

**THE IMPORTANCE AND METHODS OF LEARNING
ADVANCED PEDAGOGICAL EXPERIENCE****Atayeva Malokhat Isakovna**Senior Lecturer at the Department of Primary Education Methodology,
Urgench State UniversityEmail: moxim1221@gmail.com<https://doi.org/10.5281/zenodo.17631044>**ARTICLE INFO**Received: 15th November 2025Accepted: 16th November 2025Online: 17th November 2025**KEYWORDS***advanced pedagogical experience, teaching style, open lesson, methodological analysis, teacher professionalism, reflection, innovative methods.***ABSTRACT**

This article explores the essence, importance, and main methods of studying advanced pedagogical experience. It emphasizes that understanding the pedagogical system, the teacher's instructional style, and effective teaching methods contributes significantly to improving the quality of education. Key aspects of analyzing lessons conducted by experienced teachers, as well as the value of classroom observations, open lessons, and collective discussions, are highlighted. The study concludes that learning from advanced pedagogical practices enhances teachers' professional skills, fosters reflection, innovative thinking, and encourages the development of an individual teaching style.

The most important aspect of studying and analysing a teacher's advanced pedagogical experience is understanding the essence of the pedagogical system, the pedagogical style of the teacher who is the "carrier" of this system, and the key pedagogical tools that ensure effective outcomes.

This process also includes identifying organizational forms, methods, and methodological approaches that contribute to improving the effectiveness of the educational process. In addition, it is essential to recognise contradictions within the learning process and to search for pedagogical tools that help eliminate them (Nosov, 2013).

The study of advanced pedagogical experience is particularly significant for young teachers who are just beginning their professional activity. Through this process, they gain access to the "creative laboratory" of experienced specialists: they become familiar with the teacher's lessons, plans, thematic projects, documents related to the educational-production process, didactic materials, methodological developments, and other components of professional practice.

The main method of studying advanced experience is attending lessons conducted by experienced teachers. It is during the lesson that the teacher's level of preparation, professional skills, pedagogical style, and technique become fully evident (Gromova & Selivanov, 2012).

Studying a lesson conducted by an experienced teacher is carried out in the following main directions:

- methods of activating students' previous knowledge and skills;
- defining clear lesson objectives and directing students toward achieving them;

- organizing and methodologically supporting the checking of homework;
- methods of engaging students during dialogic interaction;
- presenting new knowledge using problem-based explanations, questioning, and “feedback” techniques;
 - maintaining students’ attention and creating a positive emotional environment;
 - developing independent learning skills through working with books, cards, and practical tasks;
- individualizing the educational process by varying tasks and adjusting the difficulty of questions;
 - implementing interdisciplinary connections;
 - effective use of educational tools and technical teaching aids;
 - ensuring fair and systematic assessment and evaluation;
 - demonstrating pedagogical style, tact, and pedagogical technique.

Attending a lesson must be purposeful. Before the visit, the observer should define specific goals, determine which elements of the lesson will be studied, and identify how these observations can later be applied in practice. For this purpose, consultation with methodological leaders who are familiar with the strengths of the experienced teacher is highly valuable.

An effective form of disseminating advanced pedagogical experience is organizing “open lessons” and conducting collective discussions. During such discussions, the applied methods are analysed, both the teacher’s strengths and shortcomings are identified, and a generalized conclusion about the essence of the advanced experience is formed (Atayeva, 2024).

For teachers studying advanced experience, such discussions are of great importance because they help them deeply understand the essence of the experience, determine ways to apply it in their own practice, and develop opportunities to enhance their personal teaching style (Nurullaeva, 2021).

Such scholarly discussions also allow teachers to interpret their own professional practice through the prism of the experienced teacher’s activity. This contributes to the development of reflection — the teacher’s ability to analyse and evaluate their own work .

Moreover, observing and analysing the open lessons of experienced teachers encourages innovative thinking, creative approaches to teaching, and the desire to apply modern methods in the classroom. Advanced pedagogical experience is not merely a set of methods; it is a teacher’s creative vision of the educational process and their unique ways of engaging learners in active study .

Therefore, every teacher should not only observe such lessons but also find inspiration in them and gradually integrate these practices into their own teaching. Through the study of advanced pedagogical experience, teachers progressively form their pedagogical style and develop unique approaches to organizing an effective learning process.

In conclusion, observing, analysing, and discussing the lessons of experienced teachers and applying the acquired insights in one’s own practice represent crucial steps toward achieving professional excellence. These processes enhance the quality of education, enrich teachers’ professional competencies, and contribute to the sustainable development of the educational system as a whole.

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