both subject matter and pedagogy. The curriculum integrates substantial coursework in educational theory, child development, and empirical research methods, reflecting the belief that teachers should be active contributors to educational innovation. Clinical practice is another cornerstone: prospective teachers

complete extensive teaching practicums under the guidance of experienced mentors, fostering reflective skills and pedagogical insight. Throughout their careers, Finnish teachers enjoy considerable professional autonomy, allowing them to tailor lessons to individual student needs. This approach is supported by ongoing professional development opportunities, including workshops and peer collaboration. Consequently, Finnish teacher education highlights a strong research orientation combined with the practical flexibility needed to address diverse classroom contexts.

Comparing the three systems reveals both commonalities and noteworthy differences. All emphasize a balance between theoretical understanding and practical application, though the depth and structure of this balance vary. For instance, Japan's lesson study model provides a unique collaborative mechanism for ongoing improvement, whereas Finland relies on research-based methods and extensive mentorship. Uzbekistan, in contrast, is still refining its system to better align theoretical instruction with practical classroom realities. A recurring theme across all three contexts is the importance of continuous professional development, an acknowledgment that effective teaching requires adaptation to evolving student needs and societal demands. However, the extent of government investment, institutional support, and cultural expectations also plays a significant role in shaping outcomes. Japan and Finland both benefit from well-established infrastructures and strong public trust in educators, while Uzbekistan faces the challenge of bridging policy goals with the resource limitations of its expanding education system.

CONCLUSION

In conclusion, teacher education in Uzbekistan, Japan, and Finland demonstrates the critical role that cultural, historical, and policy elements play in shaping pedagogical training. While Uzbekistan works to harmonize its inherited traditions with modern, student-centered approaches, Japan refines established methods through collaboration, reflection, and continuous professional growth. Finland, renowned for its trust-based system and high academic standards, underscores the importance of research-oriented learning and teacher autonomy. Despite their differences, all three cases highlight a common recognition of the need for both strong theoretical foundations and practical, adaptive strategies. The future of teacher education lies in integrating best practices across

diverse contexts, ensuring that educators remain responsive and innovative. Ultimately, a well-prepared teaching force is truly essential for fostering critical thinking, creativity, holistic development, and social progress in the next generation of global citizens.

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