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## **INNOVATIVE MODEL OF TEACHER TRAINING BASED ON INTERNATIONAL EXPERIENCE**

**Abstract.** This article examines the issues of transforming the system of teacher training based on the experience of developed countries (Finland, Singapore, South Korea). The study analyzes the concept of “Teacher 4.0”, the continuity of digital competencies and pedagogical practice. As a result of the study, the role of dual education, mentoring institute and digital portfolio in improving the professional skills of teachers is highlighted.

**Keywords.** Finland, Singapore, South Korea experience, Cambridge program, credit-module system (Bologna experience), dual education, E-portfolio

**Introduction.** The education system of Uzbekistan has been undergoing a fundamental transformation in recent years. Now, the priority in the training of pedagogical personnel has become not only to impart knowledge, but also to form competitive skills in the international labor market.

As the World Economic Forum (2023) report notes[1]: “In the future, education systems must prepare students not only for a specific profession, but also to adapt to constantly changing conditions.” To achieve this goal, the educator himself must first be armed with international experience and modern methodologies.

The quality of education is a key factor determining the intellectual potential and economic stability of any country. Analysis of the world's leading education systems shows that the key to success lies not in buildings or technology, but in the quality of teaching staff.

Today, traditional pedagogical education models are failing to meet the needs of the digital generation (Gen Z and Alpha). As noted in reports from the World Economic Forum (WEF), by 2030, educators will need not only scientific knowledge, but also cognitive flexibility and technological literacy[1].

Research objective: To propose an optimal model of teacher training for the national education system, synthesizing international best practices.

**Methods.** The following methodological approaches were used in the study: Comparative analysis: The Finnish “Research-based education” and Singaporean “Systematic professional development” models were compared[2].

Benchmarking[3]: The standards of the best performing education systems (based on PISA, TALIS results) were studied.

Qualitative analysis: A competency map of graduates of pedagogical higher education institutions was developed.

The study conducted a comparative analysis of the activities of the following educational institutions in Uzbekistan:

Presidential Educational Institutions Agency (PIIMA): Experience in training teachers based on Cambridge curricula. Training of teachers based on international standards has been established in presidential schools and specialized schools. Here, teachers work not only as theorists, but also as practitioners and researchers.

Nizami Tashkent State Pedagogical University: Transition to the credit-module system and international cooperation programs. Avloni National Research Institute: Platforms for continuous professional development of teachers.

**Results:** Analysis of international models. The study identified three leading models in the world: Finnish Model: Research-based training. In Finland, a master's degree is mandatory to become a teacher. The basis of this model is that the teacher himself is a researcher.

Singapore Model: “Teacher Growth Model” (TGM)[4]. In Singapore, teachers are trained based on the principle of “Lifelong Learner”. The government allocates time and funds for 100 hours of professional development per year to each teacher.

The Estonian experience shows that the Digital Transformation “Continuous Professional Education” platform. The process of professional development of teachers has been transferred to a digital format. Now each teacher has the opportunity to choose an individual learning trajectory based on their professional needs.

The work being done in Uzbekistan is fully consistent with the international “Teacher 4.0” model. However, analyses show that there are still staff shortages and infrastructure problems in applying international methodologies in remote schools in the regions.

The Uzbek education system has been defining its strategic directions in recent years based on the principle of “Global Competitiveness”. The assimilation of international experience is not simply a matter of copying, but rather a synthesis of the most advanced models with national pedagogical traditions.

Dual education is a modern system that provides for the acquisition of theoretical knowledge in an educational institution (college, technical school or university) and the acquisition of practical skills directly in a production enterprise. In the German experience, the dual education system is called “The shortest path to professional skills”. In this system, the student spends 30-40 percent of his time at an educational institution, and the remaining 60-70 percent at the enterprise.

Credit-Module System in Higher Education (Bologna Process). Higher education institutions of Uzbekistan have switched to the ECTS (European Credit Transfer and Accumulation System) system to ensure international

academic mobility. Goal: To facilitate the exchange of students and professors with international universities and achieve international recognition of diplomas.

The implementation of Cambridge and STEAM educational standards. Schools under the Presidential Educational Institutions Agency (PIIMA) system are acting as a “locomotive” in this direction. As part of the strategy, Cambridge (UK) curricula have been integrated with national textbooks.

Localizing the Finnish education model. The Finnish education system is recognized as the most effective in the world. Uzbekistan is adopting two important aspects from this experience: Teacher autonomy: Giving teachers the freedom to choose their teaching methods. Assessment system: Assessing the student’s personal growth (formative assessment), not just exams.

Digital Transformation and “Smart Education”. Drawing on the experience of South Korea and Estonia, Uzbekistan has identified the digitalization of education as a strategic priority. ERP systems: Making the educational process transparent through “e-school” and other management systems. Continuous professional development: Creating distance and hybrid professional development platforms for teachers.

Mentoring Institute: The assignment of experienced teachers to young professionals (Singapore experience). In international practice, mentoring is not just giving advice, but also strategic management of the professional and cognitive development of an individual. In the educational reforms of Uzbekistan, mentoring is being formed as a legal and modern continuation of the “Teacher-Disciple” tradition.

Introduction of digital portfolio: Real-time assessment of the achievements and qualifications of a teacher. A digital portfolio (E-portfolio) is an electronic platform that collects all professional achievements, creative works, certificates of professional development and practical projects of a teacher or student over a certain period of time. In modern education, a digital portfolio is not just a “collection of documents”, but a strategic tool that

demonstrates the dynamic development of a person. In the educational reforms of Uzbekistan, a digital portfolio is being introduced as a component of the “Continuous Professional Education” (ERP) system. For teachers: The A. Avloni National Research Institute has introduced an electronic passport for teachers. It includes the teacher's: Teaching skills (video lessons); Scientific articles and citation indicators;

**Conclusion.** International experience shows that teacher training is not a one-time process, but a continuous development cycle. The model that combines the scientific approach of Finland, the systematicity of Singapore and the digital innovations of Estonia serves the intellectual advancement of society. Researching the innovative model of teacher training based on international experience and analyzing its implementation in the education system of Uzbekistan allows us to come to the following fundamental conclusions. The new Uzbek teacher, who is being formed based on the combination of international experience (Finland, Singapore, Germany) and national reforms, is not just a teacher, but a strategic architect who designs the intellectual and spiritual image of the future generation. The wide implementation of the model proposed in this article will ensure that Uzbekistan takes its rightful place on the world education map and forms competitive human capital.

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