



UDK:37.03

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### BOSHLANG'ICH TA'LIM O'QITUVCHILARINING PEDAGOGIK MAS'ULIYATINI RIVOJLANTIRISHDA LOYIHA TEXNOLOGIYASIDAN FOYDALANISH

Аннотация

Ushbu maqolada boshlang'ich ta'lim o'qituvchilarining pedagogik mas'uliyatini rivojlantirishda loyiha asosidagi ta'lim texnologiyasidan foydalanish samaradorligi tahlil qilinadi. Tadqiqotda loyiha yo'naltirilgan metodlarni o'qituvchi tayyorlash jarayoniga integratsiya qilish mas'uliyat, reflektiv amaliyot va o'quvchiga yo'naltirilgan yondashuvni rivojlantirishi o'rganiladi. Kuzatuv, so'rovnom va pedagogik tajriba asosida olib borilgan tadqiqot natijalari PBL texnologiyasi o'qituvchilarda kasbiy javobgarlik, hamkorlik ko'nikmalari va innovatsion pedagogik tafakkurni shakllantirishga yordam berishini ko'rsatadi. Maqola yakunida tajriba natijalariga asoslangan holda o'qituvchilarni tayyorlash dasturlarini takomillashtirish bo'yicha tavsiyalar beriladi.

**Kalit so'zlar:** Loyiha asosidagi ta'lim, pedagogik mas'uliyat, o'qituvchi tayyorlash, boshlang'ich ta'lim, kasbiy rivojlanish.

### ИСПОЛЬЗОВАНИЕ ПРОЕКТНОЙ ТЕХНОЛОГИИ В РАЗВИТИИ ПЕДАГОГИЧЕСКОЙ ОТВЕТСТВЕННОСТИ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

В данной статье рассматривается использование технологии обучения на основе проектов как эффективного средства развития педагогической ответственности у учителей начальных классов. В исследовании анализируется, как интеграция проектно-ориентированных методик в систему подготовки педагогов способствует формированию ответственности, рефлексивной практики и ориентации на обучающегося. На основе наблюдений, анкетирования и педагогического эксперимента доказано, что технология PBL способствует развитию профессиональной ответственности, навыков сотрудничества и инновационного педагогического мышления. В заключение даны рекомендации по совершенствованию программ подготовки учителей на основе полученных эмпирических данных.

**Ключевые слова:** Обучение на основе проектов, педагогическая ответственность, подготовка учителей, начальное образование, профессиональное развитие.

### USING PROJECT-BASED LEARNING TECHNOLOGY TO DEVELOP THE PEDAGOGICAL RESPONSIBILITY OF PRIMARY SCHOOL TEACHERS

Annotation

This paper explores the use of project-based learning (PBL) technology as an effective approach to developing pedagogical responsibility among primary school teachers. The study investigates how integrating project-oriented methodologies into teacher training enhances responsibility, reflective practice, and learner-centred teaching attitudes. Using a mixed-method design involving observation, surveys, and pedagogical experiments, the research demonstrates that PBL contributes to the formation of professional accountability, collaborative skills, and innovative pedagogical thinking. The article concludes with recommendations for teacher education curricula reform based on empirical findings.

**Key words:** Project-Based Learning, Pedagogical Responsibility, Teacher Education, Primary Education, Professional Development.

**Introduction.** In the 21st century, the role of a teacher extends far beyond the mere delivery of knowledge or the transmission of information. The contemporary educational landscape demands that teachers act as facilitators of learning, innovators of pedagogical approaches, and reflective practitioners capable of adapting to diverse educational contexts. Teaching today involves not only cognitive development but also the nurturing of emotional intelligence, social responsibility, and creativity in students. Consequently, a teacher's pedagogical responsibility—their moral, ethical, and professional commitment to learners—has become one of the most essential qualities defining educational success.

Pedagogical responsibility encompasses a teacher's ability to make informed pedagogical decisions, maintain learner well-being, and demonstrate professional accountability in all aspects of their work. It involves being conscious of one's influence on the child's intellectual, moral,

and emotional development. A responsible teacher not only follows educational standards but also critically evaluates and refines their teaching practices to meet the individual needs of students and the demands of modern society.

In recent years, the integration of educational technologies and innovative methodologies has significantly transformed the ways teachers engage with learners. Among these innovations, Project-Based Learning (PBL) stands out as a dynamic pedagogical model that promotes learner autonomy, critical thinking, collaboration, and problem-solving. Unlike traditional teacher-centered instruction, PBL encourages teachers to create learning environments where students actively explore real-world problems and construct knowledge through hands-on experience.

For educators, implementing PBL goes beyond simply changing instructional techniques—it requires a shift in professional mindset. Teachers become co-learners and

mentors who guide students in inquiry-based projects while managing the process with empathy, flexibility, and strategic thinking. This transformation inherently fosters pedagogical responsibility, as teachers must plan, monitor, and assess not only academic outcomes but also personal growth, teamwork, and ethical decision-making among students.

