

Analysis Of Foreign Experience In Developing Methodological Competencies Of Future Primary Education Teachers Based On Pedagogical Collaboration

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ABSTRACT

This article provides a systematic analysis of foreign experience in developing the methodological competencies of future primary education teachers through pedagogical collaboration. The study examines contemporary approaches implemented in the educational systems of developed countries, including collaborative teaching practices, reflective pedagogy, and collective professional development models. The findings highlight the potential for adapting effective international practices to the national education system.

Keywords: Methodological competence, pedagogical collaboration, primary education, future teachers, foreign experience, professional development.

INTRODUCTION

In the context of the rapid development of the modern education system, the formation and development of methodological competencies of future teachers are considered one of the priority directions for ensuring the quality of education. The leading role of the competency-based approach in the educational process requires teachers not only to possess in-depth subject knowledge but also to be capable of effectively designing the learning process, applying modern methods and technologies, analyzing pedagogical situations, and objectively assessing learning outcomes.

In particular, the methodological competence of teachers working at the primary education level is regarded as a key factor determining the content and quality of the educational process. This is because primary education plays a crucial role in shaping students' cognitive activity, independent thinking skills, positive attitudes toward learning, and the foundational competencies necessary for subsequent stages of education.

Therefore, the methodological preparation of future primary education teachers, including the development of competencies related to scientifically grounded lesson design, organization of the learning process, and assessment of educational outcomes, is emerging as an important pedagogical task. Within this process, pedagogical collaboration-based approaches acquire special significance. Pedagogical collaboration serves as an essential mechanism that ensures interaction among educational stakeholders, exchange of experience, joint methodological activities, and reflective analysis in the professional development of future teachers.

Scientific research has confirmed that educational processes organized on the basis of pedagogical collaboration in foreign education systems demonstrate high effectiveness in developing the methodological competencies of future teachers. In particular, in the educational practices of developed countries, forms of pedagogical collaboration such as mentoring, professional learning communities, reflective teaching, and

collaborative lesson analysis are widely applied in the training of future primary education teachers. These practices contribute to the development of teachers' methodological thinking, innovative approaches, and professional growth.

Consequently, the scientific-theoretical and practical analysis of foreign experience in developing methodological competencies through pedagogical collaboration, the identification of its effective aspects, and their adaptation to the conditions of the national education system constitute a relevant and significant scientific-pedagogical issue.

LITERATURE REVIEW

The issue of developing the methodological competencies of future primary education teachers through pedagogical collaboration has been extensively studied in foreign pedagogy and educational methodology. Research conducted in this field focuses on revealing the theoretical foundations of pedagogical collaboration, its impact on methodological competencies, and its practical implementation mechanisms.

In particular, John Hattie, in his meta-analytic studies, substantiates the significance of a collaboration-based reflective approach in teachers' professional activities. According to the scholar, pedagogical collaboration directly influences teachers' analysis of the instructional process, decision-making in methodological practices, and the enhancement of educational effectiveness. This highlights the importance of a collaborative environment in the development of future teachers' methodological competencies.

Robert Marzano links pedagogical collaboration with the systematic planning and assessment of teachers' methodological activities. His research provides scientific evidence that methodological strategies developed through professional collaboration contribute to the development of teachers' competencies in lesson design and the management of learning outcomes.

In explaining the psychological foundations of pedagogical collaboration, Albert Bandura's social learning theory plays a crucial role. According to the scholar, mutual observation, experience exchange, and modeling within collaborative activities contribute to the formation of future teachers' professional self-efficacy and methodological

competencies.

Furthermore, the sociocultural approach proposed by Lev Vygotsky constitutes the theoretical basis of pedagogical collaboration. According to his concept of the "zone of proximal development," knowledge and skills develop more effectively through collaborative activities. This approach substantiates the importance of mentoring and collective engagement in shaping the methodological competencies of future primary education teachers.

