

DEVELOPING CONFORMITY IN PRE-SERVICE TEACHERS THROUGH A PROJECT-BASED APPROACH

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ABSTRACT

This article provides a systematic and comprehensive scientific analysis of the essence of congruence as a significant competency in modern pedagogical theory and practice, its role in the professional development of future teachers, and the methodological foundations for its development. In the study, congruence is interpreted as an integrative professional competence that ensures consistency and harmony between the teacher's internal psychological state, verbal expression, and external behavior. Within the framework of the research, the pedagogical potential of the project-based approach in developing congruence in the process of training future teachers is examined. In particular, the findings indicate that the application of teaching technologies based on the project-based approach contributes to a noticeable improvement in future teachers' communicative coherence, emotional stability, reflexive thinking, the ability to analyze pedagogical situations, and skills in selecting and applying effective communication strategies. The research results show that the project-based approach creates favorable pedagogical conditions for the development of personal and professional congruence in future teachers by fostering competencies such as modeling real pedagogical situations, making independent and responsible decisions, implementing criteria-based assessment activities, effectively collaborating in teams, and resolving conflicts constructively. The results of the study have significant scientific and practical significance for improving the system of teacher education, increasing the effectiveness of the educational process, and developing the professional competencies of teachers.

Keywords: Congruence ability; pre-service teacher education; project-based approach; project-based learning technologies; pedagogical congruence; communicative competence; emotional intelligence; reflective pedagogy; pedagogical communication culture; professional identity.