
CONFERENCE ARTICLE

Developing School Teachers' Methodological Competence Based On Innovative Pedagogical Technologies

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Abstract: This thesis highlights the pedagogical opportunities and effective mechanisms for developing school teachers' methodological competence based on innovative pedagogical technologies. In the modern educational process, teachers' methodological competence is considered one of the important factors ensuring the quality of education, and the necessity of using innovative pedagogical approaches for its development is substantiated. The study analyzes the potential of project-based learning, problem-based learning, case study, collaborative learning, flipped classroom, and digital educational technologies in developing teachers' competencies in lesson design, selecting and applying modern methods, assessing learning outcomes, and conducting reflective analysis of pedagogical activity. In addition, the main structural components of the pedagogical mechanism aimed at developing teachers' methodological competence are identified. This approach serves to strengthen teachers' readiness for innovative pedagogical activity and to increase the effectiveness of the educational process.

Keywords: Methodological competence, innovative pedagogical technologies, school teacher, pedagogical competence, project-based learning, problem-based learning, digital technologies, reflection, professional development.

Introduction

Today, the social, technological, and pedagogical changes taking place in the education system are leading to a fundamental renewal of the requirements imposed on the professional activity of school teachers. A modern teacher must not only have a thorough knowledge of their subject, but also design the educational process on the basis of innovative approaches, purposefully select modern pedagogical technologies, effectively use digital educational tools, and take into account students' individual educational needs. From this point of view, developing teachers' methodological competence is one of the important factors in improving the quality of education.

Methodological competence encompasses a teacher's abilities to effectively organize pedagogical activity, correctly define lesson objectives, select educational content and methods, implement pedagogical technologies in practice, assess students' learning outcomes, and analyze their own activity. The development of this competence expands the teacher's opportunities to move from traditional pedagogical activity to innovative and results-oriented educational activity.

In current educational practice, the use of project-based learning, problem-based learning, case study, collaborative learning, flipped classroom, and digital pedagogical technologies is emerging as an effective means of expanding teachers' methodological opportunities. Such technologies require teachers not to limit themselves to the use of ready-made methodological patterns, but to independently develop educational strategies appropriate to the pedagogical situation, ensure students' active participation, and analyze learning outcomes.

Therefore, determining the content, pedagogical conditions, and effective mechanisms for developing school teachers' methodological competence on the basis of innovative pedagogical technologies is one of the relevant scientific and pedagogical issues. Along with ensuring teachers' professional development, this approach serves to increase the

innovativeness, flexibility, and effectiveness of the educational process.

The purpose of this study is to identify the pedagogical opportunities for developing school teachers' methodological competence on the basis of innovative pedagogical technologies and to substantiate approaches aimed at its improvement.

Main Part: A school teacher's methodological competence is manifested in the ability to effectively organize professional activity, select methods and techniques appropriate to educational goals, plan the lesson process, manage students' learning activities, and analyze learning outcomes. In modern research, methodological competence is regarded as an important component of a teacher's general professional competence and is associated with the ability to apply methodological knowledge in practical pedagogical activity. In particular, M. Khamdamova characterizes methodological competence as an integrative professional quality that includes a teacher's abilities to select and apply relevant knowledge and skills for solving pedagogical problems, reflect on their own methodological activity, and improve it [1].

When defining the content of methodological competence, it is necessary to take into account that it is not a separate body of knowledge or skill, but consists of the interrelation of several professional components. D. Sandibaeva interprets methodological competence as an integrative quality that enables the purposeful selection of teaching methods, tools, and forms, the solution of pedagogical tasks, and the effective organization of the educational process. The study separately considers the stages of development, structural components, and levels of methodological competence [2].

Based on these views, a school teacher's methodological competence can be expressed through the following main components: motivational, cognitive, activity-based, communicative, and reflective components. The motivational component expresses the teacher's need to improve methodological activity. The cognitive component involves the acquisition of pedagogical and methodological knowledge. The

activity-based component is related to the application of this knowledge in the actual lesson process. The communicative component reflects the teacher's effective pedagogical interaction with students and colleagues, while the reflective component reflects the ability to analyze and improve one's own activity.

The development of methodological competence is primarily associated with the teacher's ability to design lessons effectively. In the process of lesson design, the teacher defines the educational objective, selects the content, takes into account students' level of preparedness, determines appropriate methods, and identifies the expected outcomes. Therefore, in assessing a teacher's methodological competence, the ability to independently design a lesson and make a methodological decision appropriate to the pedagogical situation serves as an important criterion.

O. A. Shamigulova, G. I. Kalimullina, and V. M. Yangirova, studying the issue of diagnosing teachers' methodological competencies, indicate the necessity of assessing the teacher's practical methodological activity in determining methodological competence [3]. This approach shows that methodological competence should be determined not only through theoretical questions, but also through how the teacher acts in real pedagogical situations.

In this regard, the analysis of pedagogical situations occupies an important place in the process of developing methodological competence. In various educational situations, the teacher should identify the problem, analyze its causes, develop several solutions, and select the most appropriate decision from a pedagogical point of view. Such activity contributes to the development of the teacher's independent methodological thinking.

