



Important Pedagogical Approaches To Developing Teachers' Methodological Competence In The Professional Instruction System

Boymirzaev Hurshidjon Karimjonovich¹, Tuhtasinov Muhammad Gulomjon ugli²

Associate Professor of Namangan State University, Associate Professor of Namangan Regional Pedagogical Skills Center, Namangan, Uzbekistan

Annotation: Developing teachers' methodological competence is an intricate and challenging endeavor. The complexity of this process is underscored by the diversity of teachers involved in the training system, each possessing varying levels of professional knowledge, the capacity to navigate pedagogical situations effectively, and the ability to comprehend, accept, and swiftly adapt to educational changes. To address these challenges, it is essential to identify key pedagogical approaches that foster the development of methodological competence within the advanced training system and, based on these approaches, establish a strategic plan of action. The article examines these critical pedagogical approaches to developing teachers' methodological competence in advanced training, exploring their fundamental principles.

[**Boymirzaev H. et al.** Important pedagogical approaches to developing teachers' methodological competence in the professional instruction system. *Researcher* 2026;18(6):1-6. ISSN 1553-9865 (print); ISSN 2163-8950 (online). <http://www.sciencepub.net/researcher>. 01. doi:[10.7537/marsrsj180626.01](https://doi.org/10.7537/marsrsj180626.01)

Key words: teacher training system; teacher; competence; methodological competence; development of methodological competence; pedagogical approach; pedagogical approaches to the development of methodological competence of teachers.

1. Introduction

Global informatization and societal changes necessitate fundamental reforms in all sectors, including the education system. In the current context, “the modernization of education, as a response to societal demands, consistently brings about significant changes in pedagogical science, particularly in pedagogical approaches. From the perspective of modern requirements, outdated pedagogical approaches fail to meet the demands of contemporary education. In such situations, numerous new and modern pedagogical approaches are proposed as alternatives to traditional ones, and this is considered one of the primary ways to renew the content of pedagogical approaches” [4, p. 13].

Regardless of the field, the thorough mastery of methodological knowledge by professionals, including educators, is considered one of the key factors ensuring success in professional activities. Consequently, methodological knowledge and skills enable educators to effectively deliver essential and meaningful knowledge to learners in a short time, as expected, using appropriate methods, forms, tools, and technologies. Regrettably, it must be noted that many educators, despite having thoroughly mastered professional knowledge, fail to effectively convey educational content to learners. This indicates a lack of sufficient methodological competence.

In the context of global informatization, as in all fields, there are specific challenges in developing the conceptual framework for the professional development system of educators, shaping its ideological content, and creating educational modules. These challenges are related to keeping pace with rapid educational changes, addressing the needs of education service users, meeting quality requirements for education, and selecting important, necessary, and valuable information from the

vast flow of educational data. This situation further complicates the functioning of the professional development system for educators.

In such complex conditions, what approach can ensure the desired outcomes? It is advisable to theoretically study the issue and establish new, innovative pedagogical approaches in the professional development system, taking into account the professional needs of practicing educators. Before addressing the main issue, it is appropriate to discuss the essence of the concepts of "approach" and "pedagogical approach."

The term "approach" refers to "addressing a specific task from a particular perspective" [20, p. 38]; it expresses a conscious orientation toward "applying a set of interconnected values, goals, principles, and methods in practical activities based on the requirements of existing educational paradigms (initial conceptual models, schemes)" [9, p. 8].

The term "pedagogical approach" refers to "seeking value-based and ideologically oriented pathways in human-centered interactions between educators and learners, taking into account each individual's uniqueness, value, and subjectivity" [4, p. 17]; it encompasses "methodological orientation, the main principle of a general strategy, and logical-epistemological education" [2, p. 34].

2. Materials and Methods.

Considering the demands of the era and the vital needs of participants in the educational process, selecting new and innovative pedagogical approaches creates opportunities to choose more effective directions, methodologies, technologies, and strategies for teaching. By modernizing educational content based on contemporary pedagogical approaches, it is possible to "foster a positive attitude toward life in learners, develop skills to accept real-life situations as they are, and enhance social activity capabilities" [4, p. 17].

