

Using the Professional Observation Method in The Professional-Methodical Development of Future Teachers of The Subject “Upbringing”

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Received: 04 August 2026; **Accepted:** 30 August 2026; **Published:** 28 September 2026

Abstract: This article presents a scientific-theoretical and practical analysis of the pedagogical significance of the professional observation method in the professional-methodical development of future teachers of the subject “Upbringing” (Tarbiya). The ability of a future teacher to apply theoretical knowledge in practical pedagogical activity is regarded as a key indicator of professional readiness. From this perspective, the professional observation method is examined as an essential means of forming the professional competencies of future teachers through purposeful, systematic and analytical observation of the activity of experienced teachers, of the educational process, and of their own practical performance. The study employs a qualitative research design combining a review of national and international scholarly literature, comparative analysis of observation models, direct observation of teaching-practice activity, and semi-structured interviews with student teachers and practice mentors. The results define professional observation as an integrative activity comprising four constitutive attributes — purposefulness, evidence orientation, pedagogical interpretation and methodical decision-making — and identify six competencies it develops: diagnostic, analytical, methodical, communicative, reflective and design competence. The discussion substantiates the pedagogical conditions for the effective application of the method in higher education institutions, including the redefinition of the mentor’s role from evaluator to facilitator, and its contribution to improving the quality of professional training.

Keywords: Future teacher; subject “Upbringing”; professional-methodical development; professional observation method; pedagogical practice; reflective thinking; pedagogical competence; mentoring; pedagogical diagnostics; professional training.

Introduction: The rapid development of the modern education system places high demands on the quality and effectiveness of pedagogical personnel training. The professional formation of a future teacher requires not only the mastery of theoretical knowledge, but also the development of the ability to apply that knowledge practically in real pedagogical processes [1]. This requirement is particularly relevant for future teachers of the subject “Upbringing” (Tarbiya), because the upbringing process involves not only the transmission of knowledge but also the formation of the moral, social and personal qualities of learners, which demands from the teacher a high level of pedagogical

mastery, perceptiveness and the ability to appraise a situation rapidly and accurately.

The professional observation method is considered one of the most effective ways of forming the professional-methodical competencies of future teachers within the system of pedagogical education. In the course of observation, the student teacher gains the opportunity to observe, analyse and internalise directly not only the instructional style of experienced teachers, but also such complex pedagogical skills as communicating with learners, managing the classroom and resolving educational situations. Such an observation process serves to bridge the well-documented gap between

theoretical knowledge and practical experience [2].

At the same time, professional observation encompasses not only the observation of the activity of other teachers, but also the analytical monitoring by future teachers of their own activity — that is, the process of self-observation and reflection. This process forms in the future teacher the skill of critically evaluating his or her own pedagogical activity, identifying shortcomings and seeking ways to eliminate them, which constitutes an important mechanism of continuous professional growth.

Nevertheless, the pedagogical potential of the professional observation method has not yet been sufficiently studied or systematically applied in higher education practice. In many pedagogical institutions the practice of observation is organised in a largely formal, incidental and superficial manner, which considerably reduces its impact on professional formation. This state of affairs generates the need to elaborate professional observation as a scientifically grounded system and to introduce it into higher education practice.

In recent years, international research has indicated the necessity of moving the system of teacher professional development in Uzbekistan towards a more practice-based, continuous and competence-oriented form [3]. The professional-methodical development of a future teacher is strengthened when the theoretical knowledge acquired in the lecture room is connected with the observation, analysis and redesign of real or simulated pedagogical situations.

The aim of the present study is to investigate the place of the professional observation method in the professional-methodical development of future teachers of the subject “Upbringing”, to determine its pedagogical potential, and to analyse the conditions required for its effective application in higher education practice. The research is guided by three questions: (i) how can professional observation be defined and delimited as a pedagogical category; (ii) which professional competencies does it develop in future teachers; and (iii) what organisational and methodical conditions determine its effectiveness.

LITERATURE REVIEW

The role of the observation method in the professional formation of future teachers has long been the subject

of pedagogical research, since this method acts as the connecting link between theoretical knowledge and practical pedagogical activity. Contemporary research demonstrates that the professional competencies of a future teacher are formed not through a single, isolated procedure, but through the integration of observation, practice, reflection and mentoring.

D. Schön’s concepts of “reflection-in-action” and “reflection-on-action” constitute one of the theoretical foundations of the professional observation method [4]. According to Schön, professional mastery is formed not merely through the assimilation of rigid theoretical rules, but through the direct observation and analysis of practical situations and reflection upon them. This idea encourages future teachers to participate in the observation process not as “passive spectators”, but as active, analytically thinking subjects.

