

**PEDAGOGICAL AND PSYCHOLOGICAL BARRIERS IN THE ACTIVITIES OF
YOUNG TEACHERS**

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Annotation: This scientific article analyzes in detail the pedagogical and psychological barriers encountered in the professional activities of young teachers. It also studies the decrees of the President of the Republic of Uzbekistan adopted in recent years aimed at improving the education system. Based on these decrees, measures for improving the quality of education, professional training of teachers, and supporting pedagogical staff are examined. The comparison of international education systems is also analyzed, particularly through international assessment programs such as PISA and recommendations of UNESCO and ILO regarding pedagogical approaches. Global experience, for example professional development in education, the introduction of innovative technologies, and programs supporting teachers, is analyzed in the article and applied in the context of Uzbekistan's education policy. The main results emphasize the necessity of creating a supportive professional environment for young teachers.

Keywords: Young teachers, pedagogical barriers, psychological barriers, presidential decrees, education reforms, PISA, UNESCO, ILO, international education system, pedagogical competence.

Introduction

Education plays a strategic role in the economic and social development of every country. Ensuring modern and high-quality education that meets the demands of contemporary society largely depends on the competence of teachers, especially on the preparation and support of young teachers. At the early stage of their professional careers, young teachers often face numerous pedagogical and psychological barriers. Therefore, it is important to study these problems within the framework of state policy and international standards.

In recent years, the decrees adopted by the President of the Republic of Uzbekistan have defined important directions for improving the quality of education, preparing pedagogical staff, introducing innovative teaching methods, and preparing students for international assessment systems. For example, the "Concept for the Development of the Public Education System until 2030" sets long-term goals such as including Uzbekistan among the top 30 countries in the PISA international assessment program.

Young teachers sometimes lack sufficient preparation in lesson planning and in applying modern pedagogical approaches, which reduces pedagogical effectiveness. As emphasized in standards regarding the status of teachers recommended by UNESCO and ILO, teachers' initial and continuous professional development must be systematically supported.

1. Barriers in Classroom Management, Communication and Individual Approach

Interactive teaching technologies, considering students' individual abilities, and pedagogical communication are among the main pedagogical barriers for young teachers. Scientific research

emphasizes that methodological training programs, mentoring systems, and practical consultations in real teaching situations are necessary to overcome these challenges.

2. Adaptation to International Educational Standards and PISA

The Programme for International Student Assessment (PISA) is an international assessment system that evaluates students' ability to apply knowledge in real-life situations. PISA results are widely used to measure the effectiveness of national education systems. Preparation for assessment systems such as PISA requires young teachers to possess strong methodological knowledge and to improve the quality of education.

3. Psychological Barriers and Strategies for Overcoming Them

Young teachers often face stress, emotional exhaustion, and work-life balance problems. International studies show that a high level of stress among teachers negatively affects both educational quality and work performance. According to UNESCO global reports, the world needs about 44 million additional teachers, which increases teachers' workload.

3. Motivation and Low Self-Esteem

Low self-esteem and lack of motivation are also among the psychological barriers that young teachers may face. These problems can make it difficult to continue a teaching career and increase the risk of professional burnout. This issue exists in many countries around the world, and Uzbekistan's education policy also takes it into account by strengthening support measures for teachers.

4. Presidential Decrees of the Republic of Uzbekistan and Education Reforms

Concept for the Development of Public Education until 2030

The "Concept for the Development of the Public Education System until 2030", approved by the President, aims to align school education with international standards, introduce innovative educational technologies, and improve teachers' professional qualifications. One of the key goals is to include Uzbekistan among the top 30 countries in the PISA assessment program.

Initiative "President's Gifted Children"

The decree adopted in 2025 titled "President's Gifted Children" aims to identify talented youth and support them in achieving educational goals. This initiative creates new opportunities for teachers, including innovative teaching materials and additional resources.

Reform of Vocational Education

A presidential decree on reforming the vocational education system was adopted to modernize vocational training according to contemporary requirements. This reform strengthens the preparation of pedagogical staff and professional education programs.

5. Experience of Global Education Systems

In 1966, UNESCO and ILO adopted recommendations regarding the status of teachers, defining international standards for teaching conditions, professional development, and the social

status of teachers. World Teachers' Day is celebrated annually on October 5 and is dedicated to improving education quality, appreciating teachers, and supporting them.

Global education forums such as the Education World Forum, often held in cities like London, allow countries to share experiences in developing education systems. According to UNESCO global reports, teachers' qualifications, support systems, and innovative teaching methods play a decisive role in improving the quality of education.

Conclusion

In order to overcome pedagogical and psychological barriers faced by young teachers, it is necessary to implement strategic measures at the state level, apply reforms through presidential decrees, and study international experience. International standards and recommendations serve as important sources for improving the pedagogical system. Educational reforms in Uzbekistan aim to improve education quality by supporting teachers, adapting to international assessment systems such as PISA, and introducing innovative approaches.

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