In modern conditions, adopting the following approaches in the professional development system ensures that educators acquire the necessary and high level of methodological competence. Based on theoretical analysis and considering the professional needs of practicing educators, it has been determined that the following approaches are appropriate for the professional development system:

1. **Diagnostic Approach.** This approach involves identifying the professional, including methodological, needs of educators that must be addressed during professional development. It includes determining the directions of educational services provided through the system, identifying significant factors, shaping their content, and developing a plan for alternative actions to achieve these goals. The diagnostic approach is typically implemented through methods such as surveys, monitoring, and benchmarking (comparative analysis). Through monitoring, educators' achievements in professional activities, challenges arising in pedagogical situations, and methodological needs for improving educational quality are systematically studied. Benchmarking involves "identifying methods to improve personal outcomes based on foreign and local experiences, adapting them for practical application, and creating a standard for evaluating relevant indicators" [18, p. 568].

Relying on the diagnostic approach in the professional development system creates opportunities to "define measures to enhance the efficiency of educators' professional activities, identify their professional and qualification levels and needs, develop new educational programs, and determine satisfaction indicators with their professional performance" [8, p. 59].

2. **Innovative Approach.** Today, the "innovative approach is considered a key condition for modernizing the education system and achieving educational efficiency" [19, p. 49]. Therefore, the innovative approach holds significant importance in developing educators' methodological competence within the professional development system. In an information-driven society, technological opportunities for updating methodological knowledge emerge constantly. The essence of the innovative approach can be fully explained by relying on the concept of "innovation."

The term “innovation” refers to “adopting new tools, methods, technologies, programs, etc.; creating new methodologies and programs, applying them to the educational process, and fully understanding them creatively” [13, p. 207]. It is worth noting that in pedagogical practice, the concept of “innovation” is interpreted in two directions: first, updating the content, structure, methodological design, and diagnostic composition of the educational process based on educational needs; second, adopting foreign and local methodological experiences to achieve modern, high-quality education.

Adopting an innovative approach in the professional development system to enhance educators’ methodological competence requires updating and improving the content of educational modules in both directions and “transforming the internal structure of the system” [7].

3. **Interactive Approach.** From a pedagogical perspective, this approach can be considered both an independent approach and a component of the innovative approach. By its nature, interactivity inherently carries innovative content. The interactive approach in teaching educational modules within the professional development system primarily involves introducing educators to new interactive methods and technologies. Furthermore, it enhances their competence in working with interactive methods and technologies.

The interactive approach encompasses applying interactive technologies (educational platforms and applications, virtual reality (VR), augmented reality (AR), cloud services) and tools (interactive whiteboards, multimedia devices, tablets, etc.), organizing teaching in interactive forms, and delivering educational content through interactive methods.

4. **Creative Approach.** This approach complements the innovative and interactive approaches in terms of content. The essence of the “creative approach” lies in “using non-standard and innovative methods to solve tasks and problems in the educational process” [5].

Enriching the content of educational modules in the professional development system with the principles of the creative approach creates the necessary pedagogical conditions for educators to master techniques and technologies for generating unique, non-standard ideas, gain knowledge of new methods for effectively organizing “idea battles,” acquire experience in applying them in pedagogical practice, and develop competencies in proposing distinctive hypotheses. Additionally, relying on the creative approach in the professional development system “enables the highly effective activation of human resources, allowing the individual characteristics and creative abilities of each subject to be fully realized” [11, p. 8].

5. **Competency-Based Approach.** This type of pedagogical approach ensures that educators effectively acquire essential professional competencies within the professional development system, fostering mobility, competitiveness, creativity, and a critical approach to their activities.

The core principles of the competency-based approach help reveal its general characteristics. Specifically, the competency-based approach should enable learners to “develop individuality, form problem-solving skills; master key competencies, methods, and techniques based on personal capabilities and abilities; achieve success in acquiring relevant information, consistently increase existing achievements, and independently choose and analyze types of learning activities” [16]. Furthermore, it ensures “diverse and multi-variant independent activities based on personal motivation; fosters collaboration between educational institutions, as open social systems, with the public, other social institutions, and creative communities; ensures educators collaborate with learners on the principle of equality, supporting their interests and abilities to help them find their place in society; and evaluates teaching effectiveness by learners, their parents, business representatives, and the public, considering modern technologies and labor market demands” [16].

History teachers, like all educators in the education sector, must successfully master two types of professional competencies: general pedagogical competencies and specialized (subject-specific) pedagogical competencies.