L. Vygotsky’s socio-cultural theory and the concept of the “zone of proximal development” likewise constitute the psychological-pedagogical basis of the professional observation method [5]. According to Vygotsky, an individual masters new skills more effectively in cooperation with a more experienced person — in this case, a mentor or an experienced teacher — by observing and learning from that person’s activity. From this standpoint, the observation of the activity of experienced teachers by a future teacher serves his or her development within the professional “zone of proximal development”.

The “Framework for Teaching” model developed by Ch. Danielson proposes a system of explicit criteria for the systematic observation and evaluation of teachers’ professional activity [6]. The model encompasses such competence domains as planning and preparation, the classroom environment, instruction, and professional responsibilities, and demonstrates the necessity of organising the observation process in a purposeful and systematic rather than incidental manner.

R. Marzano, in his study “The Art and Science of Teaching”, analysed the possibilities of identifying effective instructional strategies through observation and of teaching them to future teachers [7]. Marzano emphasises that effective strategies identified through the systematic observation of the instructional practice of experienced teachers can serve as practical guidance for prospective educators.

A. K. Markova associates pedagogical observational capacity with the teacher's ability to comprehend the essence of a pedagogical situation on the basis of external indicators [8]. On the basis of these views, pedagogical observational capacity may be regarded as an essential structural component of the teacher's professional competence.

In examining the practical aspects of the professional observation method, the question of the mentoring system also occupies an important place. Numerous researchers have shown that the process of systematic observation and feedback exchange between an experienced teacher (mentor) and a future teacher (mentee) considerably increases the professional confidence, methodical mastery and situation-handling ability of the prospective educator [9]. In the mentoring process, observation acquires a bidirectional character: the future teacher observes the activity of the mentor, while the mentor in turn observes the practical activity of the future teacher and provides constructive feedback.

The idea of "observational learning", advanced within the framework of A. Bandura's social-cognitive theory, further extends the theoretical basis of the professional observation method [10]. According to Bandura, a person can acquire new skills by observing the behaviour of others even without direct personal experience. In the context of pedagogical education, this idea means that a future teacher forms his or her own professional "models" by observing the successful and unsuccessful pedagogical decisions of an experienced teacher, which directly affects his or her subsequent independent activity.

At the same time, the scholarly literature particularly emphasises that the effectiveness of professional observation depends on its systematic character, its purposefulness, and its organisation on the basis of explicit criteria [11], [12]. Incidental, unstructured observation may generate only superficial impressions in the future teacher, whereas observation organised on the basis of a purposeful, predetermined observation sheet (observation protocol) yields precise, analysable data that serve professional development. Observation also makes visible the pedagogical content knowledge enacted by the experienced teacher — the transformation of subject matter into forms accessible to learners — which is

otherwise difficult to convey through lectures alone [13]. In this respect, observation-based models occupy a distinct place among the established models of teacher professional development [14].

On the basis of N. A. Muslimov's views on professional competence, it may be stated that the professional preparation of a future educator cannot be confined to the acquisition of theoretical knowledge alone; it must also develop the abilities to apply acquired knowledge in practical pedagogical activity, to analyse professional situations and to take independent decisions [15]. This approach is directly consonant with the content of the professional observation methodology, because in the process of professional observation the student sees a pedagogical situation, analyses it, evaluates it in methodical terms and elaborates an alternative pedagogical decision.

The scientific views of O'. Tolipov and M. Usmonboyeva on pedagogical technology indicate the necessity of organising the methodical activity of a future teacher on the basis of connecting theoretical knowledge with the practical pedagogical process [16]. From this standpoint, professional observation creates the conditions for the student not to assimilate pedagogical technology in a ready-made form, but to observe and analyse the mechanism of its application in real lesson conditions and subsequently to apply it independently.

N. N. Azikhodjayeva's views on pedagogical technology and pedagogical mastery serve to substantiate the necessity of developing the future teacher's ability to organise pedagogical activity in a purposeful, technological and methodical manner [17]. It is precisely this aspect — how pedagogical activity has been planned, how methods have been selected, and how far they correspond to the aim of the lesson — that is designated as the object of observation in the professional observation process.

On the basis of N. S. Sayidahmedov's scientific approaches to pedagogical technology, particular attention may be devoted to the questions of designing pedagogical activity in advance, of mutually aligning aims and outcomes, and of selecting appropriate methods and means in the educational process [18]. This serves as a methodological basis for analysing the relations "aim – method – activity – outcome" in the

process of professional observation.

