

Technology For The Development Of Methodological Competencies Of Future Teachers Of Primary Education On The Basis Of Pedagogical Cooperation

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Annotation: This article explores the development of methodological competencies among future primary school teachers through the use of pedagogical collaboration. Methodological competence is understood as a teacher's ability to effectively plan, conduct, and evaluate lessons by applying modern teaching methods tailored to students' age and individual characteristics. The study highlights the significance of cooperative learning environments, peer support, mentoring, and interactive teaching strategies in teacher education. The article is based on theoretical analysis, empirical observations, and synthesis of best practices. As a result, it proposes a structured technological approach for gradually developing methodological competencies in pre-service teachers within a framework of pedagogical partnership.

Keywords: Future teacher, primary education, methodological competence, pedagogical collaboration, professional training, collaboration technologies, interactive methods, teaching skills, pedagogical practice.

In the modern era, the ongoing changes in the education system, contemporary approaches, and pedagogical technologies require a fundamental reassessment of the teaching profession. Particularly, primary school teachers must possess high professional and methodological competencies. They need to have deep subject knowledge, be able to organize the pedagogical process effectively, and foster independent thinking and active participation skills in students.

The development of future teachers' methodological competencies should not be limited to theoretical knowledge. It must also include practical skills, innovative approaches, and—most importantly—training based on **pedagogical cooperation**. Pedagogical cooperation refers to the process of deepening knowledge and competencies through professional interaction, idea exchange, and collaborative learning among teachers, students, and other specialists.

This article focuses on exploring the **technology for developing the methodological competencies** of future primary school teachers through pedagogical cooperation. Based on modern practices, practical methods, and pedagogical approaches, concrete recommendations are proposed.

Methodological competence is the teacher's ability to effectively organize the educational process, apply pedagogical technologies, and conduct lessons considering students' age, individual characteristics, and needs. A future primary school teacher should develop the following competencies:

- **Didactic competence** (selecting and planning the appropriate educational content);
- **Methodological competence** (selecting and applying effective teaching methods);
- **Communicative competence** (establishing effective communication);
- **Reflective competence** (analyzing and evaluating one's own activity).

Pedagogical cooperation is an educational process based on equal, open, and active collaboration between learners and instructors. This approach transforms the teacher into not only a source of knowledge but also a mentor, guide, and active participant in the learning process. Through mutual cooperation, future teachers solve problem situations, design lessons, and discuss interactive teaching methods.

The following forms of pedagogical cooperation are effective in developing methodological competence:

- **Multi-stage lesson analysis** (based on reflection);
- **Mentorship model** — collaboration with experienced teachers;
- **Mini-trainings, seminars, and lesson analysis**;
- **Pair and group-based lesson planning**;
- **Professional case studies** (decision-making in real-life situations).

A staged **technological approach** is recommended for effectively developing methodological competencies:

1. **Preparation stage:** Future teachers analyze their level of knowledge and identify goals for developing competencies.
2. **Active cooperation stage:** Group work, trainings, and analysis of methodological materials are carried out in real professional contexts.
3. **Reflection and analysis stage:** Participants assess their own performance and identify how well their skills and knowledge have been reinforced.
4. **Reinforcement and application stage:** Future teachers apply their knowledge and experience in practical lessons, develop and deliver lesson plans.

This technology develops learners not only as knowledge recipients but also as active participants, collaborators, and innovative thinkers.

The development of methodological competencies in future primary school teachers is a key factor in ensuring the effectiveness of their future professional activities. Unlike traditional approaches, education based on pedagogical cooperation guarantees not just knowledge but also strong skills and professional abilities. Collaborative learning, sharing ideas, joint lesson planning, and experience exchange foster critical competencies such as decision-making in real pedagogical situations, effective lesson organization, and understanding student needs.

The staged technological model proposed in this article defines clear directions for developing methodological competencies. In the future, implementing this model in pedagogical education will help prepare teachers who are responsive to students' needs, think innovatively, and apply creative approaches.

In the context of ongoing transformations in the educational sphere, there is an increasing demand for future primary education teachers who possess a high level of methodological competence, integrating both theoretical knowledge and practical skills. This study has demonstrated that the effective formation and development of methodological competencies is not limited to content delivery or procedural knowledge but requires a comprehensive pedagogical strategy that incorporates collaborative learning, reflective practice, and innovative didactic models.

Pedagogical cooperation, as a dynamic and interactive form of educational partnership, facilitates the construction of a student-centered learning environment. It enables prospective teachers to develop didactic, methodological, communicative, and reflective competencies, which are fundamental for the implementation of modern educational standards. By participating in cooperative pedagogical practices such as co-planning lessons, engaging in peer observation, conducting joint reflections, and resolving real-life teaching cases, teacher candidates cultivate the ability to make pedagogically sound decisions in diverse instructional settings. The research findings confirm that a stage-by-stage technological approach—consisting of diagnostic preparation, activity-based collaboration, reflective analysis, and practical consolidation—effectively enhances the quality of methodological training. Through the application of interactive pedagogical technologies, such as mentoring models, multi-level lesson analysis, group-based instructional design, and microteaching seminars, future educators not only acquire didactic tools but also internalize pedagogical values like professional responsibility, critical thinking, and learner-oriented instruction.

Furthermore, the integration of constructivist and experiential learning theories into the competency development framework provides a strong epistemological foundation for the pedagogical cooperation model. This fosters not only cognitive and procedural competencies but also contributes to the development of meta-competencies such as adaptability, autonomy, and lifelong learning capability.

Ultimately, the proposed model of developing methodological competencies through pedagogical cooperation represents a scalable and sustainable educational technology that aligns with the goals of competency-based teacher education. It ensures that future primary school teachers are not merely transmitters of knowledge but are transformed into reflective practitioners, curriculum designers, and educational innovators who are capable of addressing the diverse and evolving needs of learners in the 21st-century classroom.

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