General Pedagogical Competencies include the following: social, informational, technological, and extreme competencies. Each of these competency types holds significant importance in pedagogical activities and has specific content:

5.1. **Social Competence.** This competency involves being aware of socio-ethical requirements as a member of society, actively participating in social relationships, treating participants in the educational process with respect, and considering their needs and desires in professional activities.

5.2. **Informational Competence.** This competency comprises “a set of mastered knowledge necessary for solving professional tasks; a set of methods for self-realization in professional activities; personal qualities, needs, and motivations aimed at enhancing competence; and selecting key value-based directions” [15, p. 38]. It involves searching, collecting, sorting, classifying, and purposefully using necessary, important, and valuable information in pedagogical processes, as well as effectively utilizing information technologies.

5.3. **Technological Competence.** This competency involves “performing pedagogical tasks, organizing joint actions of educational process participants, managing the learning process, creating a professional-creative environment, designing and implementing educational-professional activities, and achieving the step-by-step realization of professional-cognitive activities” [10, p. 31]. It also reflects educators’ awareness of modern pedagogical technologies and their ability to apply them effectively in practice.

5.4. **Extreme Competence.** This competency refers to “the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological failures) or pedagogical conflicts” [14, p. 7]. It is particularly relevant in the current context, where self-centered behaviors, global climate change, and attempts to manipulate consciousness are prevalent. In the professional development system, educators must enrich, strengthen, and improve specialized (subject-specific) professional competencies alongside general pedagogical competencies.

M.H.Usmonboeva notes that specialized competencies required for educators include psychological, creative, innovative, communicative, and methodological competencies [14, pp. 6-7]. Indeed, all these competency types are crucial in organizing pedagogical activities, and achieving educational and upbringing outcomes is impossible without them.

In our view, the specialized (subject-specific) competencies manifested in educators can be described as follows:

A. **Psychological Competence.** The essence of this competency lies in creating a healthy psychological environment in the pedagogical process, establishing positive relationships with education service users, and resolving conflict situations rationally.

B. **Creative Competence.** This competency focuses on ensuring the pedagogical process is free from standard templates, making it engaging by aligning with learners’ needs, societal changes, and requirements for quality education.

C. **Innovative Competence.** This competency indicates the presence of abilities in professionals to adopt innovative ideas that ensure the success of the pedagogical process, propose new innovative ideas based on personal initiative, and apply them in practice.

D. **Communicative Competence.** This competency encompasses “the ability to organize communication, knowledge, skills, and abilities, as well as emotional and social experience in the field of social relationships” [1, p. 80]. It also involves “defining the goals of social interactions, considering the situation, the interlocutor’s intentions, and communication methods, selecting effective strategies, evaluating communication effectiveness, and being ready to adapt communication actions” [6, p. 19]. In simpler terms, communicative competence reflects sociability, sincerity in organizing communication, respect for interlocutors, attentiveness, and the ability to resolve issues calmly, even in conflict situations.

The primary objects of communication for educators are participants in the teaching process, education service users (learners, their parents, and those responsible for the pedagogical process).

Therefore, their ability to thoroughly master communicative competencies is particularly important. A single well-chosen word can resolve a relevant issue or, conversely, exacerbate it.

In developing educators' communicative competence in the professional development system, "focusing on the motivational, emotional-volitional, value-semantic, and cognitive aspects of communication" [12, p. 411] is considered appropriate.

E. Methodological Competence. This competency "describes the educator's integrative characteristics, including mastering methodological knowledge, skills, and abilities, applying them in professional activities, diagnosing educational outcomes, designing teaching methodologies and technologies, adopting innovative technologies, selecting innovative educational content, and monitoring teaching outcomes and educational activity quality" [3, p. 78]. Additionally, methodological competence involves "implementing methodological reflection, critically evaluating and understanding professional activities by the educator, and analyzing applied methodological techniques and learning tasks from the perspective of their effectiveness" [17].

3. Discussion.

In preparing educational materials on relevant topics, history teachers' abilities to effectively work with chronicles, historical and archival documents, refer to historical, historical-publicistic, and historical-artistic works, utilize architectural and household artifacts (national clothing, household items, tools, decorative items), museum exhibits, and art samples (documentaries, theater performances, festive event footage), as well as purposefully use didactic virtual-methodological materials, demonstrate their level (high, medium, low) of methodological competence.