R. Kh. Jurayev's scientific views on pedagogical competence are of methodological significance for substantiating the necessity of ensuring the unity of theoretical and practical preparation in training a future educator for professional activity [19]. From this standpoint, professional observation is regarded as a methodical instrument that expands the future teacher's opportunities to analyse practical pedagogical activity and to draw professional conclusions from it. The fundamentals of pedagogical technology elaborated in the national literature likewise support the treatment of observation as a designed, criterion-based procedure rather than a spontaneous one [20].

Generalising these scientific views, it may be stated that the process of forming the methodical competence of a future teacher should not be limited to the assimilation of theoretical knowledge, but should also encompass the observation and analysis of pedagogical activity, the substantiation of methodical decisions, their trial in practical activity, and the reflective evaluation of outcomes. In this respect, the present study interprets "professional observation" as a specific methodical mechanism serving the development of the methodical competence of future teachers of the subject "Upbringing".

Thus, the analysis of the scholarly literature shows that the professional observation method occupies a central place in the professional-methodical development of future teachers; however, its effectiveness depends to a considerable extent on the systematic character of observation, the quality of mentoring, the depth of the reflection process, and the methodical-organisational conditions created by the higher education institution. For this reason, a deeper theoretical and practical investigation of this problem acquires particular relevance.

METHODS

In order to study the place of the professional observation method in the professional-methodical development of future teachers of the subject "Upbringing", a qualitative research design was selected and enriched with descriptive and analytical methods. The qualitative approach was chosen because it permits a deep and comprehensive

understanding of pedagogical processes, of the professional experience of future teachers, and of their internal, subjective experiences within the observation process.

The object of the research was defined as the process of training future teachers of the subject "Upbringing" in higher education institutions, and the subject of the research as the pedagogical potential of the professional observation method within this process.

Several mutually complementary methods were employed to achieve the aims of the research. First, a comprehensive analysis was carried out of national and international scholarly literature devoted to the professional observation method, to the training of future teachers, to pedagogical practice and to professional-methodical development. Scientific articles, monographs, methodical manuals and educational standards were included in the analysis.

Second, the comparative analysis method was applied in order to identify the similarities and differences between the observation models used in various systems of pedagogical education — traditional practice observation, structured observation, video-based observation and peer observation. This method made it possible to appraise the strengths and weaknesses of the different approaches.

Third, the observation method itself was also applied in the course of the research: the activity of students of pedagogical specialities during the teaching-practice period, their observation of the lessons of experienced teachers, their maintenance of observation journals and their participation in post-practice discussions were monitored. In the observation process, particular attention was devoted to the students' ability to focus attention on the object of observation, to analyse the data obtained and to draw conclusions from them.

Fourth, semi-structured interviews and professional discussions were conducted with future teachers and practice supervisors (mentors). During the interviews, the participants' experiences in the professional observation process, the difficulties they encountered, and their views on the impact of observation on their professional preparation were examined. These qualitative data made it possible to enrich the theoretical conclusions with practical professional experience.

The collected data were analysed by descriptive and interpretive means. The data obtained through the literature analysis, observation and interviews were systematised into thematic groups in accordance with the aims of the research and were then interpreted in comparison with existing pedagogical theories, which made it possible to draw conclusions concerning the value of the professional observation method in educational practice.

The methodological basis of the research rested on learner-centred education, the competence-based approach, socio-constructivist learning theory and the concept of reflective practice. These theoretical foundations emphasise the active participation of the future teacher, collaborative learning, consideration of individual characteristics, and development as an integral professional personality.

Particular attention was devoted to ethical principles in the course of the research: the confidentiality of the personal data of the students and practice supervisors who participated in the research was ensured, all collected data were used for scientific purposes only, and the interpretation of the results was carried out as impartially as possible in order to ensure the objectivity and scientific integrity of the research.

RESULTS

1. Delimitation of professional observation as a pedagogical category

The professional-methodical development of a future teacher is not confined to the acquisition of theoretical knowledge. Since pedagogical activity is carried out in real situations, the student must learn to observe the educational process, to isolate the significant events within it, to explain their causes and to draw the corresponding methodical conclusions for his or her future activity.

Although observation is one of the oldest procedures of pedagogical research and practical activity, its content in modern teacher preparation is considerably

broader than the simple process of “seeing”. On the basis of the data obtained, professional observation is defined as follows.

