

The Essence Of The Concept Of A Teacher's Methodological Competence

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ABSTRACT

This article explains the teacher's methodological competence, the self-development of future teachers, and how methodological competence and professional maturity are demonstrated through the ability to correctly set lesson objectives, select and structure learning content, choose appropriate methods for presenting the topic, adapt suitable tools to the chosen methods, analyze outcomes, and assess students fairly.

Keywords: Teacher, student, methodological competence, education, knowledge, teaching, method, mastery, competence, skill.

INTRODUCTION

In the modern education system, a teacher functions not only as a provider of knowledge but also as a specialist who develops the learner's personality, manages the educational process, and designs the pedagogical environment. In this process, the teacher's professional competence is of decisive importance. One of the central components of this competence is methodological competence. In pedagogical and educational research, many scholars regard methodological competence as an essential component of pedagogical competence. Competence is the ability of an individual to effectively perform defined professional tasks; that is, it is a set of knowledge, skills and abilities, experience, and preparedness, as well as the capacity to make correct decisions and solve problems. It is not merely knowing something, but an integrated set of personal qualities that involves applying knowledge in real life and organizing activity properly.

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 duties in the educational process; it includes forecasting, planning, organizing, and

creative and expert activity [1].

Modern educational research shows that the quality of a teacher's pedagogical work and students' learning outcomes are directly determined by the teacher's methodological competence. Empirical studies note that methodological knowledge, decision-making ability, and skills in managing the educational process are decisive factors in a teacher's effectiveness. Therefore, scholars describe methodological competence not only as a set of methods, but also as a creative approach to selecting, adjusting, and evaluating the learning process. This approach enables the teacher to resolve situations that arise in the learning process quickly and purposefully [2].

N. V. Kuzmina [3], analyzing pedagogical activity, shows that a teacher's methodological preparation plays a decisive role in planning and organizing the educational process and in evaluating its results. In her view, a teacher becomes a true professional not simply by knowing the content, but by knowing how to teach it. This confirms the leading role of methodological competence in pedagogical mastery.

A. K. Markova [4] interprets pedagogical competence as the unity of a teacher's knowledge, skills, and personal

qualities, and considers methodological competence to be one of its main components. She emphasizes that when selecting teaching methods, a teacher must take into account students' capabilities, the complexity of learning tasks, and the pedagogical situation. This requires a high level of methodological competence.

Likewise, L. S. Vygotsky [5], substantiating the developmental character of education, emphasizes that a teacher's methodological activity should guide the learner into the "zone of proximal development." This idea shows that methodological competence is not only the ability to present material, but also the art of engaging learners in an active process of cognition.

Methodological competence is a teacher's ability to consciously, purposefully, and effectively select theoretical knowledge, teaching methods appropriate to the topic, as well as tools and forms that match both the chosen method and the learners, and to apply them productively in practice. It enables the teacher to use all acquired knowledge correctly within the real educational process and to design and conduct lessons while taking into account students' age-related and individual characteristics.

Methodological competence is manifested in a teacher's activities such as planning lessons properly, making rational choices of methods and technologies, managing the learning process from the teacher's perspective, and analyzing outcomes accurately and fairly.

Methodological competence is demonstrated at several key stages of a teacher's pedagogical work: defining instructional objectives, 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.

Defining and understanding the lesson objective. Correctly defining the lesson objective is the initial and most important stage of a teacher's methodological competence. The objective should not describe what the teacher intends to teach, but rather what the learner will know, understand, and be able to apply in practice by the end of the lesson. As N. V. Kuzmina emphasizes, the effectiveness of pedagogical activity depends on the teacher's clearly formulated objectives.

In primary grades, a teacher's objectives should not be

limited to delivering knowledge; they must also include developing students' interest in learning, logical thinking, and the formation of speech-related and practical skills.

Therefore, when setting lesson objectives, the teacher should consider learners' age characteristics, the class's overall level of preparedness, and the capabilities of each student in the classroom.

Selecting and structuring educational content. Proper selection and structuring of lesson content is also an important indicator of methodological competence. While the content must align with the curriculum and standards, it should also correspond to students' cognitive capacities. According to L. S. Vygotsky's theory, educational content should be oriented toward the learner's "zone of proximal development," meaning it should promote development through manageable challenge.

In primary school, learning content should be organized systematically from simple to complex, from concrete to abstract, and from previously learned knowledge to new knowledge.

By dividing learning material into parts and enriching it with examples, illustrations, and practical exercises, the teacher makes it easier for students to master.

Adapting methods and tools. Another important aspect of methodological competence is the ability to choose methods and tools that fit the pedagogical situation. According to A. K. Markova [4], a teacher with a high level of methodological preparation can select the most effective method in each situation.

