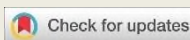



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WAYS TO DEVELOP TIME MANAGEMENT SKILLS IN FUTURE PRIMARY SCHOOL TEACHERS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

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ABSTRACT

This study aims to identify effective pedagogical conditions, methods, and technologies for developing time management skills in future primary school teachers within an innovative educational environment. The research is based on theoretical analysis, comparative review of scientific literature, and generalization of pedagogical approaches to time management. The findings demonstrate that time management in pedagogical activity constitutes a multi-level process, including didactic planning of lesson time, optimization of lesson preparation, strategic organization of extracurricular activities, and the integration of personal and professional self-management. The study highlights the effectiveness of contemporary time management techniques, such as the Pomodoro Technique, the “90/30” method, the “At Least a Few Minutes” approach, and the “Three Tasks” technique, depending on the nature of pedagogical tasks. The results confirm that systematic integration of these approaches into teacher training enhances professional efficiency, supports psychological stability, and improves the overall quality of the educational process.

BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARIDA INNOVATSION TA‘LIM MUHITIDA VAQTNI BOSHQARISH KO‘NIKMALARINI RIVOJLANTIRISH USULLARI

Kalit so‘zlar: *vaqtni boshqarish, bo‘lajak boshlang‘ich sinif o‘qituvchilari, innovatsion ta‘lim muhiti, pedagogik kompetensiya, darsni rejalashtirish, kasbiy samaradorlik, raqamli vaqt boshqaruvi, o‘qituvchi tayyorlash.*

ANNOTATSIYA

Mazkur tadqiqot innovatsion ta‘lim muhiti bo‘lajak boshlang‘ich sinif o‘qituvchilarida vaqtni boshqarish ko‘nikmalarini rivojlantirishning samarali pedagogik shart-sharoitlari, usullari va texnologiyalarini aniqlashga qaratilgan. Tadqiqot nazariy tahlil, ilmiy adabiyotlarni qiyosiy o‘rganish hamda vaqtni boshqarishga oid pedagogik yondashuvlarni umumlashtirish asosida olib borildi. Natijalar pedagogik faoliyatda vaqtni boshqarish dars vaqtini didaktik rejalashtirish, darsga tayyorgarlikni optimallashtirish, sinfdan tashqari faoliyatni strategik tashkil etish hamda shaxsiy va kasbiy o‘zini o‘zi boshqarishni integratsiyalashni qamrab oluvchi ko‘p bosqichli jarayon ekanini ko‘rsatdi. Tadqiqotda Pomodoro texnikasi, “90/30” usuli, “Kamida bir necha daqiqa” yondashuvi va “Uchta vazifa” texnikasining pedagogik vazifalar xususiyatiga ko‘ra samarali ekani asoslandi. Ushbu yondashuvlarni o‘qituvchilar tayyorlash tizimiga izchil joriy etish kasbiy samaradorlikni, psixologik barqarorlikni va ta‘lim sifati oshishini ta‘minlaydi.

In the context of globalization and the ongoing modernization of education systems, the effective organization of teachers’ professional activities has become increasingly significant. At the level of primary education in particular, teaching effectiveness is largely determined by the teacher’s ability to manage time rationally. This is due to the multifaceted nature of the primary school teacher’s role, which encompasses not only instructional responsibilities but also functions as an educator, organizer, and manager. Within pedagogical practice, time management constitutes a critical factor in structuring lessons coherently, ensuring students’ conscious and systematic acquisition of knowledge, and preventing professional burnout among teachers.

Primary school teachers are required to perform multiple pedagogical and organizational tasks simultaneously. Under such complex and demanding conditions, insufficient time management skills may result in increased workload, elevated stress levels, and a decline in instructional quality. Therefore, the identification of pedagogical conditions, methods, and technologies for the effective development of time management competencies in future primary school teachers, as well as their practical implementation, represents the central focus of this research.

LITERATURE REVIEW AND METHODOLOGY

The effectiveness of any managerial activity depends not only on material and economic processes but also on the efficient utilization of the most valuable resource—time. Time possesses distinctive characteristics: it is irreversible, cannot be accumulated or multiplied, cannot be transferred, and cannot be restored once lost. While financial losses can be recovered, lost time is irretrievable. Consequently, it is essential to analyze the scientific perspectives and theoretical approaches of scholars regarding time management.

Peter Drucker conceptualizes time as a strategic and non-renewable resource, emphasizing that effectiveness in both individual and organizational contexts begins with its proper management [1]. According to Drucker, individuals who fail to control their time cannot achieve productivity.

