

THE PHENOMENON OF THE TEACHER IN NEW UZBEKISTAN

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Abstract

This article provides an in-depth analysis of the role and significance of the teacher's personality in society within the context of educational reforms in New Uzbekistan. The socio-philosophical essence of the teacher phenomenon, professional competencies, moral and ethical responsibility, and innovative activities of teachers are examined. Furthermore, the article scientifically and theoretically substantiates the increasing attention paid to the teacher's personality within the framework of state educational policy.

Keywords: New Uzbekistan, teacher phenomenon, educational reforms, pedagogical personality, human capital, spiritual education.

Introduction

As a Senior Lecturer at Chirchik State Pedagogical University, I consistently contribute to the development of the New Uzbekistan.

In the twenty-first century, social development is increasingly determined by knowledge, intellectual capacity, and innovation. The experience of developed countries demonstrates that one of the most important factors of sustainable development is high-quality education and qualified pedagogical personnel. In the Development Strategy of New Uzbekistan, the advancement of the education sector and the enhancement of teachers' professional potential have been identified as priority tasks.

Today, the principle of "for human dignity" has become the foundation of state policy, and the teacher occupies a crucial position in implementing this principle in practice. Therefore, in New Uzbekistan, the teacher is regarded not merely as a representative of a profession, but as a social phenomenon contributing directly to societal development.

Literature Review

The Socio-Philosophical Essence of the Teacher Phenomenon

The concept of a “phenomenon” refers to an event or social reality possessing significant importance and broad social influence within a society. In New Uzbekistan, the teacher phenomenon is understood as the decisive role of teachers in education, upbringing, spiritual development, and the formation of social consciousness.

The teacher is considered the principal subject in shaping the worldview of the younger generation. Through the teacher, the spiritual values of society, national traditions, and modern knowledge are organically interconnected. In this regard, the teacher emerges as a representative of a vital social institution that ensures the intellectual and spiritual development of society.

Educational Reforms and the Role of the Teacher in New Uzbekistan

In recent years, Uzbekistan has implemented large-scale measures aimed at fundamentally reforming the education system. The new edition of the Law of the Republic of Uzbekistan “On Education,” as well as state programs focused on improving educational quality, have further strengthened the role of teachers in society.

Special attention has been paid by the head of state to enhancing the status of teachers and providing достойное encouragement for their work. The increase in teachers’ salaries and the expansion of their professional autonomy have created favorable conditions for a more creative approach to the educational process.

Professional Competencies and Innovative Activities of Teachers

Under the conditions of New Uzbekistan, the requirements imposed on teachers are not limited solely to the transmission of knowledge. A modern teacher should:

- possess advanced pedagogical skills;
- have comprehensive knowledge of digital technologies;
- be capable of applying innovative and interactive teaching methods;
- promote critical and creative thinking among students.

Today’s teacher functions as a mentor who guides students toward knowledge and encourages independent learning. This reflects the emergence of new dimensions of the teacher phenomenon.

The Teacher and Moral-Spiritual Education

At the center of the idea of New Uzbekistan are human dignity, spirituality, and moral perfection. The role of the teacher in instilling these values into the consciousness of the younger generation is invaluable. Through personal example, culture, and worldview, teachers exert a strong educational influence on students.

In fostering patriotism, civic responsibility, and national as well as universal values, the teacher becomes a spiritual leader of society. Therefore, the moral responsibility of teachers constitutes an inseparable part of their professional activity.

The Role of the Teacher Phenomenon in Social Development

The development of society is directly determined by the quality of education, which, in turn, depends on the professional capacity of teachers. In New Uzbekistan, the teacher phenomenon is regarded as a key factor in the development of human capital.

By educating future specialists and well-rounded individuals, teachers directly influence the socio-economic progress of society. In this sense, the teacher is evaluated as a strategic resource of the nation.

