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DIDACTIC POSSIBILITIES OF THE CONCEPT OF THE "THIRD TEACHER" IN THE PEDAGOGICAL EDUCATION CLUSTER

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Abstract
The article covers the content of the "Third Teacher" project in the pedagogical education cluster and the possibilities of its implementation in practice. The implementation mechanisms of the "Future Teacher" project are discussed. Also, theoretical ideas are put forward regarding the individual education strategy, competency-based and person-oriented approaches.

Keywords: Pedagogical education cluster, third pedagogue, didactic function, microlesson, reflection, resource trajectory, formative assessment, institutional model.

Introduction

PEDAGOGIK TA'LIM KLASTERIDA "UCHINCHI O'QITUVCHI" KONSEPSIYASINING DIDAKTIK IMKONIYATLARI

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Annotatsiya:
Makolada pedagogik ta'lim klasterida "Uchinchi o'qituvchi" loyihasining mazmuni va amaliyotga joriy etishning imkoniyatlari yoritilgan. "Kelajak o'qituvchisi" loyihasining amalga oshirish mexanizmlari xususida so'z yuritilgan. shuningdek, individual ta'lim strategiyasi, kompetensiyaviy va shaxsga yo'naltirilgan yondashuvlar borasida nazariy g'oyalar ilgari surilgan.

Kalit so'zlar: pedagogik ta'lim klasteri, uchinichi pedagog, didaktik funksiya, mikrodars, refleksiya, resurslar traektoriyasi, formativ baholash, institutsional model.

In order to bring pedagogical education to a qualitatively new level, it is of particular importance to fully utilize the didactic potential of the educational environment, along with the activities of the teacher and the student. From this perspective, the concept of the "Third Teacher" interprets the environment not as

a passive background, but as an active pedagogical factor that stimulates learning motivation, independent thinking, practical action and reflexive analysis. In the context of a cluster approach, this idea enriches the content of cooperation between the university, department, practical school and mentoring system, and serves to form an integral outline of theory-practice-assessment. As a result, the professional training of a future teacher is determined not only within the framework of methodological knowledge, but also with the competences of designing, managing and evaluating a developing educational environment.

The idea of the "third teacher" reinterprets the educational process: teaching is not limited only to the teacher's speech and the student's receptive activity, but the environment also acts as an independent educational, guiding and developing force. In this sense, in the "teacher-student-environment" triad, the environment is not a passive background, but a full-fledged pedagogical component that serves to implement didactic decisions, activate the student and consolidate the result. The role of the environment as an active pedagogical factor is visible, first of all, in its structure: the logical organization of the educational space, the open and purposeful arrangement of resources, visual navigation, collaboration zones, reflection areas, and the learning format connected to digital tools directly affect the student's participation in the lesson. If the environment is designed for reproductive activity, the student will receive more ready-made information; if the environment encourages research, communication and practical testing, the student will develop the competencies of analysis, critical thinking and creative solution-finding faster.

To understand this idea more deeply, three didactic functions of the environment can be distinguished. The first function is the motivational function: the environment encourages the student to take active action, arouses interest, and strengthens the position that I can do it too. The second function is the cognitive function: the material, visual evidence, sources, and digital content in the environment support the student's process of understanding, comparing, and drawing conclusions. The third function is the regulatory function: the environment organizes learning activities, determines the relationship between time and task, and facilitates interaction and self-control. Therefore, in the "third teacher" approach, the design of the environment, that is, not the selection or furnishing of the interior, but the representation of a pedagogical scenario in spatial and digital format that serves the learning outcome.

From the point of view of the experience of CSPU, this approach naturally harmonizes with the "Future Teacher" project. Because in the training of a future teacher, it is no longer enough to teach only the content of the lesson; he must also be able to design the environment in which the lesson will take place in accordance with the purpose. For example, in micro-lesson planning, the student is assigned not only the choice of method, but also tasks such as determining activity zones, determining the trajectory of resources, placing reflection points, and linking formative assessment with environmental elements. Such practice forms not only secondary, but also primary professional skills in the student: along with "How to teach", it is important to solve "Where and in what environment to teach" on a scientific and methodological basis. As a result, the coherence of theory and practice in pedagogical training is strengthened, because by properly building the environment, theoretical ideas give visible results in the lesson process.

In the "Third Teacher" project, the influence of the environment as an active pedagogical factor should be designed, not random.

In the logic of such a design, the environment becomes not an opponent of the teacher, but a methodological partner; and the student becomes not a passive performer, but a subject who creates knowledge in interaction with the environment. This integration of the environment and pedagogical design is also noted in foreign studies: "Pedagogical design means choosing the appropriate content, activities and methods of using resources".

