
**FACTORS IN THE DEVELOPMENT OF METHODOLOGICAL
COMPETENCE OF PROSPECTIVE PRIMARY SCHOOL TEACHERS**

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Abstract

This article outlines the theoretical foundations and pedagogical significance of developing the digital methodological competence of prospective primary school teachers. It analyzes issues regarding the development of competencies—specifically, the effective use of digital technologies, their methodologically sound integration into the educational process, and the preparation of students for learning in a digitized environment—within the context of the digitalization of modern education. Furthermore, the structural components of digital methodological competence, as well as the factors and pedagogical conditions for its development, are scientifically substantiated.

Keywords: Methodological competence, digital competence, primary education, prospective teacher, digital educational environment, information and communication technologies, competency-based approach, digital pedagogy.

Introduction

In recent years, the digitalization of education systems has accelerated globally, and the widespread integration of modern information and communication technologies into the educational process is imposing new requirements on the content and methodology of teacher training. In our country, the digital transformation of the education system and the enhancement of the professional and methodological capabilities of teaching staff are among the priorities of state policy. In particular, the "Digital Uzbekistan – 2030" strategy [1], decrees and resolutions issued by the President of the Republic of Uzbekistan aimed at developing the education sector, and tasks set for the modernization of higher pedagogical education are further underscoring the need to develop the digital methodological competence of future teachers.

The gradual integration of elements of informatics and information technologies into the primary education process necessitates preparing students to function effectively within a digitized educational environment. This requires future primary school teachers not only to possess skills in using digital tools but also to develop the competence to select and design these tools in alignment with didactic goals and to implement them effectively within the educational process from a methodological standpoint.

Global educational experience demonstrates that in developed nations—such as Singapore, Finland, Estonia, South Korea, Japan, Canada, Australia, the UK, Germany, the USA, and China—priorities of state education policy include refining educational content based on a competency-based approach, developing educators' methodological and digital competencies, and effectively integrating information and communication technologies into the educational process. In these countries, the training of future teachers places special emphasis on fostering 21st-century skills in students, the prudent use and application of digital educational resources in teaching practice, and preparing educators to work effectively within a digitized educational environment.

In this context, we will examine the organization of education based on the competency-based approach and the issue of learners' levels of competence.

In recent years, the competency-based approach has emerged as a priority area of scientific inquiry within pedagogy, and extensive research is being conducted on this subject. Issues regarding the development of the theoretical and methodological foundations of this approach, as well as its implementation in educational practice, have been extensively covered in the scholarly work of researchers such as O. Musurmonova, U. Inoyatov, N. Muslimov, B. Khodjayev, and M. Mirsoliyeva. Their research provides a scientific rationale for the essence, fundamental principles, pedagogical potential, and role of the competence-based approach in enhancing the quality of education; furthermore, they have put forward a range of scientific and practical recommendations for its effective application within the educational process.

Most scholars investigating the competence-based approach have focused particularly on interpreting its content through the concepts of "competence" and "competency." This is because these concepts are intrinsically linked and form the theoretical basis of the competence-based approach. Therefore, before elucidating the essence of the competence-based approach, it is appropriate to

clarify the scientific meaning of the concept of “competence”[2]. In the chapter of this work titled “Generative Grammar as a Theory of Linguistic Competence,” the author does not address the concept of competence; furthermore, regarding the source of competence-structured upon criteria based on specific knowledge-the foundation of this discipline is presented in a form grounded in concrete evidence [3].

Competence (from the Latin “competens” - meaning suitable, appropriate, relevant, capable, or knowledgeable) is a quality possessed by an individual who holds comprehensive knowledge in a specific field.

Competence (from the Latin “competere”) signifies concepts such as “achieving a goal”, “being worthy”, or “being suitable”[4].

Regarding the definitions of “competence” provided by scholars: according to the educator N. Muslimov, “competence means ability”; however, he notes that the term also serves to encompass knowledge, skills, proficiency, and ability [5]. The scientific foundations for the professional and methodological preparation of future primary school teachers in pedagogical higher education institutions have been elucidated in the research of numerous scholars in the fields of pedagogy, psychology, and teaching methodology. In particular, the scientific work of scholars such as E.I. Kuznetsov [6], M.P. Lapchik [7], and M.V. Shveskiy [8] has substantiated approaches to enhancing the psychological-pedagogical, methodological, and specialized aspects of preparing future teachers for their professional practice. These scientific perspectives form the theoretical foundation for developing the professional competence of future teachers in alignment with modern educational requirements.

The factors contributing to the development of methodological competence among future primary school teachers are as follows: Motivational factor

- Cognitive factor
- Digital-technological factor
- Methodological-activity factor
- Communicative factor
- Innovative factor
- Reflective factor
- Organizational-pedagogical factor

Conclusion

Thus, this article interprets the development of the methodological preparedness of prospective primary school teachers for adapting to a digitized environment as a continuous pedagogical process based on competency-oriented factors and approaches. Within this process, the integration of theoretical knowledge, methodological skills, digital competencies, professional experience, and personal qualities is viewed as the key factor determining the effectiveness of the prospective teacher's professional training.

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