

DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF STUDENTS IN HIGHER EDUCATION

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Abstract

In the article, the content and methods of formation and development of methodical competence of students of pedagogy, as well as the role of this process in modern teacher training, the importance of methodical competence as a factor of best practices and efficiency in the organization of education, the need for the ability of the teacher to convey the content of the subject correctly, to use modern pedagogical technologies, to apply effective approaches to the organization and evaluation of the educational process, to develop this competence, first of all, It will be implemented through the organization of an effective educational process for students studying in the pedagogical direction in higher education institutions, the importance of theoretical training, practical training, pedagogical practice, problem-based education, case-study and innovative teaching methods, increasing the activity of thinking, the systematic formation of methodological competence of students through educational activities that require creative solutions will be interpreted.

Key words

method, technology, application, ability, student, education, process, knowledge, skill, competence, project, theory, practice, result, research, experience, competence, efficiency, development.

Introduction. Global changes taking place on a global scale, the rapid development of digital technologies and the introduction of innovative approaches to education require a high level of knowledge, skills and competencies from modern teaching staff. In such conditions, it is not enough to arm students studying in the field of pedagogical education with only theoretical knowledge. They need to be formed as specialists who are oriented to practice, can think independently, can design and manage the educational process, and have methodological competence that takes into account the individual characteristics of students.

Today, the training of knowledgeable, modern-thinking and highly professionally qualified specialists is identified as one of the important tasks in the

development of society. The most important figure in the education system is the teacher, and his level of knowledge, professional skills and methodological competence are the main criteria for the quality of education. From this point of view, preparing students studying in the field of pedagogical education with not only theoretical knowledge, but also practical and methodological skills has become an important condition for the formation of a modern teacher.

Methodological competence is the teacher's ability to correctly convey the content of the subject, use modern pedagogical technologies, and apply effective approaches to organizing and assessing the educational process. The development of this competence is carried out, first of all, through the organization of an effective educational process for students studying in higher educational institutions in the pedagogical direction.

Methodological competence is the teacher's ability to appropriately and effectively use modern pedagogical technologies, educational methods and tools in the teaching process. This competence is a key factor in improving the quality of education, developing the individual potential of students, and ensuring successful pedagogical activity. A modern teacher should act not only as an educator, but also as an organizer, leader, consultant, and inspirer. This, in turn, requires comprehensive training of students in the pedagogical direction, in particular, the formation and development of methodological competence in them.

The process of forming methodological competence includes knowledge, skills, and attitudes inherent in the teaching profession. In this process, theoretical training, practical training, pedagogical practice, problem-based learning, case-study and innovative teaching methods are important. Also, the methodical competence of students can be systematically formed by increasing thinking activity, tasks aimed at independent research, educational activities that require creative solutions.

Within the framework of these works, the content of the concept of methodical competence, its components, stages of formation and mechanisms of development are deeply studied. Also, the importance of methodical competence, national and foreign experiences, and effective pedagogical technologies in the training of modern teachers are analyzed. Ways of training students professionally and methodically by introducing interactive, innovative and information and communication technologies in the educational process are considered.

Main part. The effectiveness of the modern education system largely depends on the professional and methodological competence of teachers. Training students in the field of pedagogy as specialists with methodological competence is an important factor in improving the quality of education. Methodological

competence includes the teacher's ability to effectively organize the teaching process, use modern pedagogical technologies, and take into account the individual characteristics of students.

Methodological competence is the teacher's ability to purposefully and effectively organize the pedagogical process. Its components include:

- Theoretical knowledge: knowledge of pedagogy, psychology, didactics, and subject methodology.
- Practical skills: skills in planning, organizing, and evaluating the educational process.
- Personal qualities: creativity, responsibility, communicative abilities, and reflective thinking.

The following methods are effective in forming methodological competence [1]: practice-oriented education: active participation of students in the educational process; interactive teaching methods: problem-based learning, case studies, role-playing games and project activities; technological educational tools: the use of information and communication technologies; reflective approach: analysis of the learning process and self-assessment. Modern teachers should not only be specialists who provide knowledge, but also organize the learning process, use innovative technologies and take into account the needs of students. To do this, they must have a high level of methodological competence.

Methodological competence is an important component of pedagogical competence, which means the teacher's ability to effectively organize the educational process [15, 16]. It is based on the following theoretical concepts:

- Didactics: scientific substantiation of the content, form and methods of teaching;
- Motivation: the introduction of active methods in organizing and motivating student activities;
- Competence: aimed at the ability to skillfully apply knowledge and skills in practice.

Methodological competence is formed at certain stages. By separating these stages, it is possible to systematize the process of training pedagogic personnel.

Methodological competence includes not only the ability to teach, but also: individualizing the learning process; using innovations; encouraging students to think independently; providing knowledge close to life; and the ability to work on oneself and reflect [14]. Therefore, this competence is one of the most important professional criteria for a modern teacher.

Results and Discussions. Today, the reforms taking place in the education system, changes in science and technology, the introduction of digital learning

environments and interactive methods place new demands on the knowledge and skills of teachers. In such conditions, methodological competence is not just pedagogical knowledge, but a complex competence that includes the ability to think innovatively, make independent decisions and teach effectively. Therefore, the study of this issue is very relevant.

For students of the pedagogical education field, methodological competence was reanalyzed as an integrated concept: theoretical knowledge, practical skills, technological literacy and reflective thinking were considered as a single process [12]. The impact of practical approaches aimed at developing methodological competence, namely, case studies, project methods, and digital educational tools, was evaluated on a scientific basis. The role of methodological competence as a decisive factor in the formation of a modern teacher model was clearly demonstrated [13].

