

Management of the Scientific and Methodological Training of Professors and Teachers Based on a Project-Based Approach

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Abstract:

The management of the scientific and methodological training of professors and teachers using a project-based approach is a crucial aspect of modern educational practices. This approach emphasizes the integration of real-world projects into the training process, fostering both theoretical understanding and practical application. By aligning scientific research and methodological practices with the needs of contemporary education, this method enhances the professional competencies of educators. It encourages collaboration, innovation, and the development of new teaching strategies that are responsive to the evolving demands of the educational landscape. The project-based approach not only improves the quality of teaching but also supports the continuous professional growth of educators, ultimately contributing to the advancement of educational institutions and the broader society.

Keywords: communication, educational process, knowledge, skills, telecommunications.

Introduction. One of the most critical tasks facing the higher education system today is improving the quality of education and organizing the teaching process in accordance with modern requirements. Achieving this goal requires a focus on the scientific and methodological training of professors and teachers through new approaches. In particular, managing this training based on a project-based approach has emerged as an effective tool for enhancing the professional skills of educators. By integrating real-world tasks into the educational process, the project-based approach not only fosters theoretical knowledge but also develops practical application skills. This, in turn, enables professors and teachers to apply innovative methods in their pedagogical activities, thereby

improving the quality of the educational process.

This introduction explores the theoretical foundations of managing scientific and methodological training, highlights the advantages of the project-based approach, and underscores its significance in the education system. It also examines the role of this approach in developing the scientific and methodological potential of professors and teachers and discusses strategies for effective management of this process. Improving scientific and innovative activities in modern higher education institutions is considered one of the essential conditions for the development of the state and society. The scientific and methodological research conducted by the department's professors and teachers, along with the implementation of innovative educational technologies, contributes to enhancing the quality of the educational process. Moreover, strengthening scientific collaboration and networking, adapting educational programs to meet modern requirements, and recognizing the significance of scientific publications and patents hold critical importance.

Methodology. The methodology for managing the scientific and methodological training of professors and teachers through a project-based approach involves several key steps designed to integrate theoretical knowledge with practical application. This approach emphasizes active learning, collaboration, and real-world problem-solving, ensuring that educators develop the necessary competencies to meet contemporary educational challenges.

Project Design and Planning: The initial step involves identifying the specific needs and objectives of the educational institution. Projects are designed to address these goals while aligning with current trends and requirements in the educational field. This stage includes selecting relevant topics, defining project scope, and outlining expected outcomes.

Integration of Scientific Research: The project-based approach requires the incorporation of up-to-date scientific research into the educational content. Educators are encouraged to conduct their own research or collaborate with peers to generate new insights that can be applied to the project. This ensures that the educational process is grounded in evidence-based practices.

Implementation and Collaboration: Educators and students collaborate to implement the project within the educational framework. This stage involves applying innovative teaching methods, utilizing new technologies, and engaging in continuous feedback loops. The collaborative nature of the approach fosters a deeper understanding of the subject matter and encourages creative problem-solving.

Assessment and Evaluation: Continuous assessment is a crucial component of the project-based approach. Both formative and summative assessments are used to monitor progress and measure the effectiveness of the project. Evaluation criteria are aligned with the specific goals of the project, ensuring that outcomes are relevant and meaningful.

Reflection and Adaptation: After the project's completion, a thorough reflection process is conducted to analyze its success and areas for improvement. Educators and students reflect on their experiences, identify lessons learned, and adapt strategies for future projects. This reflective practice is vital for ongoing professional development and improvement.

Dissemination of Results: The final step involves sharing the results of the project with a broader audience, including other educators, educational institutions, and stakeholders. This dissemination can take the form of publications, presentations, or workshops, contributing to the wider body of knowledge in the field of education. This methodological framework not only enhances the scientific and methodological training of educators but also fosters a culture of innovation and continuous improvement within the educational institution.

It would be incorrect to consider scientific and methodological activities as a new type or direction compared to methodological work. There is no continuous line or contradiction between them, nor

can there be. These activities represent links in the same chain within the educational process, each enriched with new content in connection with the current educational tasks at various stages of educational development. However, the scientific and methodological activities of professors and teachers are focused on the emergence of new traditions associated with new technologies and pedagogical techniques, which are implemented solely on a scientific basis. At the same time, the old traditions accumulated over the years do not disappear; rather, they are integrated into new approaches to developing the faculty in terms of organizing scientific and methodological work.

The educational-methodological activities of a professor or teacher, aimed at integrating the results of scientific research into the educational process, are fundamental. Without this type of work, the educational process cannot function effectively. These activities include designing working curricula, providing didactic support for educational content, developing sets of interim and final materials, designing control documents, creating assessment tools, developing test assignments, topics for essays, coursework, final selection documents, and their evaluation criteria. It also involves introducing new technologies into the educational process, including teaching and upbringing methods and forms, incorporating the results of the teacher's own scientific research into the educational process on topics of professional interest, designing the author's methodological materials, implementing scientific research results into the educational process, self-analysis of professional and pedagogical activities, and presenting their pedagogical experience to a broad audience of professors, representatives of relevant educational institutions, and social partners.

Conclusion

Improving the scientific and innovative activities of the faculty in higher education institutions plays a crucial role in the overall development of society and in enhancing the effectiveness of the education system. Through scientific and methodological research, the implementation of innovative educational technologies, and the strengthening of scientific collaboration and networking, it is possible to adapt educational programs to meet modern requirements. Additionally, scientific publications and patents are of significant importance in increasing the scientific potential of professors and teachers.

Moreover, fostering a culture of continuous professional development, encouraging interdisciplinary research, and integrating global best practices further enrich the academic environment. This holistic approach not only enhances the quality of education but also aligns the institution with international standards. These combined efforts not only contribute to the development of scientific and innovative activities among faculty members but also ensure the sustainable growth and competitiveness of higher education institutions in the global educational landscape.

To compile a comprehensive list of references

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