



## METHODOLOGICAL TASKS OF PEDAGOGICAL COOPERATION IN FORMING THE METHODOLOGICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

Ergasheva Nigora Dilshodjon qizi  
Independent Researcher, Fergana State University, Uzbekistan

### ABSTRACT

This article provides a scientific and theoretical analysis of the methodological tasks of pedagogical cooperation in the process of forming the methodological competence of future primary school teachers. The essence of the concept of methodological competence is revealed, and the didactic possibilities of its development based on pedagogical cooperation are substantiated. In addition, the methodological tasks of pedagogical cooperation in the educational process are systematized, and their influence on the professional training of future teachers is highlighted. The research findings contribute to improving the process of training primary school teachers in higher pedagogical education institutions.

**KEYWORDS:** Methodological competence, pedagogical cooperation, primary education, future teacher, methodological tasks, professional training.

### INTRODUCTION

In the context of globalization, the increasing demands placed on all levels of the education system require the qualitative modernization of the process of training pedagogical personnel. In particular, the methodological preparedness of future teachers for the primary education level is recognized as one of the key factors ensuring the effectiveness of the educational process, the quality of students' knowledge, and their personal development. Therefore, the issue of forming the methodological competence of future primary school teachers remains one of the priority areas of modern pedagogical science.

Scientific and pedagogical research emphasizes that pedagogical cooperation is one of the most effective approaches for establishing subject-subject relationships between teachers and students in the modern educational process. L.S.Vygotsky substantiated that knowledge and skills are effectively formed through social interaction, while contemporary researchers note that a learning environment organized on the basis of pedagogical cooperation creates favorable conditions for the development of methodological competencies in future teachers. From this perspective, pedagogical cooperation serves as an important methodological foundation in the process of forming methodological competence.

Studies devoted to pedagogical competence and methodological training interpret methodological competence as a leading factor determining a teacher's ability to organize professional activity effectively. In particular, L.Shulman defines methodological competence as an integrative system of knowledge that reflects a teacher's ability to present subject content to learners in a clear and effective manner. According to him, methodological competence is closely related to instructional design, the selection of teaching strategies, and the evaluation of learning outcomes.

Research on pedagogical cooperation considers this approach a key mechanism of learner-centered and activity-based education. J.Dewey emphasized that cooperation and experience-based activities in the educational process ensure teachers' professional development, scientifically substantiating the importance of problem-based learning and practical activities in enhancing methodological training.

N.V.Kuzmina, who studied the training of primary school teachers, regards methodological competence as one of the main components defining a teacher's professional mastery. She emphasizes that this competence is manifested in the ability to organize the educational process while taking into account students' age-related and individual characteristics.

Modern pedagogical research recognizes methodological competence as a significant indicator of the professional readiness of future primary school teachers. Methodological competence integrates the abilities to effectively plan the educational process, select and systematize educational content, appropriately use teaching methods and tools, and analyze the outcomes of pedagogical activity.

I.A.Zimnyaya characterizes the formation of methodological competence as a complex, staged process and substantiates that it represents an integrated system consisting of motivational, cognitive, operational-activity, and reflective components. The harmonious development of these components ensures the preparedness of future teachers for professional activity.

Pedagogical cooperation performs essential methodological tasks in forming the methodological competence of future primary school teachers. Specifically, pedagogical cooperation:

- fosters stable professional motivation among future teachers;
- ensures the integration of theoretical methodological knowledge with practical activity;
- develops methodological thinking and creative approaches through interactive methods;
- forms reflective skills through collective analysis of pedagogical situations;
- develops the ability to make independent and responsible decisions.

As noted by A.K.Markova, when reflective activity is effectively organized within pedagogical cooperation, teachers' opportunities for self-analysis and improvement of their methodological activity significantly expand.

The analysis of research findings indicates that instructional activities organized on the basis of pedagogical cooperation enable the comprehensive development of the methodological competencies of future primary school teachers. L.Darling-Hammond substantiates in her studies that a cooperative learning environment ensures the sustainable development of professional competencies.

During cooperation-based learning activities, students gain professional experience by solving methodological problems individually and collaboratively, which strengthens their readiness for real pedagogical practice. Overall, pedagogical cooperation emerges as an effective approach that fulfills essential methodological tasks in forming the methodological competence of future primary school teachers. The educational process organized on this basis elevates the professional training of future teachers to a qualitatively new level. The research results have practical significance for improving the training process of primary school teachers in higher pedagogical education institutions and contribute to enhancing the quality of education.

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