For primary school learners, the educational process should be based on activity and interest. Therefore, a teacher with strong methodological competence uses interactive and creative methods that increase students' engagement when organizing lessons. These methods play a decisive role in developing learners' knowledge acquisition, thinking, and practical skills.

In primary school, the following methods can be used:

The game method. The game method is a natural and effective tool in the activities of young school-age learners. Through games, children not only reinforce knowledge and skills in practice, but also develop social and communication skills. At the same time, games make the

lesson interesting and motivating and increase children's participation. For example, when learning words, a "find the words" card game, or calculation games for mathematical tasks, makes the process of learning more active.

For instance, in teaching Mathematics, the game "Who calculates faster?" can be used for exercises related to addition and subtraction; in Reading literacy, when learning letters, students can play a game of quickly finding cards with the target letter; in The World Around Us and Natural Science, learners can search for pictures of animals or play group games such as "Which animal lives where?" Games help learners concentrate, increase activity, and stimulate interest in lessons among low-achieving students.

The conversation (dialogue) method. The conversation method develops students' skills of thinking and expression. Through questions and answers, discussion, or debate, the teacher engages children in active thinking. In this way, learners express their opinions verbally, listen to others' ideas, analyze them, and increase motivation and interest during the lesson. In primary school, the conversation should be short, clear, and understandable; otherwise, children may lose focus. The teacher uses questions, discussion, or debate to encourage active participation.

In Reading literacy lessons, after reading a story text, students can be engaged with questions such as "Who is the main character and what is he/she doing?" or "What would you do in such a situation?" In The World Around Us and Natural Science, a conversation can be organized with a question like "What do birds do in winter?" followed by analysis of the information provided. In Mathematics, questions such as "Why do we need to add here? Why didn't we use subtraction?" can help develop logical thinking. The advantage of the conversation method is that it teaches learners to express their ideas independently and freely and to listen to and analyze others' opinions.

The problem-situation method. Through the problem-situation method, learners can be taught independent thinking and decision-making. In this method, students are given a new or more difficult situation that requires a solution. Problem situations develop analytical and logical thinking, and make the lesson creative and engaging. For example, creating a problem situation when solving a math

problem or completing a "continue the story" task increases learners' activity. In the problem-situation method, students are given an unfamiliar or challenging scenario and asked to solve it; this develops analytical and logical thinking and makes the lesson interactive.

Practical exercises. In the practical exercise method, learners apply theoretical knowledge in practice. This method helps form skills, enables the transfer of knowledge to real situations, and draws attention. In primary school, this can be implemented through letter writing, drawing, calculation exercises, or conducting simple experiments. Practical exercises allow children to apply knowledge in real contexts; this method forms skills and supports concentration.

In Mathematics lessons, students can practice writing numbers and solving examples and word problems using arithmetic operations. In Reading literacy, they can practice writing letters, forming new words, building sentences, and writing short stories. In The World Around Us and Natural Science, simple experiments can be carried out—for example, demonstrating which objects dissolve in water or observing plant growth. Such practical activities encourage students to participate actively and master the topic more deeply.

Analyzing results at the end of a lesson demonstrates the teacher's reflective activity. As V. A. Slastenin [6] emphasizes, a teacher cannot achieve professional development without analyzing his or her own work. After a lesson, the teacher should determine the following:

Whether the lesson objectives were achieved. In primary grades, analyzing lesson outcomes at the end of the lesson is an important stage that reflects the teacher's methodological competence. In this process, the teacher not only determines students' level of knowledge, but also evaluates the effectiveness of his or her own pedagogical activity. If students have understood the new topic, can complete tasks independently, and are able to apply new knowledge in practice, this indicates that the teacher has achieved the lesson objective. Conversely, if students make many mistakes, cannot complete tasks independently, or have not fully understood the topic, this shows that the lesson objective was not fully achieved.

Which methods used were effective. Another key point is identifying which teaching methods were most effective. The teacher analyzes which of the following—games,

conversation, problem situations, practical exercises, or visual tools—provided the greatest engagement and understanding. For example, if tasks completed through games increased learners' interest and activity, then the method was effective. If certain methods caused confusion or boredom, they should be reconsidered and adapted to the class for future lessons. In this way, the teacher continuously improves his or her methodology.

Which students experienced difficulties. Another important part of analyzing outcomes is identifying which learners faced difficulties. In primary school, not all students learn at the same speed or at the same level. Some children understand quickly, while others require more explanation and practice. A teacher with strong methodological competence identifies where each student struggled and provides individual support. This ensures that the educational process remains learner-centered.

In primary school, assessment should be encouraging and should strengthen students' confidence and interest in learning. Assessment at this stage has special pedagogical value: it should not be a tool for punishment or criticism, but rather a means of motivating and supporting learners. Through assessment, students develop self-confidence, begin to recognize their achievements, and become more interested in learning. When a child receives praise even for small successes, he or she approaches the next tasks with greater motivation.

CONCLUSION

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

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