

Features Of Using Project Technology In Developing The Pedagogical Responsibility Of Primary School Teachers

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Abstract: This article analyzes the theoretical foundations, content, and practical possibilities of using project technology in developing the pedagogical responsibility of primary school teachers. The importance of interactive and creative approaches in forming the teacher's professional responsibility is also highlighted.

Keywords: Pedagogical responsibility, project technology, primary education, creativity, competence, reflection, professional development.

Introduction: One of the key tasks facing the education system of Uzbekistan today is to train modern-thinking, socially responsible, and professionally devoted teachers. Particularly, the primary school teacher plays a decisive role in the student's early socialization process. Therefore, such teachers must possess not only didactic knowledge and methodological skills but also a high level of pedagogical responsibility.

Pedagogical responsibility is the teacher's conscious attitude and sense of accountability toward their professional activity, as well as toward the intellectual and psychological development of students. Using project technology introduces an innovative approach to developing this quality in teachers.

Project technology refers to the process of problem-solving through inquiry, analysis, and achieving practical results by the learner or teacher. It emphasizes problem-based learning, independent thinking, and creative decision-making.

In preparing primary school teachers, project technology serves the following purposes:

- developing self-awareness and self-improvement skills in teachers;
- fostering initiative in planning student activities;
- creating an environment of collaboration and reflection in the educational process.

The distinctive feature of project technology is that it shapes the teacher not as a "provider of ready-made knowledge" but as an "organizer and facilitator of the

educational process."

Through this technology, the teacher:

- learns to make responsible decisions;
- engages deeply in planning and evaluating their performance;
- develops pedagogical reflection—analyzing their own achievements and shortcomings.

For example, in a project titled "Environmental Education in Primary School," the teacher not only fosters students' ecological awareness but also strengthens their own sense of professional accountability, since the project outcomes are directly tied to student performance.

Theoretical Basis of Project Technology

The project method, which follows a step-by-step algorithm of practical actions, was introduced into education by American scholars J. Dewey and W. Kilpatrick. Dewey's theoretical ideas and practical conclusions laid the foundation for the development of the "Project Method" by Kilpatrick and E. Collings.

These scholars stated:

"When the project method or technology is used, learners willingly engage in activities that they themselves have chosen and that interest them, and they are motivated to complete what they have started."

Thus, project technology integrates research-oriented, creative, and problem-solving methods.

In pedagogy, the term "project" implies "forward-

looking action” and is also defined in some dictionaries as a “plan, idea, prototype, or type of activity.”

Stages of Using Project Technology

1. Problem Identification Stage – The teacher identifies a pedagogical issue that needs to be addressed (for example, students’ passivity during lessons).
2. Planning Stage – Ways and means to solve the problem are determined.
3. Practical Stage – The project is implemented, and the pedagogical solution is tested.
4. Reflection Stage – Results are analyzed, and the teacher’s level of responsibility is assessed.

Key Factors Ensuring the Effectiveness of Project Technology

For project technology to effectively enhance the pedagogical responsibility of primary school teachers, the following factors are essential:

- Professional motivation – the teacher’s internal desire and belief in self-improvement;
- Collaborative environment – open communication with mentors, students, and colleagues;
- Reflective analysis – readiness to evaluate one’s own performance;
- Innovative approach – courage to experiment with new methods.

Project technology follows a logical sequence in which each stage’s outcomes serve as a foundation for the next. Literature defines it as consisting of interconnected stages: problem identification; goal formation; selection of methods and tools; organizing research activities; data collection and analysis; text formulation; discussion and revision; and expression of the expected outcome.

CONCLUSION

Project technology forms not only a methodological framework for teachers’ activities but also a system for personal and professional growth. In this process, pedagogical responsibility means the teacher’s conscious sense of accountability for their activities, students’ futures, and the quality of education.

Thus, project technology serves as an effective tool that develops responsibility among primary school teachers and transforms them into independent, creative, and analytical thinkers.

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