



ORGANIZING THE PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS BASED ON CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD): THE EXPERIENCE OF UZBEKISTAN

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<https://doi.org/10.5281/zenodo.17966699>

ARTICLE INFO

Received: 15th December 2025

Accepted: 16th December 2025

Online: 17th December 2025

KEYWORDS

Professional development hours, professional development days, continuous professional development (CPD), cascade model, reflective practice, professional learning communities, hub schools, monitoring, digital portfolios

ABSTRACT

This paper analyzes the content, objectives, and practical significance of Professional Development Days introduced for school teachers in the education system of Uzbekistan starting from 2024. Based on modern pedagogical approaches such as Continuous Professional Development (CPD), reflective practice, constructivism, transformative learning, and social learning theories, the study explores opportunities for enhancing teachers' professional competencies. The paper highlights the role of cascade models, professional learning communities, mentoring, monitoring mechanisms, and digital portfolios in ensuring sustainable and practice-oriented teacher development..

Modern education systems require teachers not only to maintain an existing level of qualification but also to demonstrate continuous professional growth and adaptability. In the 21st century, rapid changes in education, the integration of digital technologies, and the emergence of global competency frameworks have made **continuous professional development** a priority area of state education policy. Consequently, in many countries, the concept of **Continuous Professional Development (CPD)** is regarded as a strategic mechanism for improving educational quality.

The theoretical foundations of **Professional Development Hours (PDH)** and **Professional Development Days (PDD)** are closely aligned with contemporary pedagogical theories. Donald Schön's theory of **reflective practice** substantiates teachers' engagement in lesson analysis and portfolio development within the PDH framework [4]. The constructivist theories of **Piaget** [3] and **Vygotsky** [6] explain the collaborative and social nature of PDD activities. **Kolb's experiential learning model** [1] emphasizes the practice-oriented character of PDH, while **Mezirow's transformative learning theory** [2] highlights changes in teachers' professional identity and worldview. Furthermore, **Senge's concept of the "learning organization"** [5] reinforces the PDH-PDD system as a mechanism for collective professional growth at the school level.

These processes are organized using a **cascade approach**, meaning that Professional Development Days and Professional Development Hours are interconnected and implemented through a step-by-step transfer of knowledge and experience from higher to lower levels. The

core idea of the cascade system is that training sessions and methodological expertise delivered at upper levels are systematically disseminated to teachers at lower levels, thereby creating a sustainable learning environment.

The cascade model is based on principles of **vertical integration** (from national policy to school-level practice) and **horizontal collaboration** (peer learning among teachers). The system consists of five interconnected levels:

National Level – Ministries and national centers prepare master trainers who design CPD programs and define overall strategic directions.

Regional Level – Regional methodological centers employ mentors and trainers who adapt national experiences to local contexts and provide methodological support to hub schools.

Hub School Level – Lead teachers conduct Professional Development Day sessions and facilitate experience sharing among teachers.

School-Level – Mentor teachers organize weekly Professional Development Hour sessions, focusing on reflection, classroom observation, and practice-based learning.

Individual Level – Each teacher maintains a professional portfolio, engages in self-directed learning, experiments with new methods, and independently evaluates their professional growth.

This cascade system supports teachers' dual roles as both **learners** and **knowledge transmitters**, fostering a continuous circulation of professional knowledge across all levels.

In practice, this model yields several significant outcomes:

- 1) Rapid dissemination of pedagogical experience and high-quality methodological exchange;
- 2) Development of mentoring and collaborative learning cultures;
- 3) Increased engagement of teachers in reflective and innovative practices;
- 4) Systematic monitoring of teachers' CPD activities through digital portfolios.

Empirical observations indicate that the implementation of this system has created a new professional growth environment in hub schools. Through PDH sessions, teachers have gained opportunities to analyze their lessons, maintain reflective journals, and develop personalized professional growth plans. Within the PDD framework, subject-based seminars, **lesson study** activities, experience-sharing sessions, and collaborative discussions have been institutionalized. As a result, a culture of collaboration, openness, and peer learning has significantly strengthened, providing a solid foundation for the formation of **professional learning communities**.

There are several challenges observed during Professional Development Day (PDD) sessions. Firstly, there is excessive emphasis on theory, with insufficient focus on practical aspects. Additionally, the individual needs of teachers are not adequately considered, and the professional development sessions fail to cater to their varied levels of expertise. Weak monitoring mechanisms further undermine the effectiveness of the PDD sessions. Moreover, shortages of resources and qualified trainers are significant constraints. Some teachers also display low motivation, and there is limited use of interactive teaching methods, which reduces the engagement and impact of the sessions.

To address these challenges, the following measures are proposed:

1.Balanced Focus on Theory and Practice: PDD sessions should strike a better balance between theoretical knowledge and practical application. More hands-on activities, workshops, and real-world scenarios should be included to ensure teachers can directly apply what they learn.

2.Personalized Development Plans: Tailoring professional development to meet the individual needs of teachers is essential. This could involve providing options for teachers to select specific areas they wish to improve, as well as offering differentiated levels of training based on their expertise.

3.Improved Monitoring and Evaluation: Strengthening monitoring and evaluation systems is crucial to track the progress of PDD sessions. Regular feedback loops, self-assessment tools, and follow-up sessions can help ensure continuous improvement.

4.Resource Allocation and Qualified Trainers: Adequate resources, including teaching materials and technology, should be made available. Additionally, efforts should be made to recruit or train a sufficient number of qualified trainers who can effectively deliver the PDD content.

5.Motivation Enhancement: Strategies to boost teacher motivation could include providing incentives, creating opportunities for professional recognition, and fostering a positive, supportive learning environment. Regular engagement with teachers to understand their challenges and provide encouragement can help improve their motivation.

6.Increased Use of Interactive Teaching Methods: PDD sessions should incorporate more interactive teaching methods, such as group discussions, peer learning, and problem-solving activities. This not only engages teachers but also equips them with practical skills they can use in their own classrooms.

By implementing these measures, it is expected that the overall quality and effectiveness of the PDD sessions will improve, leading to better teacher development and, ultimately, enhanced student outcomes.

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