



THE ESSENCE OF METHODOLOGICAL COMPETENCE IN A TEACHER'S PEDAGOGICAL ACTIVITY

Karimova Kunduz Ruzibayevna

Associate professor (PhD) at Urgench State Pedagogical Institute,
Uzbekistan

ABSTRACT

This article explains the teacher's methodological competence, emphasizing that a teacher's professional maturity is demonstrated through the ability to correctly define lesson objectives, select and structure instructional content, choose appropriate methods for presenting a topic, adapt suitable teaching tools to the selected methods, analyze learning outcomes, and assess pupils fairly and objectively.

KEYWORDS: Teacher, learner, methodological competence, education, knowledge, teaching, method, mastery, qualification, skill, competence.

INTRODUCTION

In the modern education system, a teacher functions not only as a transmitter of knowledge but also as a specialist who develops the learner's personality, manages the teaching-learning process, and designs the pedagogical environment. In pedagogical and educational research, many scholars consider methodological competence to be an essential component of pedagogical competence.

According to T. Volobueva's theoretical views, methodological competence is a set of a teacher's knowledge, skills, and abilities that ensures effective performance of professional tasks in the educational process; it includes forecasting, planning, organizing, creative activity, and expert work [1].

Empirical studies identify methodological (didactic) knowledge, decision-making ability, and skills in managing the educational process as decisive factors for teacher effectiveness. Therefore, scholars describe methodological competence not merely as a collection of methods, but also as a creative approach to selecting, adjusting, and evaluating the learning process. This approach enables teachers to resolve classroom situations quickly and purposefully [2].

A. K. Markova [3] interprets pedagogical competence as the unity of a teacher's knowledge, skills, and personal qualities, and regards methodological competence as one of its core components. She emphasizes that when choosing teaching methods, a teacher must consider learners' capabilities, the complexity of learning tasks, and the specific pedagogical situation—an approach that requires a high level of methodological competence.

Methodological competence is manifested in a teacher's ability to plan lessons correctly, choose methods and technologies rationally, manage the instructional process from the teacher's perspective, and analyze outcomes accurately and objectively. It becomes evident at several key stages of pedagogical activity: defining instructional goals, selecting content, adapting methods and tools to the topic, and analyzing results. Each of these stages reflects the teacher's professional thinking and pedagogical mastery.

For primary school learners, the educational process should be based on activity and interest. Therefore, a teacher with well-developed methodological competence uses interactive and creative methods that increase pupils' engagement during lessons. Such methods play a decisive role in developing learners' knowledge acquisition, thinking, and practical skills.

In primary school, the following methods can be applied:

Game-based method. For younger learners, games are a natural and effective instructional tool. Through games, children not only reinforce knowledge and skills in practice, but also develop social and communicative abilities.

Conversation (dialogue) method. This method develops learners' thinking and expression skills. Through question-answer sessions, discussion, or short debates, the teacher engages pupils in active thinking. In this way, learners express their ideas verbally, listen to others, analyze viewpoints, and increase motivation and interest. In primary grades, conversations should be brief, clear, and understandable; otherwise, children may lose focus. The teacher encourages pupils' active participation through purposeful questioning and guided dialogue.

Problem-situation method. This method can be used to teach learners independent thinking and decision-making. Pupils are given a previously unfamiliar or more challenging situation and are required to find a solution. Problem situations develop analytical and logical thinking, making the lesson creative and engaging.

Practical exercises. Through practical exercises, learners apply theoretical knowledge in practice. This method helps form skills, enables the application of knowledge to real situations, and supports attention and concentration. In primary school, it may include writing letters, drawing, calculation tasks, or conducting simple experiments. Practical exercises allow children to transfer knowledge into action and consolidate learning.

At the end of a lesson, analyzing results reflects the teacher's reflective activity. As V. A. Slastenin [6] notes, a teacher cannot achieve professional development without analyzing their own practice. After the lesson, the teacher should determine the following:

Whether the lesson objectives were achieved. In primary grades, analyzing end-of-lesson outcomes is a crucial stage that demonstrates the teacher's methodological competence. In this process, the teacher identifies not only pupils' level of knowledge but also the effectiveness of their own pedagogical activity. If pupils understand the new topic, can complete tasks independently, and apply new knowledge in practice, this indicates that the teacher achieved the lesson objective. Conversely, if pupils make many errors, cannot work independently, or do not fully understand the topic, this suggests that the lesson goal was not fully accomplished.

Which methods were effective. It is essential to analyze which methods (games, conversation, problem situations, practical exercises, or visual tools) ensured the highest engagement and understanding. For example, if game-based tasks increased pupils' interest and activity, the method was effective. If some methods caused confusion or boredom, the teacher should reconsider them and adapt them to the class in future lessons. In this way, the teacher continuously improves teaching practice.

Which pupils experienced difficulties. In primary school, pupils do not learn at the same speed or at the same level. Some grasp concepts quickly, while others need more explanation and practice. A teacher with strong methodological competence identifies where each pupil struggled and provides individual support. This ensures a learner-centered approach to education.

Assessment should be motivating. In primary education, assessment has special pedagogical significance. At this stage, assessment should not function as punishment or criticism but as a tool for encouragement and support. Through assessment, pupils develop self-confidence, recognize their achievements, and increase their interest in learning. When a child receives praise even for small successes, they become more motivated to complete subsequent tasks with greater effort.

CONCLUSION

In conclusion, methodological competence and a teacher's professional maturity are reflected in the ability to define lesson objectives correctly, select and structure educational content, use methods effectively to present a topic, adapt appropriate tools to specific methods, fully achieve the intended lesson goals, analyze results, and assess pupils fairly and objectively.

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