

**O‘ZBEKISTON RESPUBLIKASI
OLIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
SAMARQAND DAVLAT CHET TILLAR INSTITUTI**

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS OF
THE REPUBLIC OF UZBEKISTAN
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES**

**CHET TILLARNI O‘QITISHDA DOLZARB MUAMMOLAR,
INNOVATSIYALAR, AN‘ANALAR, YECHIMLAR VA BADIY
ADABIYOTLAR TAHLILI**

**RESPUBLIKA ILMIY-AMALIY ANJUMAN
MATERIALLARI**

25-aprel, 2025-yil

**ANALYSIS OF CURRENT PROBLEMS, INNOVATIONS,
TRADITIONS, SOLUTIONS AND LITERATURE IN FOREIGN
LANGUAGE TEACHING**

**REPUBLICAN SCIENTIFIC-PRACTICAL CONFERENCE MATERIALS
APRIL 25, 2025**

«Samarqand davlat chet tillar instituti» nashriyoti

Samarkand-2025

CHET TILLARNI O'QITISHNING DOLZARB MASALALARI: MUAMMOLAR, YECHIMLAR, AN'ANA VA INNOVATSIYALAR

THE ROLE OF QUALITATIVE RESEARCH METHODOLOGIES IN IMPROVING THE RESEARCH COMPETENCE OF FUTURE EDUCATORS

Musoyeva Aziza Botirovna

SamSIFL, Associate professor (PhD)

musoyeva@samdhti.uz

Abstract: *It is essential for future educators to cultivate their research skills to effectively address pedagogical challenges, implement evidence-based strategies, and promote an environment of inquiry within their classrooms. Highlighting context, depth, and relevance, qualitative research methods offer various benefits in enhancing these skills. This article investigates the primary objective of qualitative approaches, such as case studies, ethnography, grounded theory, phenomenology, and narrative inquiry, in enhancing the research competency of pre-service teachers.*

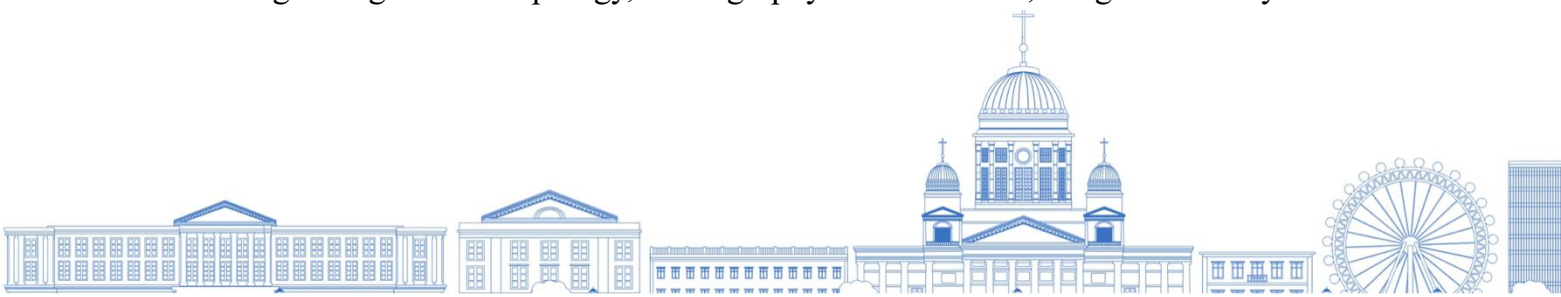
Keywords: pre-service teachers, educational research, reflective practice, qualitative research, research competency, teacher education

The significance of teacher education has increased as research competence evolves among future educators. Educators aspiring to be reflective practitioners, problem solvers, and change agents must first demonstrate proficiency in the design, execution, and assessment of research (Cochran-Smith & Lytle, 2009). Qualitative research is particularly effective in facilitating the development of these skills among the various research paradigms. The interpretive quality and emphasis on human experience align effectively with the objectives of reflective teaching methodologies and academic inquiry.

Qualitative research employs many strategies meant to understand events in their natural settings by investigating the meanings people attach to them (Denzin & Lincoln, 2018). These strategies provide necessary tools for analyzing classroom dynamics, learner variability, and instructional approaches in teacher preparation. Case studies, ethnographies, grounded theory, phenomenology, narrative inquiry, and action research are the most often used kinds of qualitative study.

The case study method requires a thorough investigation of a single incident or a small number of incidents inside a real-world classroom. Case studies provide future teachers all-encompassing understanding of complex classroom dynamics, institutional cultures, and particular student needs (Merriam & Tisdell, 2016). They excel especially in developing contextualized problem-solving skills and decision-making ability.

Originating in anthropology, ethnography involves close, long-term study of a cultural



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group. In the field of education, it is used to examine classroom environment, school policy, or student-teacher interactions. By means of ethnographic study, pre-service teachers develop the capacity to witness the complex social norms, rituals, and power relations impacting learning environments (Hammersley & Atkinson, 2019).

Grounded theory, the methodical generation of theory from data instead of assessing pre-existing assumptions, is the third approach. Especially in under-explored or creative circumstances, it is rather helpful for teachers to encourage their students to recognize patterns and create theoretical concepts from observed educational methods (Charmaz, 2014).

Emphasizing real experience and trying to grasp how individuals see and interpret certain events, phenomenology is the fourth method. Teacher candidates using this method might look at the emotional experiences of inexperienced teachers, opinions on classroom inclusiveness among students, or definition of success for failing students (Van Manen, 2016). Phenomenological study develops for teachers great listening skills and empathy.

