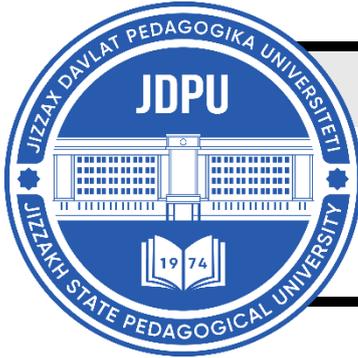


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ENHANCING TEACHER MOTIVATION AND CREATIVITY
THROUGH WEEKLY PROFESSIONAL DEVELOPMENT SESSIONS AT THE
PRESIDENTIAL SCHOOL IN JIZZAKH*****Nargiza Yakhshibayeva****English teacher**Presidential school in Jizzakh, Uzbekistan*[*nargizayaxshibayeva44@gmail.com*](mailto:nargizayaxshibayeva44@gmail.com)*Jizzakh, Uzbekistan***ABOUT ARTICLE**

Key words: professional development, teacher motivation, creativity, reflective teaching, collaboration, innovation, international education, lifelong learning, pedagogical growth, teacher identity, confidence, professional learning community, positive mindset, educational leadership.

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Abstract: This article explores the impact of weekly professional development (PD) sessions conducted at the Presidential School in Jizzakh, Uzbekistan, focusing on how these sessions enhance teacher motivation, creativity, and professional growth. The PD framework at the school provides a unique platform for both local and international teachers to share innovative methods, digital tools, and student-centred teaching strategies. Each academic year begins with a clear plan, allowing teachers to choose or propose topics aligned with school priorities, ranging from integrating technology in education to fostering positive mindsets. Through collaborative presentations, discussions, and hands-on workshops, teachers not only enrich their pedagogical skills but also improve their confidence, communication, and reflective practices. The findings suggest that regular engagement in PD sessions contributes significantly to teachers' self-efficacy, motivation, and sense of professional identity, ultimately impacting classroom practices and student learning outcomes. The paper concludes that consistent, purposeful PD initiatives within an international educational setting play a vital role in building a community of practice where

Introduction. In the rapidly evolving landscape of education, continuous professional growth has become a cornerstone of effective teaching and learning. As educators face new pedagogical challenges, technological innovations, and diverse learner needs, professional development (PD) has emerged as an essential mechanism for sustaining high-quality education. According to Darling-Hammond et al. (2017), structured and ongoing PD not only strengthens teachers' instructional competence but also enhances their motivation and capacity for innovation. Within this context, the Presidential School in Jizzakh, Uzbekistan, has established a comprehensive PD framework that serves as a platform for teachers to engage in collaborative learning, reflective practice, and knowledge sharing.

The Presidential Schools in Uzbekistan are renowned for their focus on academic excellence, critical thinking, and international standards of education. At the Jizzakh branch, weekly PD sessions have become a defining feature of the institution's culture, fostering an environment where both local and international teachers exchange expertise and explore modern teaching methodologies. These sessions aim not only to introduce new educational approaches but also to empower teachers to become confident presenters, reflective practitioners, and lifelong learners. As articulated by Fullan (2007), true professional growth occurs when teachers are both learners and leaders, actively engaged in transforming their practices and supporting the learning of others.

Each academic year begins with a carefully planned PD schedule that includes diverse themes such as artificial intelligence in education, digital tools for engagement, assessment for learning, Bloom's taxonomy, and developing positive mindsets among educators. These sessions are delivered by teachers themselves—local or international—who volunteer or are invited to share their expertise in a supportive and intellectually stimulating atmosphere. For instance, an early session led by Vice Principal for Spiritual and Educational Affairs, Ms. Dilrom Haydarova, focused on cultivating a growth mindset and positive thinking among teachers, setting a motivational tone for the year. Later sessions featured topics like "Language Awareness and AI in Education," presented by English teacher Nargiza Yakhshibayeva, and "Active Learning and Metacognition," shared by international staff such as Mr. Paul Manning Bolter from New Zealand.

The collaborative spirit of these PD sessions reflects the school's mission to "shape future leaders of Uzbekistan" by empowering educators who inspire, innovate, and uphold global standards. As Guskey (2002) asserts, effective professional development is measured not

only by what teachers learn but by how it transforms classroom practice and student outcomes. At the Presidential School in Jizzakh, this transformation is evident: teachers report higher motivation, improved confidence, and a stronger sense of community. This article examines how such PD practices enhance teacher motivation and creativity, drawing on observations, reflections, and experiences from the 2023–2024 and 2025–2026 academic years.