Individual educational strategy, competency-based and person-oriented approaches form a single methodological field that conceptually complements each other: the individual strategy determines the real needs and pace of development of the learner, the competency-based approach measures the result not by the volume of knowledge, but by the ability to apply it in practice, and the person-oriented approach provides a value-humanistic foundation for this process. Therefore, in modern pedagogical training, the logic of "same content — different trajectories — single professional standard" is paramount: all students achieve the same final competencies, but the path to achieving them is adapted according to the diagnostic profile, motivation, cognitive style and practical experience. This approach also changes the role of the teacher: he or she acts not only as a transmitter of knowledge, but also as a designer of the learning trajectory, facilitator, tutor and analyst.

In the experience of the pedagogical education cluster of CSPU, the implementation of this conceptual harmony is especially effective at the intersection of the ideas of the "Future Teacher" and the "Third Teacher": competency-oriented modules have been developed at the university, individual methodological options are offered at the departmental level, and individual trajectories are being tested in a real classroom environment in practical schools. Targeted support is provided to each student through tutoring, mentoring, and peer-learning mechanisms; portfolio and reflexive analysis show the dynamics of growth based on evidence. Thus, an individual strategy adjusts the process, a competency-based approach determines the result, and a person-centered approach ensures the humane and developmental quality of education; all three together create a holistic model that prepares future teachers for a changing educational environment. In this regard, researcher B.F. Azimov emphasizes the following idea: "…person-centered education expresses the need to create favorable pedagogical conditions for mutual cooperation between participants in the educational process and personal growth". This idea methodologically justifies the unity of individual strategy, competency-based results and person-centered methodology.

The theoretical basis for the implementation of the "Third Teacher" project in the case of the Faculty of Pedagogy of the CSPU is based on the interpretation of the educational environment not only as an infrastructure, but also as an independent pedagogical force of influence. In this approach, along with the teacher and the student, the environment also acts as a subject that creates meaning, directs activity and accelerates professional development. In this sense, the principles of the professional environment established at the faculty level should support the logic of active learning such as "I saw - I understood - I applied - I analyzed", and encourage the student to draw independent conclusions and make practical decisions, not to accept ready-made answers. As a result, the environment becomes an integrated pedagogical space that simultaneously performs educational, didactic and reflexive tasks. In practice, the implementation of the project begins with the transformation of the strategic principles of the faculty into specific functional tasks at the department level. That is, at the faculty level, common values, professional goals and development criteria are determined; at the department level, these criteria are "translated" into methodological models appropriate to the nature of the discipline. For example, if one department emphasizes analysis and reasoning, another may focus on communication and

management competencies, and another on socio-educational impact and an inclusive approach. This allows the idea of the "Third Teacher" to be used in practice not as a universal slogan, but as a didactic architecture appropriate to the specialty of the department. In this way, the design of the environment is organized not on the basis of a uniform design, but on the basis of the principle of "one goal - different pedagogical solutions".

An important practical mechanism of the project is to manage the environment in relation to the learning outcome. For this, the learning space is built not only as a place where lessons are held, but as a system of zones that shape professional activity: a zone of communication and discussion, a zone of case and project solutions, a zone of independent work and reflection, a zone of using digital resources. Such a functional division takes the student from a passive listener to an active performer: he receives information, processes it, applies it, evaluates it and justifies his solution. Especially at the faculty of pedagogy, this mechanism is of great importance in terms of training a teacher who will be able to design the school environment in accordance with the methodological goal in the future.

Cluster cooperation plays a crucial role in the effective use of the "Third Teacher". If the culture of teaching based on the environment formed at the university does not continue in practical schools, there will be a gap in training. Therefore, in the experience of CSPU, it is advisable to maintain uniform methodological requirements in the faculty-department-practice base-mentor chain: the environment element is necessarily taken into account when designing a lesson, the impact of the environment on student activity is separately assessed in observation protocols, and the answer to the question "Which environmental solution gave what result?" is sought in reflection. In this way, an integral educational contour is formed between theory, practice and assessment. In general, the establishment of the "Third Teacher" in the example of the Faculty of Pedagogy of CSPU theoretically deepens the logic of person-oriented and competency-based education, and practically turns the environment into a targeted pedagogical instrument. As a result, the content of professional training at the faculty is enriched, interdepartmental integration is strengthened, continuity with practice is strengthened, and the graduate's competencies in building, managing and evaluating a modern educational environment are stably formed.

In the experience of CSPU, the institutional model of introducing the "Third Teacher" serves, first of all, to transform pedagogical education from a set of individual lessons into a system of controlled development. In this model, the

environment (spatial, methodological, digital and social environment) is designed not as an external condition of the educational process, but as an internal didactic factor affecting the result. Therefore, the main task at the institutional level is to subordinate the goals of the faculty, the functionality of the departments and the individual development of students to a single pedagogical logic. Below, the three main directions of this model are expanded and scientifically and practically illuminated.

