

# THE ROLE OF PROJECT-BASED APPROACH IN DEVELOPING THE CONGRUENCE ABILITY OF FUTURE TEACHERS

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**Abstract:** This article provides a scientific analysis of the problems of developing pedagogical congruence among future teachers in higher education institutions and explores the pedagogical potential of the project-based approach in addressing these issues. In the study, pedagogical congruence is interpreted as an integrative professional quality that reflects the harmony between a future teacher's internal professional values, emotional state, personal beliefs, and external pedagogical activity.

The article substantiates the need to improve the professional and pedagogical training of future teachers within the modern higher pedagogical education system. In particular, the insufficient development of congruence, which ensures harmony between the personal and professional qualities of future teachers in the existing teacher training practice, is considered an important scientific and pedagogical problem.

During the research, a pedagogical model developed on the basis of the project-based approach was aimed at the integrated development of communicative, emotional-intellectual, reflective, and moral stability competencies of future teachers. This model contributes to the development of students' independent thinking, creative approach, ability to analyze pedagogical problems, and make effective pedagogical decisions.

**Keywords:** pedagogical congruence, project approach, future teacher, pedagogical competence, reflection, higher education.

**Introduction:** In the current socio-economic and educational context, the ability of future teachers to master the methods of consciously designing their professional activities is becoming increasingly important. At the same time, the sufficient development of the congruence ability in future teachers is considered one of the significant factors ensuring effective pedagogical activity. This situation places before higher education institutions the task of systematically and purposefully forming the congruence ability of future teachers through a project-based approach within the process of training pedagogical personnel.

Pedagogical congruence reflects the harmony between a teacher's internal professional values, emotional state, and ethical position with their external pedagogical activities. A teacher possessing congruence demonstrates sincerity, stability, and consistency in communication with students, which contributes to increasing the effectiveness of the educational process. However, in the current practice of higher pedagogical education, insufficient attention is paid to the purposeful and systematic development of this ability in future teachers.

Therefore, the necessity arises to introduce innovative pedagogical approaches into the educational process. One of such approaches is the project-based approach, which serves as an effective tool in the professional formation of future teachers. The project-based approach ensures the active participation of students, guiding them toward analyzing real pedagogical



situations, independently solving problems, engaging in reflective thinking, and making creative decisions. These processes create favorable conditions for the harmonious development of personal and professional components necessary for the formation of pedagogical congruence.

**Literature Review and Methodology:** By the 7th century, the rapid development of science and culture in Central Asia led to the increasing complexity of the activities of teachers (mudarris) and the emergence of multifaceted requirements for their professional work. In the process of educating children, teachers used methods such as advising, explaining, encouraging, praising, demonstrating personal example, reprimanding, enforcing discipline, and, when necessary, warning students. However, these educational methods were always applied in harmony with the teacher's internal spiritual values and professional principles. This harmony represents the historical roots of pedagogical congruence, meaning that the teacher's external pedagogical actions should correspond to their internal goals and beliefs.

Great scholars in their works emphasized the complexity, high responsibility, and social importance of the teaching profession, paying special attention to the pedagogical skills, moral qualities, and deep knowledge of teachers in their relationships with students. The pedagogical views of thinkers such as Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Unsurul Maoli Kaykovus, Abul-Qasim Umar az-Zamakhshari, Sheikh Saadi Shirazi, Alisher Navoi, Abdurahman Jami, and Jalaluddin Davani demonstrate that harmony between the internal ideals of a teacher and their external activities is a fundamental principle. In their intellectual heritage, pedagogical congruence is interpreted as an important factor contributing to the intellectual and spiritual development of students.

In this regard, pedagogical congruence in the process of education and upbringing reflects the harmony between the teacher's personal qualities, professional competence, and moral principles with the teaching methods applied. The intellectual heritage of great scholars who lived and worked in the territory of Uzbekistan confirms the historical foundation of this principle: in the upbringing of a well-rounded generation, the teacher's internal spiritual state, professional mastery, and relationships with students constituted a unified and integrated pedagogical process.

Eastern thinkers deeply realized that the future of humanity and the progress of society are directly connected with such harmony within the educational process. Therefore, the upbringing of a morally mature, knowledgeable, and well-rounded generation was recognized as the highest goal of a teacher's activity. Both Eastern and ancient Western pedagogical traditions consistently emphasized the personality of the teacher, their pedagogical skills, and moral qualities. According to these sources, the teaching style, educational approach, and relationship with students should be carried out based on general pedagogical principles regardless of the students' age or level of preparedness. This reflects an important aspect of pedagogical congruence, implying that the internal knowledge, moral, and spiritual qualities of a teacher should correspond with their external pedagogical activity.

In the ancient period, particularly within the educational systems of Sparta, Athens, and Rome, schools functioned as important social institutions. In Ancient Greece, educational institutions were known as "academies," named after the legendary hero Akademos. In the 5th century BC, Plato taught his students in the Academy near Athens, and these institutions later became a model for other educational establishments. Even during this period, pedagogical



congruence manifested itself through the harmony between the teacher's personal knowledge, moral virtues, and methods of teaching.