Stephen Covey substantiates the necessity of managing time based on values and long-term goals, highlighting that prioritizing important but non-urgent tasks constitutes the most effective strategy [2]. This approach contributes to enhancing lesson quality and ensuring professional sustainability in pedagogical practice. Brian Tracy underscores that successful individuals manage their time through systematic planning and clearly defined priorities [3]. He argues that prioritizing the most complex and significant tasks leads to increased personal effectiveness. Lothar Seiwert interprets time management as a psychological mechanism of self-regulation [4], asserting that it involves not only planning but also stress reduction and the maintenance of work-life balance.

Alec Mackenzie provides a scientific basis for identifying time losses through planning and time analysis [5], emphasizing the importance of adopting an analytical approach to time management. Henry Mintzberg highlights the issue of time fragmentation in managerial activities and stresses the importance of effective task distribution and delegation [6]. This concept is equally applicable to pedagogical practice. Alan Lakein proposes a model of time management based on the integration of goal-setting, planning, and practical action [7], arguing that activities lacking clearly defined goals render planning ineffective. Cyril Northcote Parkinson formulated the principle that work expands to fill the time available for its completion, demonstrating that clearly defined time constraints enhance efficiency [8]. This principle is also highly relevant in educational contexts. Alvin Toffler notes that in contemporary society, increasing time pressure and information overload have made time management an essential competence for individuals [9].

S. Qodirova considers time management in pedagogical activity as an integral component of professional competence, emphasizing that a teacher's ability to manage time effectively directly influences the quality of education and the overall effectiveness of the teaching and learning process [10]. Time is the most valuable resource, and individuals who utilize it efficiently are more likely to achieve success. Therefore, it is essential for each individual to identify and consistently apply appropriate time management strategies.

DISCUSSION AND RESULTS

A teacher must possess comprehensive and in-depth knowledge of their subject area. Achieving this requires the ability to manage time effectively. Time management in the professional activity of a primary school teacher is a multi-level and systematic process implemented across several interrelated domains. Based on scientific and pedagogical analysis, this process can be categorized into the following main types.

1. Didactic planning of time during the lesson.

The effectiveness of a lesson is directly dependent on the rational allocation of time. Therefore, teachers should plan each stage of the lesson in advance, based on clearly defined didactic objectives. This includes specifying lesson goals and expected learning outcomes; allocating time appropriately across lesson stages (motivation, introduction of new knowledge, consolidation, reflection, and assessment); preventing unnecessary repetition and time loss; applying interactive methods that take into account students' age and psychological characteristics; and organizing assessment processes in a concise, clear, and transparent manner. Contemporary research indicates that effective management of micro-time (i.e., short time intervals allocated to specific instructional activities) enhances lesson dynamics and promotes sustained student engagement.

2. Optimization of time in lesson preparation.

Lesson preparation is one of the most time-intensive components of a teacher's professional activity, and its optimization significantly increases overall efficiency. This can be achieved through the systematic organization of annual, quarterly, and weekly thematic planning; the preliminary structuring of instructional materials; the effective use of existing methodological resources and digital educational tools; the development of universal methodological templates for recurring lesson types; and the application of digital platforms (e.g., electronic journals). Such measures contribute to reducing time expenditures, alleviating teacher workload, and creating opportunities for more creative and innovative pedagogical approaches.

3. Strategic time planning in extracurricular activities.

The professional responsibilities of a primary school teacher extend beyond classroom instruction to include a wide range of educational and organizational activities. Accordingly, extracurricular activities should be systematically organized based on weekly and monthly plans; class hours and educational events should be integrated with the overall instructional process; communication with parents should be planned in advance; selected responsibilities may be delegated to active students and parents; and unnecessary meetings should be minimized. In the academic literature, this approach is conceptualized as the "strategic management of time resources."

4. Time management in personal and professional activities.

A teacher's overall effectiveness is closely linked to their personal time management culture. In this context, it is essential to establish realistic time norms for daily activities; prioritize tasks according to their importance and urgency; identify and minimize "time-wasting factors" (such as distractions, excessive communication, and unplanned tasks); maintain a balance between work and rest; and allocate time for self-development and reflective practice. Empirical studies demonstrate that teachers with well-developed self-management competencies exhibit lower levels of professional burnout.

5. Innovative and digital time management.

In contemporary educational environments, new approaches to time management are increasingly emerging. In particular, the use of digital planning tools such as Google Calendar, Trello, and Notion, as well as attention management techniques such as the Pomodoro method, enables teachers to optimize time resources and enhance professional efficiency.

At present, a variety of time management techniques are employed in practice, some of which are presented below.

