

**THE SYSTEM OF "MASTER'S PROGRAMS" AS A FACTOR IN IMPROVING THE QUALITY OF CONTINUOUS EDUCATION****Zamira Unarovna Kuychieva**Senior Lecturer, Department of  
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**Abstract:** This paper examines the essence of the "Mentor-Student" system as a traditional factor in the development of lifelong education.

**Keywords:** lifelong education, mentor, student, pedagogical excellence, harmoniously developed personality.

**Аннотация:** В тезисах рассматривается сущность системы "Наставник-ученик" как формирование традиционного фактора развития непрерывного образования.

**Ключевые слова:** непрерывное образование, наставник, ученик, педагогическое мастерство, гармонично развитая личность.

Dear President Shavkat Mirziyoyev, in his speech at the ceremonial event dedicated to Teachers and Mentors Day, emphasized the importance of establishing the "mentor-apprentice" system in improving the quality of education. He noted:

"Today, every teacher and educator, every university professor must be capable of applying the latest positive innovations in the field of education and science to the learning process, possess deep knowledge and a broad worldview—in a word, they must be among the most advanced representatives of our time and society. Students educated by such teachers will grow into a generation capable of building the bright future of Uzbekistan that we dream of," he stressed.<sup>1</sup>

Today, the fundamental reform of continuous education and increasing its attractiveness have become one of the priority tasks of our state policy. Indeed, combating ignorance through enlightenment, ensuring citizens' involvement in the profound reforms taking place in our country, strengthening their confidence in the future, improving the welfare of the population, building a legal democratic state, and guaranteeing human rights and freedoms—in a word, implementing the idea of "Progress" in all spheres of our life—are, first and foremost, dependent on carrying out comprehensive reforms in the field of education and raising our younger generation to be knowledgeable and well-educated.<sup>2</sup>

At present, the population of Uzbekistan has exceeded 34 million, and 16 percent of it consists of school students.<sup>3</sup> More than 450,000 employees working in the public education sector of the country have been socially supported, and along with their status in society, their salaries have also been increased. Such care has strengthened teachers' love for their profession, their dedication and sense of responsibility, and has inspired them to work continuously on self-improvement. As the Head of State emphasized, "The prestige of this profession can only be

<sup>1</sup> Kuychieva Zamira Unarovna. (2025). Teaching Methods for Future Music Teachers Based on The Teacher-Student Tradition. *International Journal of Pedagogics*, 5(05), 99–102. <https://doi.org/10.37547/ijp/Volume05Issue05-24>

<sup>2</sup> Tursunaliyev, A. ., & Kuychieva, Z. . (2025). LEVELS OF DEVELOPMENT OF PUPILS IN THE FINE ART AND TECHNOLOGY OF THE INDIVIDUAL APPROACH . *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, 2(2), 139–145. извлечено от <https://in-academy.uz/index.php/cajmrms/article/view/45298>

<sup>3</sup> Xomidov Zokir Djurakulovich, & Azamkulov Gayrat Otakuziyevich. (2026). UZBEK MUSICAL INSTRUMENTS AND THEIR TYPES [Data set]. *B Latin American Journal of Education* (Выпуск 01, сс. 544–549). Zenodo. <https://doi.org/10.5281/zenodo.18351840>

enhanced by the teacher's own devoted work, continuous self-development, and by setting an example for others."

There is no doubt that the "mentor-apprentice" method yields the expected results in improving teachers' professional skills and self-development. Indeed, the mentor-apprentice tradition has long been an inherent feature of our people, and turning it into a systematic approach is of great importance in increasing the effectiveness of education. Therefore, strengthening the "mentor-apprentice" tradition within the education system is highly important. In the "Concept of Continuous Spiritual Education," the restoration of the "mentor-apprentice" traditions is defined as a key task in implementing moral education within the educational system.

Within the "mentor-apprentice" system, issues of ideological preparation are extremely important. The stronger the apprentice's political awareness, ideological preparedness, and culture of thinking, the more solid the foundation will be for them to eventually surpass their mentor. To create such a foundation, the mentor themselves must possess strong knowledge and a high level of competence. The great Aristotle did not say in vain: "A student who catches up with those ahead and does not wait for those behind achieves everything."<sup>4</sup>

The main aspect of the "mentor-apprentice" relationship in the system of professional development of teachers is that the apprentice (young specialist), during the training process, develops a personal plan under the guidance of an assigned mentor to independently deepen their knowledge, skills, and competencies. This plan should clearly define the apprentice's tasks in such areas as studying and applying advanced pedagogical experience; learning and analyzing innovations in the subject they teach; mastering and implementing modern pedagogical and information technologies; studying and introducing new developments in pedagogy, psychology, spirituality, and enlightenment; mastering regulatory documents in the field of education; and studying and applying best practices in extracurricular and out-of-school activities, воспитательная work, and cooperation with parents and the community.