Methods. This study is based on qualitative observation, document review, and reflective analysis of professional development (PD) sessions conducted at the Presidential School in Jizzakh during the 2024–2025 and 2025–2026 academic years. The school’s PD framework emphasizes continuous teacher learning through structured weekly sessions, where both local and international educators contribute to the exchange of ideas, resources, and experiences.

Participants

The participants of these PD sessions included approximately 23 local and 9 international teachers representing different subject areas such as English, mathematics, science, computer science, biology, and humanities. Among them were highly experienced international educators from countries such as New Zealand, the Philippines, India, and Pakistan, as well as Uzbek teachers with diverse teaching backgrounds. All teachers at the school were required to attend weekly PD meetings, typically held on Fridays from 16:00 to 17:00, in either English or Uzbek, depending on the topic and speaker.

Structure and Content of PD Sessions

Each semester, the Academic Director and Vice Principal collaboratively developed a detailed PD schedule outlining the themes, presenters, and expected outcomes. Teachers could either propose their own topics or choose from a list provided at the beginning of the year. The sessions focused on themes such as:

- Integrating technology and artificial intelligence (AI) in education
- Developing global citizenship and critical thinking skills
- Enhancing language learning through assessment and feedback
- Innovative teaching tools such as Padlet, Nearpod, and simulation techniques
- Building positive mindsets and resilience among educators

The sessions were delivered in workshop or seminar formats. Teachers often demonstrated classroom applications, engaged colleagues in group discussions, and facilitated practical activities to model student-centered approaches. For example, one PD session led by Mr. Mirolim, a mathematics teacher, showcased an interactive problem-solving activity that promoted creativity and collaboration. Another session by Mr. Paul Bolter and Ms. Nargiza

Yakhshibayeva introduced the use of Padlet as a digital collaborative tool, allowing teachers to experience firsthand how such technologies can enhance student engagement.

Data Collection and Reflection.

Data for this paper were gathered through three primary sources:

Observation notes from weekly PD meetings;

Session documentation, including the official PD schedule, presentation slides, and reflective summaries;

Teacher feedback and reflections shared informally during and after sessions.

Ethical Considerations. The study respected the confidentiality and integrity of all participants. No personal data was disclosed, and all observations were conducted in a professional and voluntary setting. The intent of the analysis was to highlight best practices and collective experiences rather than individual evaluation.

Results. The results demonstrated significant improvements in teacher motivation and creativity. Feedback collected during reflection sessions revealed that teachers felt more confident, engaged, and inspired to experiment with new teaching methods. The weekly PD sessions cultivated a strong sense of community and belonging, where participants exchanged resources, discussed classroom issues, and celebrated each other's progress.

Additionally, teachers reported feeling more open to collaboration and self-improvement. They began incorporating innovative teaching tools, such as project-based learning, visual aids, and student-centered strategies. Observations also showed an increased level of enthusiasm during lessons, with teachers integrating more interactive activities and real-life contexts. These positive changes indicate that continuous PD opportunities can effectively sustain professional passion and strengthen the culture of innovation within schools.

Discussion. The findings align with prior research emphasizing the importance of professional collaboration in teacher growth (Guskey, 2002; Darling-Hammond et al., 2017). The Presidential School's PD model demonstrates that consistent and meaningful engagement can transform teachers' perspectives on learning and teaching. The sessions encouraged reflective thinking, peer feedback, and shared responsibility for improvement—all of which contributed to enhanced motivation.

Furthermore, the balance between academic and creative activities allowed teachers to develop not only professionally but also emotionally. The inclusion of team-building and collaborative reflection created an atmosphere of trust and mutual respect. These aspects are essential for maintaining motivation and sustaining innovation in educational institutions

(Desimone & Garet, 2015). The outcomes suggest that schools should prioritise regular, teacher-led PD sessions that focus on both skill development and personal fulfilment.

Conclusion. Weekly PD sessions at the Presidential School in Jizzakh have proven to be an effective tool for enhancing teacher motivation, creativity, and collaboration. They have cultivated a strong professional community and encouraged educators to reflect, innovate, and continuously improve their teaching practices. This model of professional growth demonstrates that when teachers are empowered through ongoing learning and supportive teamwork, the entire school benefits from increased enthusiasm, engagement, and quality of education.

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