In Ancient Greece, the responsibility for educating children was primarily entrusted to philosophers who mastered the art of rhetoric and influenced students through eloquent speech and expressive communication. In this process, pedagogical congruence appeared as harmony between the teacher's internal spiritual intentions and their external pedagogical activity. The main principles of rhetoric—clear explanation of the topic, activation of the listener's thinking, and moral influence—ensured the unity of the teacher's intentions and practical methods. The analysis of theoretical and practical studies shows that the importance of project-based activities in personal development, formation of professional competencies, development of reflective thinking, and ensuring communicative and emotional harmony has been sufficiently highlighted. However, in most existing scientific works, the project-based approach is mainly interpreted as a tool for improving the professional training of future teachers, while its systematic mechanisms aimed specifically at developing congruence abilities remain insufficiently explored.

Moreover, the issue of integrating the personal, emotional, communicative, and reflective components of congruence through project-based activities has been studied fragmentarily, and specially designed methodological models and pedagogical conditions for future teachers in higher education remain insufficiently investigated. This situation determines the necessity of developing a scientifically grounded methodological system aimed at developing the congruence ability of future teachers through a project-based approach.

The identified scientific and practical contradiction lies in the fact that although the congruence ability of future teachers is recognized as an important component of professional pedagogical competence, scientifically grounded pedagogical technologies aimed at its purposeful formation have not yet been sufficiently developed within the current system of higher pedagogical education. This contradiction determines the relevance of the research and forms its methodological foundation.

The paradigm of project-based education, relying on the humanistic traditions of national pedagogy, embodies the following conceptual ideas:

- interpreting a person as an independent, freely developing, active social being possessing subjectivity;
- recognizing that the main goal of project-based education is to support the formation of a personality capable of understanding their individuality and consciously transforming social life;
- ensuring that the content of project-based education contributes to the formation of a humanistic position toward oneself, the future, and the surrounding environment within physical, social, and spiritual dimensions;
- directing project-based education toward the development of the value-meaning sphere of the personality, ensuring the harmonious integration of individual and social, technological and creative, traditional and innovative, humanitarian and natural knowledge.



Results and Discussion. The problem of developing the congruence ability of future teachers is studied on the basis of the integration of systemic, cultural, activity-based, and personality-oriented approaches. The integration of these approaches makes it possible to interpret the professional and personal development of a teacher as an integral and holistic pedagogical process.

The project-based approach is considered an important component in the formation of a teacher's professional-pedagogical competence. It is determined by the teacher's personal qualities, readiness for project-based activities, reflective thinking, and the level of development of pedagogical congruence. This approach serves to ensure meaningful and functional harmony between the theoretical knowledge and practical activities of a future teacher, as well as between internal professional values and external pedagogical actions.

The results of the experimental work carried out to develop pedagogical congruence among future teachers based on the project-based approach are analyzed below. Diagnostic analyses conducted at the initial stage of the experiment revealed that the level of pedagogical congruence among future teachers was mainly at low and medium levels. This situation indicates that sufficient harmony between internal professional values, emotional states, and external pedagogical activities had not yet been achieved.

Before the beginning of the experimental work, the distribution of pedagogical congruence levels among future teachers was analyzed across several stages. The results were examined according to high, medium, and low levels of pedagogical congruence.

At the first stage, it was observed that the majority of future teachers demonstrated low and medium levels of pedagogical congruence. The relatively small proportion of high-level indicators indicated that the harmony between internal professional values, emotional state, and external pedagogical activity had not yet been sufficiently formed. At the second stage, medium-level pedagogical congruence prevailed; however, low-level indicators still accounted for a significant proportion. This situation suggested that processes such as reflection, emotional stability, and pedagogical self-awareness had not yet been fully developed among future teachers. By the third stage, an increase in the indicators of high-level pedagogical congruence was observed. At the same time, medium and low-level indicators remained present, confirming the need for special pedagogical interventions to ensure the stable formation of congruence abilities. At the fourth stage, a significant increase in the number of future teachers with a high level of pedagogical congruence was identified. Nevertheless, the presence of medium and low levels indicated that pedagogical congruence had not yet been sufficiently developed in all students.

In general, the diagnostic results at the initial stage of the experiment showed that the level of pedagogical congruence among future teachers was predominantly at low and medium levels. This situation confirmed the lack of sufficient harmony between internal professional values, emotional-intellectual states, and external pedagogical activities, thereby scientifically substantiating the need for the purposeful development of pedagogical congruence through a project-based approach.

According to the analysis of the final results of the experiment, the changes in the level of pedagogical congruence among future teachers during the final stage of the experimental work conducted on the basis of the project-based approach were examined across several stages. The results were analyzed according to high, medium, and low levels of pedagogical congruence.



At the first stage, a significant increase in high-level pedagogical congruence indicators was observed. At the same time, medium and low-level indicators decreased, indicating the strengthening of harmony between internal professional values and external pedagogical activity among future teachers. At the second stage, the indicators of high-level pedagogical congruence continued to grow steadily, while medium and low levels gradually decreased. This situation demonstrated the development of reflective thinking, emotional stability, and communicative competence through project-based activities.

At the third stage, high-level pedagogical congruence became dominant, while low-level indicators decreased to a minimal level. At this stage, a significant increase in the consistency of pedagogical positions and the level of professional self-awareness among most future teachers was observed. At the fourth stage, high-level pedagogical congruence reached its highest level, and low-level congruence almost disappeared. These results clearly confirm the high effectiveness of the pedagogical process organized on the basis of the project-based approach and its positive impact on the development of pedagogical congruence.

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