Thus, global informatization and the integration of national pedagogical ideas with innovative global educational practices bring to the forefront the need for fundamental changes in the professional development system. These changes are directly related to establishing new pedagogical competencies in professional development practices. Relying on diagnostic, innovative, interactive, creative, and competency-based approaches in the professional development system contributes to further developing educators' methodological competencies.

Corresponding author:

Boymirzaev H.K. at. el.

Namangan state university, Namangan, Uzbekistan

Contact No. +998990699617

REFERENCES

1. Ашуров А.А. Коммуникатив компетенция тушунчаси ва унинг мазмун-моҳияти // "O'zbekistonda xorijiy tillar" ilmiy-metodik elektron j. – T.: 2020. - № 1 (30). – 80-б.
2. Бордовская Н.В. Педагогическая системология. – М.: Дрофа, 2009. – С. 34.
3. Бубнова И.С. Методическая компетентность педагога: сущность и диагностика // Ж. Педагогическая перспектива / J. Pedagogical perspective. 2021. - № 3. – С. 78.
4. Вэньцюань Лю. Педагогические подходы к организации образования в России и Китае: дис. ... канд.пед.наук. – Иркутск: 2012. – С. 13-17.
5. Глебович С. Креативный подход и творческое мышление в решении проблем предпринимателей // <https://dzen.ru/a/Zou33GLSGgtbN-EU>.
6. Дондокова Р.П. Сущностная характеристика и структура коммуникативной компетентности // Вестник Бурятского Государственного университета. Философия. – Улан-Удэ: 2012. - № 1. – С. 19.
7. Инновацион таълим технологиялари моҳияти, назарий асослари ва турлари // <http://tmatm.uz/site/wp-content/uploads/2015/09/INNOVATION-TALIM-TEHNOLOGIYALARI.pdf>.

8. Коноплева Г.И. Диагностический подход к управлению персоналом // Ж. Альманах современной науки и образования. – Тамбов: 2017. № 1 (115). – С. 59.
9. Кукуев А.И. Андрагогический подход в педагогике. – Ростов-на-Дону: ИПО ПИ ЮФУ, 2009. – С. 8.
10. Маркова С.М. Технологическая компетентность педагога профессионального обучения // Ж. Russian Journal of Education and Psychology. – Красноярск: 2015. - № 3 (47). – С. 31.
11. Мороз В.В. Креативный подход к преподаванию профессионально-ориентированного иностранного языка // Ж. Вестник Оренбургского государственного университета. – Оренбург: 2017. – С. 8.
12. Мусаханова Г.М. Олий таълим тизимида бўлажак мутахассисларнинг коммуникатив компетенцияларини ривожлантириш // “Iqtisodiyot va innovatsion texnologiyalar” (Economics and Innovative Technologies) ilmiy elektron j. – Т.: 2023. – № 2. Т 11. – 411-б.
13. Пашкевич А.В. Компетентностно-ориентированный урок. – Волгоград: Учитель, 2014. – С. 207.
14. Педагогик компетентлик ва креативлик асослари / Н.Муслимов, М.Усмонбоева, Д.Сайфулов, А.Тўраев. – Т.: “Сано-стандарт”, 2015. – 6-7-б.
15. Петрова Е.В. Информационная компетентность в образовании как залог успешной адаптации человека в информационном обществе // Ж. Информационное общество. – М.: 2012. - № 2. – С. 38.
16. Подходы в образовании: виды и особенности // <https://gb.ru/blog/podhody-v-obrazovanii>.
17. Садыков Р.М. (2023) Методическая компетентность в структуре профессиональной подготовки будущих читателей начальных классов // Proceedings of International Conference on Educational Discoveries and Humanities Hosted online from Plano, Texas, USA / econferenceseries.com.
18. Управленческий учёт / Э.А.Аткинсон, Р.Д.Банкер, Р.С.Каплан, М.С.Янг. 2-переизд.– М.: Издательский дом “Вильямс”, 2012. – С. 568.
19. Явкочдиева Д.Э. Инновацион ёндашув таълим тизимини модернизациялаш омили сифатида // Ж. Замонавий таълим (Ўзбекистон). – Чирчиқ: 2021. - № 4 (110). – 49-б.
20. Ўзбек тилининг изоҳли луғати. Е – М / 5 жилдли. Бешинчи жилд. А.Мадвалиев тахрири остида. Таҳрир хайъати: Э.Бегматов ва бошқ. – Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006. – 38-б.

16/08/2025