1. The Pomodoro Technique.

The Pomodoro Technique, developed by Francesco Cirillo in the late 1980s, represents a simple yet highly effective approach to time management, in which working time is divided into 25-minute intervals followed by 5-minute short breaks. Each such interval is referred to as a "pomodoro." After every fourth pomodoro, a longer break is recommended [11]. The effective application of this method requires the prior development of a structured daily task list. Time intervals may be monitored using a timer or specialized digital applications on mobile devices or computers. A single task may require several pomodoro cycles for completion. This technique not only enhances concentration but also facilitates goal attainment and fosters a clear sense of temporal boundaries. Furthermore, it provides an optimal balance between structured work and regular rest. For primary school teachers, this method can be applied to lesson preparation activities as follows: preparing a lesson plan (25 minutes) followed by a 5-minute break; checking students' notebooks (25 minutes) followed by a 5-minute break; and preparing methodological materials such as visual aids and presentations (25 minutes) followed by a 5-minute break. During short breaks, it is advisable to perform eye relaxation exercises or light physical activity. The primary advantage of this method lies in its capacity to improve concentration, minimize distractions, and strengthen time management skills.

2. The "90/30" Technique.

The "90/30" technique is similarly based on cyclical work patterns, involving 90 minutes of focused activity followed by a 30-minute rest period. This approach is grounded in research on natural human attention cycles, known as ultradian rhythms, and supports sustained productivity throughout the day.

Compared to the Pomodoro Technique, it involves longer periods of concentrated work and is therefore more suitable for tasks requiring deep cognitive engagement, where shorter intervals may be insufficient [12]. For primary school teachers, this method is particularly effective when preparing annual work plans, designing open lesson scenarios, or composing methodological and scientific articles. The process involves 90 minutes of intensive work followed by a 30-minute restorative break (e.g., walking, tea breaks, or light physical activity). Its primary advantage lies in its suitability for complex tasks requiring in-depth analysis and sustained intellectual effort.

3. The “At Least a Few Minutes” Technique.

The “At Least a Few Minutes” technique is based on the principle that when a task appears excessively difficult or overwhelming, it is beneficial to begin working on it for at least a few minutes [13]. This initial engagement helps overcome psychological resistance and often leads to continued, sustained work. The method involves committing to dedicating a minimal amount of time to an unpleasant or complex task. In practice, once the task has been initiated, individuals frequently continue working beyond the initially intended duration. This phenomenon reflects the tendency of the human mind to postpone challenging tasks, and the technique effectively counteracts this inclination.

For primary school teachers, this approach may be applied by initiating reports or administrative tasks with just 2–5 minutes of effort. In most cases, the activity continues naturally thereafter. The key advantage of this method lies in its effectiveness in reducing procrastination and overcoming psychological barriers to task initiation.

4. The “Three Tasks” Technique.

The “Three Tasks” technique involves identifying the three most important tasks to be completed during the day and focusing all efforts on their successful execution [14]. This approach ensures that each working day is structured around clearly defined priorities. The methodology is grounded in the principle of minimalism in planning, emphasizing the quality rather than the quantity of tasks. By concentrating on a limited number of high-priority activities, this method prevents overload and reduces fatigue associated with excessive task demands.

For primary school teachers, this may involve selecting three key priorities at the beginning of the day, such as delivering a high-quality core lesson, assessing students’ knowledge, and preparing for subsequent lessons. Secondary or less significant tasks are deliberately minimized to avoid distraction. The guiding principle of this approach is “not more work, but more meaningful work.” Its primary advantage lies in reducing overload while enhancing overall effectiveness.

Time management techniques play a critical role in improving the professional efficiency, psychological resilience, and instructional quality of primary school teachers. In this context, the Pomodoro Technique is particularly effective for routine daily tasks; the “90/30” technique is suitable for complex and cognitively demanding work; the “At Least a Few Minutes” technique is effective in overcoming barriers to task initiation; and the “Three Tasks” technique supports prioritization and goal-oriented activity. The conscious and flexible application of these techniques enables teachers to manage their time effectively while fostering both professional and personal development.

In an innovative educational environment, the development of time management skills among future primary school teachers constitutes a critical factor in enhancing the effectiveness of the educational process. The application of modern pedagogical technologies, digital tools, and interactive methods enables students to acquire competencies in time planning, prioritization, and balancing academic and professional responsibilities. Practical training sessions, workshops, reflective approaches, and independent learning play a significant role in the formation of time management competencies. In particular, the implementation of self-monitoring and self-assessment mechanisms increases the responsibility of future teachers and contributes to the enhancement of their professional readiness. The development of time management skills within an innovative educational environment is a continuous and systematic process that should be integrated into educational programs. The effective organization of this process facilitates the comprehensive development of pedagogical competencies, work efficiency, and professional skills, thereby contributing to the overall improvement of educational quality.