Professional observation is an integrative activity directed towards the purposeful identification by the future teacher of professionally significant events, behaviours, interactions and methodical situations in the pedagogical process, their evidence-based recording, their interpretation in the light of pedagogical knowledge, their reflective evaluation, and the elaboration of a methodical decision for subsequent pedagogical activity.

The principal aspect of this definition is that observation does not conclude with seeing or recording. It continues with the subsequent stages of pedagogical thinking — explanation, evaluation, prediction and decision-making. Four constitutive attributes are therefore present in the definition: purposefulness, evidence orientation, pedagogical interpretation, and arrival at a methodical decision.

For this reason, professional observation cannot be identified with ordinary observation. For example, a future teacher may see that learners are sitting quietly during a lesson; this is ordinary observation. In professional observation, by contrast, the student systematically analyses why the learners are not active, what question the teacher asked, the level of difficulty of that question, the learners’ opportunity to answer, the method applied, and the feedback given by the teacher. Professional observation thus ensures the transition from “seeing” to “pedagogical comprehension”.

2. Competencies developed through professional observation

The analysis of observation journals, post-practice discussions and interview data showed that professional observation develops in the future teacher the interrelated set of competencies presented in Table 1.

Table 1. Professional competencies developed through professional observation

Competence	Content formed through professional observation
Diagnostic competence	Identifying the state, readiness and needs of the learner on the basis of external indicators
Analytical competence	Analysing the causes and conditions of a pedagogical event
Methodical competence	Selecting the method appropriate to the aim and to the pedagogical

Competence	Content formed through professional observation
	situation
Communicative competence	Comprehending and appraising pedagogical communication and interaction
Reflective competence	Evaluating one's own activity and identifying ways of improving it
Design competence	Designing and improving the subsequent lesson or educational activity

The results indicate that these competencies are not developed in isolation from one another but form a single chain: the student first diagnoses the state of the learner, then analyses the cause of the pedagogical event, selects an appropriate method, comprehends the pedagogical communication, evaluates his or her own activity and, finally, designs an improvement of the subsequent lesson. It is therefore expedient to regard professional observation not merely as a procedure applied during the teaching-practice period, but as a systemic component of the methodology of teaching the subject “Upbringing” in the higher education institution.

3. Conditions determining the effectiveness of observation

The results show that the systematic observation of the activity of experienced teachers, the use of observation protocols and the organisation of post-observation discussions considerably develop in future teachers the ability to analyse pedagogical situations, to distinguish effective from ineffective pedagogical decisions, and to form their own pedagogical style. These results are consistent with learner-centred pedagogical theories, which emphasise that future teachers assimilate professional skills more effectively through direct observation, analysis and practical trial than through direct instruction or theoretical lecturing.

One of the significant results of the research is that the professional observation method shifts the role of the practice supervisor (mentor) from the position of “evaluator only” to the position of a “facilitator” who accompanies, guides and encourages the professional growth of the future teacher. By providing future teachers with constructive, precise and developmental feedback on the basis of observation results, mentors help to increase their professional confidence and to develop their ability to take independent pedagogical

decisions.

The research also demonstrated the importance of the second — and equally significant — aspect of professional observation: the observation and analysis by future teachers of their own activity (self-observation). When future teachers of the subject “Upbringing” subsequently analyse video recordings of their own lessons or their activity during the teaching-practice period, they gain the opportunity to see their own pedagogical behaviour from an external, impartial standpoint, which strengthens their reflective thinking and their capacity for self-improvement.

At the same time, the results revealed a number of difficulties in introducing the professional observation method into practice. These difficulties include the absence of explicit, systematised observation criteria and protocols, the insufficient preparation of practice supervisors in the methodology of observation and feedback provision, and the limited time and organisational resources allocated to observation. These circumstances indicate the existence of a certain discrepancy between the theoretically high potential of professional observation and its actual application in practice.

In addition, the results show the necessity of organising the professional observation process on the basis of consistent cooperation between the higher education institution, the practice site (school or preschool education organisation) and the future teacher. Consistent communication and the alignment of shared expectations between these three parties constitute an important condition for increasing the effectiveness of the observation process.

DISCUSSION

The results of the research further reinforce the scientific position that the professional-methodical development of future teachers should be realised not

through one-off measures, but as a continuous, systematic and multifaceted pedagogical process. The analysis shows that the professional observation method serves to develop in future teachers of the subject “Upbringing” not only methodical skills, but simultaneously pedagogical diagnostics, analytical and reflective thinking, and a sense of professional responsibility.