Jerome Bruner interprets pedagogical collaboration as a factor that activates the cognitive process. In his view, teachers' joint analysis of problem-based situations and the development of methodological solutions deepen professional thinking and methodological competencies.

Among the scholars who have thoroughly studied collaboration-based approaches in teacher education is Linda Darling-Hammond. She evaluates pedagogical collaboration as a key mechanism for ensuring the professional development of future teachers and emphasizes the integration of practice and reflection in the development of methodological competencies.

Michael Fullan, who has examined educational change and collaboration, identifies pedagogical collaboration as a factor that supports teachers' continuous professional development. His research indicates that methodological competencies formed within a collaborative environment yield sustainable and long-term outcomes.

James Stigler, who provided a scientific foundation for the "lesson study" model in the Japanese education system, demonstrates the effectiveness of pedagogical collaboration in developing methodological competencies. According to the scholar, collaborative lesson planning and analysis contribute significantly to the improvement of future teachers' methodological practices.

The studies of the aforementioned scholars demonstrate that pedagogical collaboration:

serves as an effective means of developing methodological competencies;

functions as a factor in shaping reflective and professional thinking;

constitutes an essential methodological foundation in the

professional preparation of future primary education teachers.

RESULTS

In foreign educational practice, pedagogical collaboration is regarded as an essential component of the process of preparing future teachers, encompassing close professional interaction and joint methodological activities among teachers, students, mentors, and educational institutions. This approach ensures the integration of theory and practice in teachers' professional development and contributes to the advancement of methodological knowledge and skills through real pedagogical situations. Within the framework of pedagogical collaboration, future teachers gain opportunities to analyze their own professional activities, develop methodological solutions to problem-based situations, and strengthen their professional competencies through reflective thinking.

In particular, in the education systems of the United States and the United Kingdom, pedagogical collaboration is organized based on the model of professional learning communities, in which future teachers actively participate in collaborative lesson planning, analysis of instructional challenges, and the joint development of methodological innovations. This process fosters the development of methodological thinking, the formation of professional reflection, and the enhancement of methodological competencies through systematic exchange of pedagogical experience.

In the Finnish education system, pedagogical collaboration is recognized as a systematic and continuous element of teacher education. Future primary education teachers integrate theoretical knowledge with practical activities by participating, under the guidance of experienced mentors, in lesson design, implementation, observation, and analysis. Reflective activities organized within this collaborative framework enable students to deepen their methodological competencies and to develop a scientific and methodological approach to pedagogical situations.

In the Japanese education system, the lesson study model is widely applied as an effective form of pedagogical collaboration. This model focuses on improving methodological practice through collaborative lesson planning, observation, and analysis, and it plays a significant role in developing the methodological competencies of future teachers. Within the lesson study

process, educators jointly formulate methodological conclusions aimed at enhancing lesson effectiveness, thereby supporting continuous professional growth.

In the South Korean education system, pedagogical collaboration is closely integrated with a reflective teaching approach. Future primary education teachers achieve professional development through systematic analysis of their instructional practices, engagement in scientific and methodological discussions with colleagues, and the formulation of pedagogical conclusions. This process contributes to strengthening methodological competencies, fostering innovative approaches, and developing skills for independent decision-making in pedagogical activities.

An analysis of foreign education systems demonstrates that pedagogical collaboration:

systematically develops future teachers' methodological thinking;

ensures integration between theory and practice;

promotes reflective and creative approaches;

creates a supportive pedagogical environment for professional growth and self-development.

These aspects may serve as an important methodological foundation in the process of developing the methodological competencies of future primary education teachers.

Foreign experiences based on pedagogical collaboration demonstrate high effectiveness in developing the methodological competencies of future primary education teachers. Adapting these experiences to the conditions of the national education system can enhance the quality of teacher education and expand opportunities for the systematic and continuous development of methodological competencies. As a result, it becomes possible to prepare professionally competent, methodologically well-trained primary education teachers who meet contemporary educational requirements.

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