In conclusion, the teacher phenomenon in New Uzbekistan has become an important social, spiritual, and intellectual factor in societal development. A teacher is not merely a specialist who imparts knowledge, but also a transformative force in society, a builder of the future, and a spiritual leader. The attention paid by the state to the status and personality of teachers serves to ensure the sustainable development of the country.

In the context of profound reforms taking place in the global educational environment, increasing attention is being paid to the personality of the teacher. The quality of education is closely connected, first and foremost, with the teacher's professional competence, worldview, and pedagogical position. From this perspective, the interpretation of the "teacher" phenomenon in Western pedagogical thought, its historical development, and its adaptation to modern requirements constitute an important scientific issue.

In Western pedagogy, the teacher is interpreted not only as a transmitter of knowledge, but also as an organizer of the educational process, a guide, a consultant, and a subject exerting educational influence. The purpose of this

article is to analyze the essence of the teacher phenomenon in Western pedagogical thought and to highlight its main theoretical aspects.

The Image of the Teacher in Ancient and Medieval Western Thought

The origins of Western pedagogical thought date back to antiquity. In the works of Socrates, Plato, and Aristotle, the teacher is portrayed as a wise person, a seeker of truth, and an individual who encourages students to think independently. In particular, Socrates' "maieutic" method demonstrates that the teacher is not one who provides ready-made knowledge, but rather someone who helps reveal the truth through questioning.

During the Middle Ages, the Western educational system developed under the influence of the Church. At that time, the teacher primarily appeared as a transmitter of religious knowledge and an enforcer of strict discipline. Nevertheless, thinkers such as Thomas Aquinas emphasized the importance of the teacher as a moral example.

The Teacher Phenomenon in Modern Pedagogy

In the 17th and 18th centuries, the development of science and philosophy in the West had a strong influence on pedagogical views. Johann Amos Comenius regarded the teacher as a person who educates in accordance with the laws of nature. According to him, the teacher should organize the educational process systematically, consistently, and clearly.

In the views of John Locke and Jean-Jacques Rousseau, the teacher is interpreted as a person who does not interfere with the natural development of the child, but rather creates favorable conditions for it. In his work *Emile, or On Education*, Rousseau portrays the teacher as a hidden guide and an educator who respects the child's freedom.

A New Interpretation of the Teacher in 20th-Century Western Pedagogy

In 20th-century pedagogical thought, the teacher phenomenon was fundamentally reconsidered. John Dewey, the founder of progressive education theory, viewed the teacher as a person who organizes students' activities and transmits social experience. In his opinion, the teacher is an important subject who creates a democratic environment and prepares students for social life.

In the pedagogy of Maria Montessori, the teacher performs the role of an “observer” and “guide.” The teacher does not provide ready-made knowledge, but instead creates an environment for independent learning. This approach signifies a transition from the authoritarian role of the teacher to a collaborative model of education.

Jerome Bruner, in turn, considered the teacher a facilitator who encourages the discovery of knowledge. In his theory, the teacher organizes education while taking into account the cognitive development of the learner.

The Teacher Phenomenon in Contemporary Western Pedagogy

In 21st-century Western pedagogy, the teacher is emerging as a multifunctional professional. In the context of digital technologies, inclusive education, and a competency-based approach, teachers are required to demonstrate a high level of adaptability.

The critical pedagogy of Paulo Freire interprets the teacher as a person who struggles for social justice and teaches students to think critically. In this approach, the relationship between teacher and student is characterized as subject–subject interaction.

In modern Western educational concepts, the teacher is viewed as:

- a designer of the educational process;
- a facilitator of learning activities;
- a mentor for personal and professional development;
- a promoter of social values.

Conclusion

The analysis shows that the phenomenon of the “teacher” in Western pedagogical thought has undergone significant changes throughout historical development. The evolution from the wise mentor of antiquity to the modern facilitator and mentor demonstrates the crucial role of the teacher in society.

Today, in Western pedagogy, the teacher is recognized not merely as a provider of knowledge, but as a leading figure who ensures the personal and intellectual development of learners. Adapting these experiences to the national education system can contribute to improving the quality of teacher training.

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