Another important aspect of methodological competence is the purposeful use of modern pedagogical methods. In this regard, the main criterion should not be the novelty of the method, but the extent to which it corresponds to the educational objective. Project-based learning, problem-based learning, collaborative learning, analysis of pedagogical situations, discussion, and interactive methods can expand the teacher's methodological repertoire. However, the effectiveness of these methods depends on selecting them in accordance with the pedagogical objective, learning material, and students' needs.

S. Rajabova emphasizes the importance of using modern pedagogical technologies, visual and interactive tools, problem situations, and collaborative learning methods in developing teachers' methodological competence. In the study, methodological competence is associated with the teacher's ability to effectively organize the lesson, take into account students' psychological characteristics, and carry out assessment and analysis [4].

Continuous professional development is also of great importance in developing methodological competence. A teacher does not acquire a high level of competence after undergoing methodological training only once. As educational content, pedagogical requirements, and students' needs change, the teacher's methodological knowledge and skills should also be regularly updated. S. Rahmah and T. Kadi regard the development of a teacher's professional competence as a continuous process and focus on the constant improvement of professional knowledge, pedagogical skills, and practical activity [5].

Therefore, in the system of developing teachers' methodological competence, it is advisable to interrelate such forms as professional development, methodological seminars, practical training, open lessons, peer lesson observations, exchange of experience, and independent professional development. Such an approach enables the teacher to connect theoretical knowledge with practical activity.

In the formation of methodological competence, the teacher's reflective activity is also of particular importance. At the end of the lesson, the teacher should analyze their own activity, determine the extent to which the set objectives have been achieved, distinguish effective and ineffective methods, and make the necessary changes in subsequent lessons. Therefore, reflection can be regarded not as a result of methodological competence, but as a mechanism that continuously develops it.

S. Jongkonklang, J. Surayothin, and P. Pinthuto demonstrate the importance of competencies in curriculum management and organization of the educational process in studying teachers' professional competence [6]. These results indicate the need to associate methodological competence not only with knowledge of individual methods, but also with the ability to manage the educational process as a whole.

Summarizing the above scientific views, a school teacher's methodological competence can be defined as an integrative professional quality that enables the application of pedagogical knowledge in practical activity, the design of the educational process, the selection of appropriate methods and techniques, the organization of students' activities, the assessment of learning outcomes, and the reflective analysis of one's own pedagogical activity.

On this basis, the following author's model for developing school teachers' methodological competence is proposed:

Goal → diagnostics → content preparation → practical-methodological activity → reflection → assessment → correction → result.

The target stage of the model is aimed at developing the teacher's methodological competence. At the diagnostic stage, the existing level of competence is identified. At the content preparation stage, the teacher's methodological knowledge and pedagogical skills are enriched. At the practical-methodological activity stage, the acquired knowledge is applied in the lesson process. At the reflection stage, the teacher analyzes their own activity. At the assessment stage, changes in competence are identified. At the correction stage, additional methodological activities aimed at eliminating the identified shortcomings are determined.

As the final result of the model, the teacher is expected to achieve a high level of methodological competence. In this case, the teacher is characterized by the ability to independently and purposefully design lessons, select a method appropriate to the pedagogical situation, effectively organize students' activities, objectively assess learning outcomes, and regularly improve their own activity.

To assess methodological competence, high, medium, and low levels can be determined on the basis of motivational, cognitive, activity-based, communicative, and reflective criteria. A teacher at a high level independently makes methodological decisions and adapts to pedagogical situations. A teacher at a medium level is able to perform basic methodological tasks but needs additional assistance in complex situations. At a low level, significant difficulties are observed in lesson design, selection of methods, and analysis of one's own activity.

Thus, the development of school teachers' methodological competence should be organized on the basis of the principle acquisition of theoretical knowledge → practical activity → analysis of pedagogical experience → reflection → correction → improvement. Such an approach creates the necessary conditions for systematically developing the teacher's methodological preparation, strengthening the ability to make independent decisions in pedagogical situations, and improving the quality of the educational process.

Conclusion: Developing school teachers' methodological competence is one of the important pedagogical conditions for ensuring the effectiveness of the modern educational process. During the study, it was substantiated that methodological competence is not limited only to the teacher's acquisition of

methodological knowledge, but is a set of interrelated competencies such as applying this knowledge in pedagogical activity, designing lessons, purposefully selecting teaching methods, organizing students' activities, assessing learning outcomes, and analyzing one's own activity.

Based on the analyzed scientific sources, the motivational, cognitive, activity-based, communicative, and reflective components of methodological competence were distinguished. The consistent development of these components enables the teacher to make independent methodological decisions in professional activity and respond flexibly to pedagogical situations.

The "goal → diagnostics → content preparation → practical-methodological activity → reflection → assessment → correction → result" model proposed as a result of the study is aimed at the gradual development of teachers' methodological competence. In this model, the close connection between theoretical preparation and practical activity, as well as determining the subsequent stage of professional development based on the results of reflection and assessment, is of particular importance.

It was also identified that, in the process of developing methodological competence, it is necessary to determine the teacher's individual professional needs, strengthen practical methodological activity, expand opportunities for experience exchange and self-development. As a result, the teacher's methodological preparation, ability to make independent decisions in pedagogical situations, and capacity to effectively organize the educational process increase.

In general, sustainable results can be achieved only when the development of school teachers' methodological competence is organized as a continuous, systematic, and practice-oriented process. The proposed model and methodological approaches can serve as a practical-methodological basis for improving teachers' professional development and enhancing the quality of education.

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