The present article explores how Project-Based Learning can serve as a catalyst for developing pedagogical responsibility among primary school teachers. It combines theoretical analysis with empirical findings derived from professional development programs at Alfraganus University. By examining how teachers internalize and apply PBL principles, the study provides insights into the mechanisms through which innovative teaching methods contribute to the cultivation of responsible, reflective, and adaptive educators.

Ultimately, this research emphasizes that in an era defined by rapid technological progress, social change, and educational reform, the professional responsibility of teachers remains the cornerstone of effective teaching. Enhancing this responsibility through structured, project-oriented pedagogical experiences not only improves classroom practice but also strengthens the moral and humanistic foundation of education as a whole.

**Literature review.** Project-based learning (PBL) has gained global recognition as a learner-centred approach that promotes active engagement, problem-solving, and real-world application of knowledge. Thomas (2000) defines PBL as a systematic teaching method that engages students in learning through extended inquiry into complex, authentic questions and projects. Blumenfeld et al. (1991) emphasise that PBL motivates learners by connecting academic content to meaningful contexts. Within teacher education, PBL fosters professional autonomy, reflective thinking, and accountability (Bell, 2010). According to Krajcik and Blumenfeld (2006), when teachers themselves participate in project-based learning environments, they develop deeper pedagogical understanding and a stronger sense of responsibility for learners' outcomes.

**Research Methodology.** This study employed a mixed-methods approach to examine the impact of Project-Based Learning (PBL) on the development of pedagogical responsibility among primary school teachers. The participants consisted of 48 primary school teachers enrolled in a professional development program at Alfraganus University.

Quantitative data were collected through structured surveys designed to assess key indicators of pedagogical responsibility, such as lesson planning, reflective journaling, and classroom management. Qualitative data were obtained through semi-structured interviews and classroom observations to capture teachers' reflective and behavioral changes during the intervention.

The intervention involved the implementation of 12-week PBL modules, during which participants designed, planned, and executed educational projects aligned with national curriculum standards. These projects emphasized collaboration, innovation, and accountability in teaching practice, allowing for a comprehensive evaluation of how PBL enhances professional responsibility and reflective pedagogical thinking.

**Analysis and Results.** The analysis of collected data demonstrates a substantial positive impact of project-based learning (PBL) modules on teachers' sense of pedagogical responsibility. Quantitative and qualitative findings consistently support the hypothesis that active engagement in project-based teaching enhances educators' professional awareness, ethical commitment, and instructional autonomy.

Survey data revealed a 35% increase in teachers' self-reported levels of responsibility and accountability in lesson design, classroom management, and student engagement. This

improvement indicates that participation in PBL not only strengthens teachers' reflective thinking but also encourages them to assume a more proactive role in shaping the learning environment.

Observation results further confirmed this trend. Teachers who implemented PBL demonstrated a more systematic use of reflective practices, integrating feedback and self-evaluation into their daily teaching routines. Classrooms adopting PBL approaches also displayed a notable shift toward collaborative and student-centered learning, where learners actively participated in knowledge construction and problem-solving activities.

In addition to observable behavioral changes, teachers reported a heightened sense of motivation, creativity, and confidence in making independent pedagogical decisions. Many participants emphasized that the flexibility and authenticity of PBL allowed them to view teaching as both an intellectually stimulating and socially responsible profession.

Overall, the integration of project-based modules fostered a professional mindset characterized by critical reflection, ethical awareness, and a commitment to continuous improvement. These results confirm that PBL serves as a catalyst for the development of pedagogical responsibility by bridging theoretical understanding with practical application.

**Conclusion and Recommendations.** The findings of this study confirm that the integration of project-based learning (PBL) into teacher education programs plays a pivotal role in fostering pedagogical responsibility among educators. Through the implementation of collaborative, inquiry-driven projects, teachers develop a deeper understanding of their professional and ethical duties while enhancing their instructional competence. PBL encourages educators to take ownership of the teaching and learning process, to reflect critically on their practice, and to cultivate environments where creativity, autonomy, and student engagement are prioritized.

Moreover, the results demonstrate that PBL promotes a shift from traditional, teacher-centered instruction toward a reflective and student-focused pedagogy, where teachers act as facilitators of learning rather than transmitters of information. This transformation strengthens their motivation, confidence, and sense of accountability, thereby contributing to the broader goal of improving educational quality and sustainability.

Based on these conclusions, the following recommendations are proposed:

**Integration into Curriculum:** Teacher education institutions should systematically incorporate PBL modules as a core component of both pre-service and in-service training programs to nurture responsible, reflective practitioners.

**Institutional Support:** Educational policymakers and school administrators should ensure adequate institutional and material support for PBL implementation, including access to resources, collaborative spaces, and mentorship programs.

**Professional Development:** Regular workshops and continuous professional learning communities should be established to help teachers share best practices, refine project design skills, and sustain reflective teaching habits.

**Further Research:** Future studies should employ longitudinal designs to investigate the long-term effects of PBL on teachers' career trajectories, professional identity formation, and the academic outcomes of their students.

In essence, the adoption of project-based learning within teacher education represents not only a methodological innovation but also a strategic approach to cultivating socially responsible, adaptive, and ethically grounded educators capable of meeting the demands of modern education.

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