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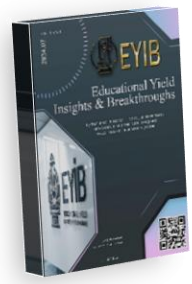

MECHANISMS FOR DEVELOPING PEDAGOGICALTHINKING IN FUTURE EDUCATION SUBJECT TEACHERS

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Annotatsiya

This article examines the mechanisms for developing pedagogical thinking in future teachers of educational subjects. The development of pedagogical thinking is a central component of professional teacher training, enabling educators to analyze complex classroom situations, make evidence-based decisions, and adapt their instructional strategies to diverse learner needs. The article explores theoretical foundations, practical approaches, and modern methodological tools that support the formation of a reflective, creative, and critically oriented professional worldview in student-teachers. Special attention is given to the integration of innovative technologies, problem-based learning, and mentorship systems as key mechanisms. The findings suggest that a systematic, multi-layered approach to cultivating pedagogical thinking significantly enhances the readiness of future teachers for real-world educational challenges.

Kalit so‘zlar: pedagogical thinking, future teachers, professional training, reflective practice, innovative methods, mentorship.

Introduction: The quality of education in any society is fundamentally determined by the professional competence of its teachers. Among the many dimensions of teacher competence, pedagogical thinking occupies a particularly important place. Pedagogical thinking refers to the capacity of a teacher to perceive, analyze, and interpret educational processes in a theoretically grounded and practically effective manner. It enables teachers to move beyond mere instruction delivery toward genuine facilitation of learning.

In recent decades, reforms in higher education across Central Asia and globally have placed increasing emphasis on the preparation of teachers who are not only knowledgeable in their subject matter but also equipped with the cognitive tools to navigate the complexities of the modern classroom. Future teachers of education-related subjects — those who will teach pedagogy, psychology, and methodology at schools and universities — bear a dual responsibility: they must master their discipline and simultaneously model exemplary pedagogical behavior.

Despite this recognized importance, empirical and methodological research on the specific mechanisms through which pedagogical thinking is cultivated during university training remains limited. This article aims to address this gap by identifying,

analyzing, and systematizing the key mechanisms that university programs can employ to foster deep, flexible, and reflective pedagogical thinking in future education subject teachers.

Theoretical Foundations of Pedagogical Thinking

Pedagogical thinking, as a psychological and professional construct, has been studied extensively by scholars such as Ushinsky, Sukhomlynsky, and more recently by researchers in the field of teacher cognition including Shulman, Zeichner, and Schön. Schön's (1983) concept of the 'reflective practitioner' is particularly relevant: he argued that professionals develop expertise not through the application of fixed rules but through iterative cycles of action and reflection.

In the context of Uzbek pedagogical science, the works of national scholars have contributed to framing pedagogical thinking as an integrative capacity that combines subject knowledge, knowledge of learners, methodological competence, and ethical orientation. The State Educational Standards of Uzbekistan increasingly reflect this integrative understanding, demanding that teacher preparation programs cultivate higher-order cognitive and professional skills.

Pedagogical thinking can be conceptualized along several dimensions: (1) analytical thinking — the ability to break down complex pedagogical situations into components; (2) synthetic thinking — the capacity to construct coherent educational interventions from disparate elements; (3) critical thinking — the readiness to evaluate assumptions, methodologies, and outcomes; and (4) creative thinking — the ability to generate novel approaches to teaching challenges. An effective teacher training program must develop all four dimensions in an integrated fashion.

Key Mechanisms for Developing Pedagogical Thinking

Based on a synthesis of theoretical literature and practical experience in teacher education, the following mechanisms are identified as particularly effective in developing pedagogical thinking among future education subject teachers. Problem-based learning (PBL) places students in the role of problem-solvers confronted with authentic pedagogical challenges. Rather than passively receiving theoretical knowledge, student-teachers are required to engage with ill-structured problems that mirror real classroom dilemmas. Case studies drawn from actual teaching practice provide rich material for analysis, discussion, and the development of context-sensitive thinking. Research consistently shows that PBL environments produce more adaptable, analytically capable graduates compared to traditional lecture-based instruction.