The mentor, in turn, is required to possess a number of social and personal qualities. First, they should be an educated specialist with deep knowledge, who has perfectly mastered teaching methodology and possesses extensive experience. Second, they must have a high level of pedagogical skill, as well as strong psychological and ideological preparedness. A mentor should be polite, kind, conscientious, cultured, as well as proactive and well-organized. Sharing these qualities with the apprentice essentially constitutes the core meaning and essence of the "mentor-apprentice" tradition.<sup>5</sup> The "mentor-apprentice" tradition is not merely a narrow method aimed at developing education; first and foremost, it is a noble idea focused on making society prosperous and happy by nurturing a well-rounded individual. This idea gains even deeper meaning when enriched by Islamic philosophy. In the works of our great ancestors such as Ibn Sina, Beruni, Farabi, and Alisher Navoi, in the hadiths of Imam Bukhari, and in the principle of Bahauddin Naqshband "Dil ba yor, dast ba kor" ("Heart with God, hands at work"), valuable wisdom related to this noble idea is embodied. Numerous images and models of mentorship have been created in the works of our great thinkers.

The philosophical teachings of our ancestors testify to the rich history, glory, and unique spiritual heritage of our Motherland and instill a boundless sense of pride and honor in our people.<sup>6</sup> By making use of this unique heritage and deeply instilling it into the minds and hearts

<sup>4</sup> Azamkulov Gayrat Otakuziyevich MAQOMDA IMPROVIZATSIYA XALQ IJODINING MUHIM UNSURI SIFATIDA. (2026). *Ustozlar Uchun*, 88(1), 318-323. <https://journalss.org/index.php/ust/article/view/15670>

<sup>5</sup> Annakulova D Components of using traditions of epistle performance in the professional training of future music teachers <https://manuscriptology.org/index.php/PRVM/article/view/419>

<sup>6</sup> Abdurasulov Bahodir Saydurasulovich. (2026). OUR MUSICAL HERITAGE IS IN THE HONOR OF THE PEOPLE [Data set]. *B Latin American Journal of Education* (T. 6, Выпуск 01, сс. 433-438). Zenodo. <https://doi.org/10.5281/zenodo.18284467>

of the younger generation, it is possible to raise a well-rounded individual. As our President emphasized: “The unique and invaluable scientific and spiritual heritage of our great ancestors must become a constantly guiding life program for us. This immortal legacy should always be with us, giving us strength and inspiration. First and foremost, we must imbue the national education system with this spirit. For this, our scholars and specialists, our respected religious figures, should present this spiritual treasure to the younger generation in simple, understandable, and engaging forms”.<sup>7</sup>

Today, in establishing the “mentor–apprentice” tradition within the system of continuous education, greater effectiveness can be achieved by relying on the principle of comprehensively studying and teaching our unique spiritual heritage, historical traditions, and national values. The ideas of Ahmad al-Farghani about the mysteries of the universe, as well as the concept of algorithmic sequence developed by Muhammad ibn Musa al-Khwarizmi—recognized across the world for his discoveries and regarded as a founder of natural philosophy—serve as important examples in this regard.<sup>8</sup> The legacy of great scholars such as Abu Rayhan Beruni; Abu Nasr Farabi—known as the “Aristotle of the East” and the author of works on the history of philosophy, theory of knowledge, logic, music, ethics, and ideas about a just society; and Abu Ali Ibn Sina, who advanced profound philosophical ideas, as well as the humanistic philosophy of Alisher Navoi, and the works and activities of Babur Mirzo, Mashrab, Bedil, Donish, and the enlightened intellectuals of the early twentieth century—all serve as highly important ideological sources within the “mentor–apprentice” system.<sup>9</sup>

As stated in the wisdom of our people, it is difficult to nurture a well-rounded individual without relying on high ideological goals. Only a person who prioritizes the interests of others and serves as an example through their work, behavior, and spiritual maturity can truly develop into a mentor in the full sense. Within the “mentor–apprentice” system, it is essential to cultivate the qualities of a well-rounded individual, and each apprentice should ultimately develop a strong ideological conviction. In this sense, the “mentor–apprentice” relationship should become a national value.

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