Narrative inquiry is the sixth method and looks at how people find meaning in stories. In teacher preparation, narrative inquiry is a common tool for looking at teacher identity, professional growth, or student experiences. Engaging pre-service teachers in storytelling helps them to consider their evolving educational strategies and philosophical stances (Clandinin & Connelly, 2000).

Action research is the final method which means practitioners closely reviewing their own methods to improve them. By means of this experiential research technique, teacher candidates may efficiently link theoretical ideas to pragmatic applications, thus addressing urgent educational problems (Kemmis et al., 2014).

Every approach boasts different conceptual foundations and strengths. Their combined inquiry-oriented approach helps teacher candidates to interact more deeply with the subtleties of educational practice (Musoyeva, 2021).

Development of research capability goes beyond the learning of technical skills. One must adopt a different attitude toward research, curiosity, and a critical viewpoint on the current knowledge (Burns, 2010). By encouraging pre-service teachers' active participation in the research process, qualitative methods help to ease this change. In interviews or observations, for instance, teacher candidates must engage sympathetically with students, admit bias, and consider numerous interpretations skills necessary for both research and instruction (Botirovna, 2024).

Furthermore, included in qualitative research are reflective journaling, theme analysis, and continuous data access, all of which support analytical thinking and metacognition (Merriam & Tisdell, 2016). These strategies help pre-service teachers to understand student needs, curricular content, and their own pedagogical identities.



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Many programs for teacher preparation includes qualitative research training into their courses in order to help reflective practitioners flourish. Everywhere prospective teachers look at issues within their own classroom using qualitative tools, action research is a common approach (Kemmis, McTaggart, & Nixon, 2014). This approach helps students to combine theory with practice and face real classroom challenges.

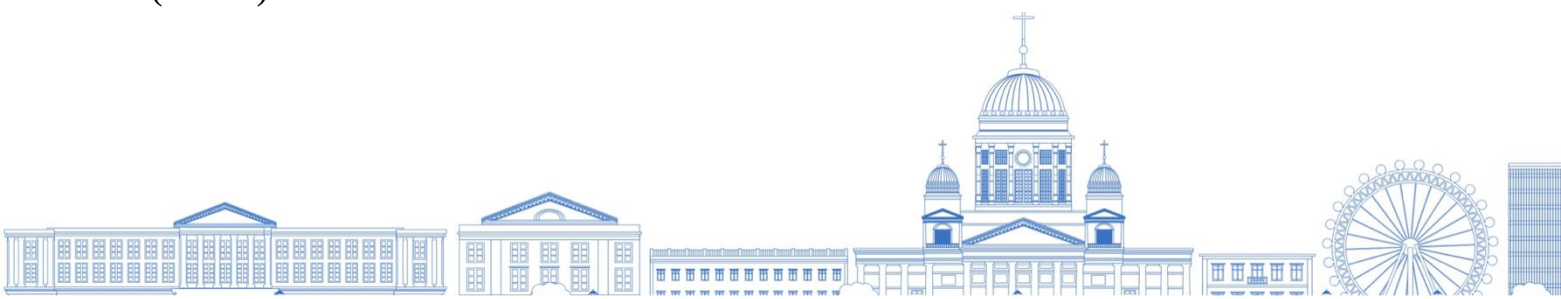
Pre-service teachers may also look at the sociocultural aspects of teaching via cooperative projects, peer interviews, and micro-ethnographic research of classroom environment, therefore improving their awareness of diversity and inclusiveness. Such interactions usually lead to a stronger commitment to social justice and equality in the classroom (Gay, 2010).

Although qualitative research has many benefits, its use in teacher preparation causes various issues. Pre-service teachers might initially find the inherent ambiguity in data interpretation and the abstract qualities of qualitative paradigms difficult (Stake, 2010). Often a challenge in training programs are time and financial limitations. Still, these challenges might be reduced with careful monitoring, small-scale research projects, and reflective support all through the research process.

Methodologies of qualitative research greatly improve the research competency of future teachers. These approaches prepare instructors to not only absorb research but also to significantly contribute to the field by encouraging critical inquiry, reflexivity, and great involvement with educational reality. Using qualitative research in teacher preparation helps to develop a professional identity based on curiosity, empathy, and lifelong learning qualities essential for modern, twenty first century successful teaching.

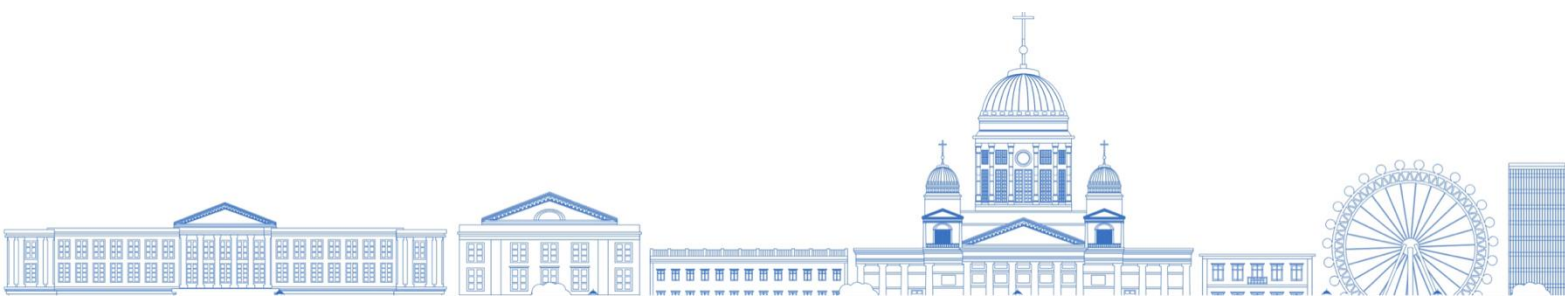
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