CONCLUSION

The conducted analysis demonstrates that, within the context of an innovative educational environment, the development of time management skills in future primary school teachers constitutes a fundamental component of their professional competence. The multifaceted nature of pedagogical activity, particularly at the primary education level, requires teachers to simultaneously perform instructional, educational, and organizational functions. Under such conditions, the ability to manage time rationally becomes not only a factor of professional efficiency but also a prerequisite for maintaining the quality of the educational process and ensuring psychological stability.

The study has shown that time management in pedagogical activity should be considered as a multi-level and systematic process encompassing didactic planning within lessons, optimization of lesson preparation, strategic organization of extracurricular activities, and the integration of personal and professional self-management practices. Special emphasis is placed on the role of micro-time management in enhancing lesson dynamics and sustaining student engagement, as well as on the importance of structuring preparation processes through the use of methodological templates and digital tools. Furthermore, the findings confirm that the incorporation of innovative and digital approaches, including modern planning applications and evidence-based time management techniques, significantly increases teachers' productivity and supports the development of sustainable professional practices.

The analysis of contemporary time management techniques, such as the Pomodoro Technique, the "90/30" method, the "At Least a Few Minutes" approach, and the "Three Tasks" technique, demonstrates their differentiated applicability depending on the nature and complexity of pedagogical tasks. Their flexible and conscious application allows teachers to optimize both routine and cognitively demanding activities, overcome procrastination, and maintain a balance between workload and rest. As a result, time management emerges not only as an organizational tool but also as a mechanism for enhancing professional resilience and preventing burnout.

Based on the results of the study, it can be concluded that the effective development of time management competencies in future primary school teachers requires the systematic integration of relevant pedagogical conditions into the educational process. In this regard, it is necessary to ensure that educational programs incorporate structured opportunities for developing time planning skills through practical training, including lesson planning exercises, reflective activities, and independent work. Particular attention should be given to the consistent use of digital tools and methodological resources that facilitate the optimization of both instructional and preparatory processes. Furthermore, it is important to promote the development of self-management competencies by encouraging students to apply prioritization strategies, regulate their workload, and maintain a balance between academic and personal activities. The organization of extracurricular and educational activities should also be aligned with strategic time planning principles, ensuring coherence between instructional and non-instructional responsibilities. The implementation of self-monitoring and self-assessment mechanisms should be strengthened in order to enhance responsibility, support reflective practice, and ensure the continuous improvement of professional skills.

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EDITORIAL REVIEW

The submitted article, devoted to the development of time management skills in future primary school teachers within an innovative educational environment, addresses a highly relevant issue in contemporary pedagogical science and teacher education. In the context of educational modernization, increasing professional demands on teachers, and the growing complexity of pedagogical functions, the topic selected by the author is both timely and practically significant. The manuscript examines time management not merely as an auxiliary organizational skill, but as an essential component of professional pedagogical competence. From the perspective of scientific novelty, the article offers a systematic interpretation of time management in the professional activity of future primary school teachers. The author structures this phenomenon as a multidimensional process that includes didactic planning during the lesson, optimization of lesson preparation, strategic organization of extracurricular activities, and the integration of personal and professional self-management. Particularly noteworthy is the attempt to adapt widely recognized time management techniques, such as the Pomodoro Technique, the “90/30” method, the “At Least a Few Minutes” approach, and the “Three Tasks” technique, to the specific realities of primary school teaching. This applied pedagogical framing strengthens the originality of the manuscript.

The relevance of the article is beyond doubt. Modern teachers are expected to combine instructional, educational, communicative, and organizational roles, often under conditions of high workload and limited time resources. In this regard, the author convincingly demonstrates that the development of time management skills is directly linked to lesson effectiveness, professional sustainability, and the prevention of emotional burnout. The article also has clear practical significance, since it systematizes concrete approaches and tools that may be incorporated into teacher training programs and pedagogical practice. Methodologically, the article is based on theoretical analysis, comparative examination of scholarly sources, and generalization of pedagogical approaches. This methodological foundation is appropriate for the stated purpose of the study and supports the internal logic of the paper. At the same time, the reliability and practical persuasiveness of the conclusions would be strengthened by the inclusion of empirical data, such as classroom observations, survey results, experimental implementation, or diagnostic assessment of time management skills among student teachers. Thus, while the theoretical basis of the article is sound, its empirical dimension remains limited. Among the strengths of the manuscript are its logical structure, coherent argumentation, clear academic style, and the successful connection between general time management theory and pedagogical application. The conceptual apparatus is presented consistently, and the conclusions follow from the main body of the study. The main weakness lies in the absence of empirical validation and in the relatively limited methodological elaboration of assessment procedures for measuring the development of time management competencies. In conclusion, the article represents a relevant, theoretically grounded, and practically meaningful contribution to the field of pedagogy and teacher education. Despite certain methodological limitations, it meets the general requirements for scholarly publication and may be recommended for publication in a scientific journal.

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