The first condition for institutional effectiveness is to ensure vertical and horizontal coherence of strategic goals. Vertical coherence implies a clear "translation" of the priorities set at the faculty level to the departments, modules, and practice stages; horizontal coherence requires the complementarity of content and methodological approaches between departments. In the "Third Teacher" model, this coherence also includes environmental requirements: that is, each department transforms the learning environment into a didactic resource appropriate to its subject goals, but does not deviate from the general cluster criteria. As a result, a single quality standard is maintained at the faculty level, and space for creative and subject-specific variability appears across departments. From the point of view of practical significance, such coherence is yielding three clear results at CSPU: first, methodological fragmentation is reduced and a single result-oriented language is being formed across departments; second, the student's professional growth is moving from random experience to "step-by-step development"; Thirdly, cooperation with practice bases is being qualitatively strengthened, as the correspondence between the demand sent by the university and the expected result in the school field increases. Thus, the coordination of strategic goals and stages turns the "Third Teacher" into a mechanism with institutional stability.

1-Table. Institutional model of introducing the "third teacher" (CSPU experience)

Institutional block	Main task	Implementation mechanism	Responsible entities	Expected result
Strategic coordination	Bringing the goals of the faculty and the activities of the department into a single logic	Roadmap, strategic session, KPIs at the department level	Faculty dean's office, heads of departments	Harmony of goals, principles and stages
Adapting principles to the department	Transforming the general idea into a subject-based mechanism	Matrix of principles corresponding to the department profile	Departments, methodological council	Clear models that work across disciplines
Integration into content	Introducing the "third teacher" into the module and course architecture	Module passport, case bank, environment-scenario	Department, group of teachers	Strengthened theory-practice coherence
Optimization	Restructuring ineffective solutions	Correction based on monitoring results	Methodological unit, practice coordinator	Continuously improving education system
Making individual trajectory visible	Reflecting student development in the environment	Portfolio, progress map, reflexive diary	Tutor, mentor, student	Increased self-management and motivation
Cluster cooperation	Transforming the university-school relationship into a functional system	Joint regulations, open lesson analysis, feedback	University, practice schools, mentors	Practically relevant, sustainable professional training
Quality assurance	Evidence-based management of results	Rubric, descriptor, internal audit, report	Quality department, department, coordinator	Transparent assessment and accountability

The second pillar of the institutional model is the adaptation of principles to the nature of the subject across departments. The idea of the "third teacher" is not applied in the same way in all departments; it is reconfigured depending on the didactic task of each department. For example, in the direction of pedagogy, the environment encourages more socio-pedagogical interaction, in the direction of psychology it strengthens reflexive observation and self-awareness practices, and in the direction of management it supports simulations of decision-making and organizational communication. In this way, the principle turns from a general idea into a department-specific working mechanism. Modular architecture is crucial in integrating content stages: conceptual understanding is provided in the introductory stage, methodological application in the development stage, clinical testing in the practical stage, and reflexive synthesis in the final stage. This stepwise logic allows the department to structure the content of the lesson not in the order of providing information, but in the order of forming competencies. The

optimization mechanism is based on the results of monitoring: which task works better with the environment, in what form student activity is decreasing, which assessment tool shows real growth, and based on this data, the module content is constantly updated. As a result, the content of the department becomes a developing system, not a static one. To put it in practical terms, this mechanism creates a two-fold value for the CSPU: on the one hand, departments develop highly effective local solutions based on their specialization; on the other hand, these local solutions are connected to the general quality contour at the faculty level. This facilitates institutional transfer: an effective environmental-methodological solution tested in one department can be adapted and quickly implemented in another department.

The experience of the CSPU pedagogical education cluster shows the high didactic and developmental value of the "Third Teacher" concept: the educational environment becomes not only an organizational background, but also an independent pedagogical factor that serves to activate knowledge, enhance practical application, systematize reflection and correction. In this approach, the theory-practice connection is strengthened, and cases, projects, inclusive lesson models, digital resources and formative assessment tools work in a single methodological contour. As a result, such qualities as independence, responsibility, creative decision-making, critical thinking and professional reflection are steadily developed in future teachers; cognitive, practical, value, communicative and digital competencies are formed in a complex way. At the same time, functional cooperation between cluster entities (faculty-department-practice base-mentor) enhances the quality of education and accountability, bringing the "Third Teacher" to the level of a stable institutional mechanism, not an episodic innovation. In short, this concept serves as an effective methodological and practical foundation for the formation of a modern teacher capable of designing and managing a developing educational environment at CSPU, raising the quality of training of the "Future Teacher" to a new level.

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