Reflection is widely recognized as the engine of professional learning. Structured reflection — through journals, peer debriefs, video analysis of teaching episodes, and portfolio compilation — encourages future teachers to make their implicit beliefs and assumptions explicit. When student-teachers analyze their own and others' teaching through multiple lenses (e.g., learner engagement, conceptual clarity, differentiation), they develop the metacognitive awareness that is the hallmark of sophisticated pedagogical thinking.

The role of experienced mentors in shaping pedagogical thinking cannot be overstated. Mentorship creates a safe, guided space in which novices can experiment, fail, and revise their thinking under the guidance of a more experienced practitioner. Equally important are collaborative learning communities — small groups of student-

teachers who engage in peer observation, lesson study cycles, and joint curriculum design. Such communities foster a culture of professional inquiry that sustains pedagogical thinking development well beyond initial training.

Digital technologies offer powerful new affordances for developing pedagogical thinking. Simulation environments allow student-teachers to practice classroom management and instructional decisions in risk-free settings. Learning analytics tools help them interrogate data about student learning outcomes. Digital collaboration platforms extend professional learning communities beyond institutional boundaries. Critically, the pedagogically thoughtful use of technology — rather than technology for its own sake — is what yields meaningful professional development.

Pedagogical thinking develops most richly when student-teachers are exposed to perspectives from multiple disciplines — psychology, sociology, philosophy of education, cognitive science, and subject-specific methodology. An interdisciplinary curriculum prevents the reductive view of teaching as a merely technical activity and opens future teachers to the full human complexity of educational practice. Integrative assignments that require students to draw on multiple knowledge domains simultaneously accelerate the formation of holistic, flexible pedagogical thinking. Studies conducted in teacher preparation programs in Uzbekistan, Kazakhstan, and internationally provide converging evidence for the effectiveness of the mechanisms described above. Programs that incorporate structured reflection and peer collaboration consistently report higher levels of professional self-efficacy and teaching quality among graduates. Longitudinal studies suggest that teachers who developed strong reflective habits during training continue to grow professionally throughout their careers, while those trained in purely transmissive programs plateau more rapidly.

On the basis of this evidence, the following practical recommendations are offered for institutions responsible for training future education subject teachers: First, allocate significant curriculum time to practicum experiences that are preceded and followed by structured reflection activities. Second, establish formal mentorship programs pairing student-teachers with experienced practitioners who model reflective professional behavior. Third, design assessment tasks that reward analytical depth and evidence-based reasoning, rather than reproduction of textbook content. Fourth, invest in professional development for university faculty, ensuring that teacher educators themselves exemplify the pedagogical thinking they seek to develop in their students. Developing pedagogical thinking is not without challenges. Institutional constraints — large class sizes, heavy administrative burdens on teacher educators, limited access to quality mentors — can impede the implementation of even well-designed programs. Student-teachers themselves may resist approaches that demand greater cognitive engagement than traditional instruction, particularly if their prior schooling has rewarded passive reception of knowledge. Cultural norms around authority and expertise may also discourage the critical questioning that reflective practice requires. Furthermore, assessing the development of pedagogical thinking presents significant methodological difficulties. Unlike subject matter knowledge, which can be assessed through conventional examinations, pedagogical thinking is a complex, situational capacity that reveals itself over time and across diverse contexts. Valid and reliable assessment instruments remain an ongoing need in the field.

Conclusion: The development of pedagogical thinking in future education subject teachers is both an urgent professional necessity and a complex pedagogical challenge. This article has identified problem-based learning, reflective practice, mentorship, innovative technology integration, and interdisciplinary curriculum design as the central mechanisms through which this development can be systematically cultivated. Implementing these mechanisms requires institutional commitment, sustained investment, and a shared professional culture that values inquiry, reflection, and continuous learning.

As Uzbekistan's educational system continues its ambitious reform agenda, the quality of teacher preparation — and specifically the cultivation of genuine pedagogical thinking — will be a decisive factor in translating policy intentions into classroom realities. Future research should focus on longitudinal studies tracking the professional trajectories of teachers with varying levels of pedagogical thinking development, and on the design of robust assessment frameworks capable of capturing this multidimensional construct.

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