The four-attribute definition of professional observation elaborated in this study extends Schön’s reflective-practice framework [4] in a specific direction: it makes explicit that reflection in initial teacher education requires an antecedent evidential stage. Without evidence-based recording, the reflection of a student teacher risks remaining at the level of impression. In this sense the findings support the position, established in the literature, that structured and criterion-based observation yields analysable data whereas unstructured observation does not [11], [12]. The competence chain identified in Table 1 also concretises Danielson’s domains [6] for the specific conditions of the subject “Upbringing”, in which the object of observation is frequently a moral or social situation rather than a subject-matter task.

The shift in the mentor’s role from evaluator to facilitator, established in the results, is consistent with Vygotsky’s conception of development in cooperation with a more experienced partner [5] and with research on the continuum of teacher preparation [9]. It also has a direct practical implication: the effectiveness of observation depends less on the number of lessons observed than on the quality of the professional dialogue that follows them. Where feedback remains evaluative and summative, observation reproduces the formal character that the present study identified as a shortcoming of current practice.

The importance of self-observation confirmed by the results corresponds to the mechanism of observational learning described by Bandura [10]: the future teacher forms professional models not only from the activity of others but also from the externalised record of his or her own activity. Video-based self-observation is, in this respect, a particularly economical instrument for higher education institutions, since it does not require additional practice sites.

The practical significance of the research consists in the

fact that it serves to identify the organisational and methodical conditions required to transform the professional observation method from an incidental measure into a systematic pedagogical strategy. These conditions may be summarised as: the availability of explicit observation criteria and protocols; the methodological preparation of mentors in observation and feedback; the allocation of adequate time and organisational resources; and consistent tripartite cooperation between the higher education institution, the practice site and the student.

At the same time, this study rests principally on theoretical analysis and qualitative data, and it is subject to the limitations characteristic of such designs: the findings are interpretive, the participant group was restricted to a single institutional context, and no quantitative measurement of competence gains was undertaken. For this reason, it would be expedient in future research to study more deeply the impact of the professional observation method on the professional competence of future teachers on the basis of quantitative indicators and through large-scale experimental studies.

Overall, the results of the discussion confirm that the professional observation method is an effective and necessary pedagogical instrument in the professional-methodical development of future teachers of the subject “Upbringing”. Its value is manifested not only in the formation of methodical skills, but also in the formation of the future teacher as an integral professional personality - a specialist possessing analytical thinking, responsibility and the capacity for continuous self-improvement.

CONCLUSION

This study examined the place and the pedagogical significance of the professional observation method in the professional-methodical development of future teachers of the subject “Upbringing”. On the basis of theoretical analysis and the interpretation of pedagogical practice, it may be concluded that the professional observation method creates an effective foundation for forming in future teachers positive pedagogical skills, analytical and reflective thinking, and a sense of professional responsibility.

The results of the research show that the integration of the systematic observation of the activity of

experienced teachers, the analytical observation of one's own activity (reflection), and mentoring-based feedback exchange serves to transform the theoretical knowledge of the future teacher into practical pedagogical mastery. Such an approach develops not only methodical skills, but also the professional confidence of the future teacher, the ability to take independent decisions, and the aspiration towards continuous professional growth.

The research further confirmed that the effectiveness of the professional observation method depends to a considerable extent on the methodical-organisational conditions created by the higher education institution, on the availability of explicit observation criteria and protocols, and on the level of professional preparation of practice supervisors. For this reason, higher education institutions should devote particular attention to organising the professional observation process in a systematic, purposeful and scientifically grounded manner, and to raising the professional preparation of practice supervisors in the methodology of observation and feedback provision.

From a scientific standpoint, this study contributes to deepening theoretically the place of the professional observation method in the professional formation of future teachers within pedagogical science. From a practical standpoint, the results of the research may serve as practical recommendations for higher education institutions, practice supervisors and departments of pedagogy directed towards improving the professional-methodical preparation of future teachers.

Although this study rests principally on theoretical analysis, it creates a firm foundation for future empirical research. In future studies it would be expedient to examine the effectiveness of the professional observation method more deeply on the basis of experimental and mixed methods, with the participation of future teachers, practice supervisors and institutional administrators from various educational institutions.

In conclusion, it should be emphasised that the professional observation method must be regarded as an inseparable part of the modern system of pedagogical education, since it not only ensures the readiness of future teachers for effective professional

activity, but also serves to form in them the personality of an educator who is socially responsible, analytically minded and committed to continuous self-development.

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