Methodological competence relies on didactics, pedagogical technologies, competence-based approach, cognitive psychology and theories of professional development. These include:

- Bloom's taxonomy - formation of educational goals according to cognitive levels [2];
- P. Ya. Galperin [3] and L.V. Zankov [4] - psychological foundations of science explanation and active teaching;
- M.K. Prijan [7] and N.D. Nikandrov [5] - methodological training criteria in teacher training.

The practical importance of methodical competence is: it shows effective ways of developing methodical training for students in the field of pedagogy in educational institutions; reveals methods of purposeful use of practical training, pedagogical practice, electronic learning environment and interactive methods [11].

Bloom's taxonomy - formation of educational goals according to cognitive levels. Bloom's Taxonomy, developed by Benjamin Bloom in 1956, is a hierarchy of cognitive activity stages used to identify, plan, and evaluate expected outcomes in education. The 6 main stages of the taxonomy (in its classic form) are:

1. Knowledge - memorizing information, remembering facts;
2. Comprehension - understanding the content of information;
3. Application - applying knowledge in new situations;
4. Analysis - breaking down information into parts and understanding their relationships;
5. Synthesis - creating a new idea or structure;
6. Evaluation - drawing conclusions based on information, critical analysis [2].

As an important part of methodological competence: clearly and quantitatively defining lesson objectives; developing criteria for assessing learning outcomes; correctly selecting the level of questions and tasks; such as the formation of a rational educational strategy [17].

P.Ya. Galperin: the theory of the gradual organization of activity: Pyotr Yakovlevich Galperin is famous in educational psychology for his theory of the gradual formation of mental actions (TBSHN). According to him, a person does not passively receive knowledge, but perceives and assimilates it through active action. This theory serves as a psychological basis for teaching science in pedagogical practice.

The main stages of teaching according to Halperin:

1. Motivational stage - formation of the student's interest in the lesson and internal need;
2. Guidance stage - explanation of the novelty, determination of its purpose;
3. Open speech activity - verbal explanation of the knowledge being taught;
4. Demonstrative-practical movement - active teaching through practical actions to understand the subject;
5. Internal speech actions - generalization and automation of knowledge.

Impact on methodological competence: the teacher must organize the lesson in a logical sequence; consistently reveal the content of the subject; make the lesson process active and practice-oriented; combine action, experience and reflection in the educational process.

L.V. Zankov: developmental education system; Lev Vladimirovich Zankov's main contribution is the theory of developmental education. He emphasizes that the main task of teaching is not only to impart knowledge, but also to ensure the intellectual, emotional and social development of the student.

The main principles of the Zankov system:

1. High level of teaching - not to simplify the subject, but to provide educational material that is rich in content and requires intellectual activity;
2. Fast-paced teaching - to explain the subject in a qualitative and complete form;
3. Monitoring the development of the student - to develop personal reflection, analysis, synthesis and critical thinking;
4. Creating equal opportunities for all - an approach aimed at developing students with different abilities;
5. Putting thinking at the center of teaching - to develop thinking and creativity, not knowledge.

Impact on methodological competence: the teacher should deeply analyze the content of the subject and use developmental elements in the introduction; extensive use of questions and answers, problem situations, creative tasks; attention to the active participation of each student; the main goal of forming thinking, understanding, critical approach in the educational process.

M.K. Prizhan and N.D. Nikandrov Criteria for Methodological Preparation in Teaching

The well-known scientist in the field of pedagogy M.K. Prizhan sees the professional preparation of a teacher as a complex process and emphasizes methodological preparation as its integral part. According to Prizhan, methodological preparation is based on the following criteria [8, 9]:

1. The system of methodological knowledge - theoretical and practical knowledge necessary for teaching the content of the subject (principles of education, didactic rules, teaching methods).
2. The ability to work with curricula and programs - planning the content of the lesson, creating a lesson plan in accordance with the subject program.
3. Designing and organizing a lesson - the correct selection of the structure of the lesson, stages, interactive methods and educational tools.
4. Assessing students' knowledge - applying assessment criteria, creating tests and assignments, organizing the reflection process.
5. Selection and application of pedagogical technologies - use of individualization of the educational process, problem-based learning, modular teaching and other modern methods.
6. The ability to give advice and help students - support students, adopt pedagogical solutions.

N.D. Nikandrov supports a competency-based approach to education and considers teacher training as a creative, active, and communicative process. The main criteria described by Nikandrov [6]:

1. The ability to explain science clearly and comprehensibly - conduct lessons in accordance with the age and psychological characteristics of students.
2. Having a methodical action strategy - understanding and designing teaching methods suitable for each subject.
3. Communication competence - creating an open, free and supportive environment in the classroom.
4. The ability to work on oneself - to analyze pedagogical activity, to improve one's own methodology.
5. Pedagogical creativity - use of non-standard approaches in teaching science [10].

Conclusion. Methodological competence is a central part of the professional training of students. Its formation contributes to the success of teacher training.

Methodological competence is a key part of the professional potential of a modern teacher, is of great importance in the effective organization of the educational process and in improving the results of students in the educational and scientific field, and by developing the methodological competence of students of pedagogical education, they can become active and effective teachers in practice. Combining theoretical knowledge with practice in teacher training, using interactive and innovative pedagogical technologies is an effective way to develop methodological competence.

Strengthening the methodological competence of students of pedagogical education is an important task aimed at improving the quality and efficiency of education, and research in this area and improving the educational process should be constantly continued.

To develop methodological competence, it is necessary to include more methodological exercises in higher education programs; increase the number of interactive and practical exercises; organize scientific and methodological seminars and trainings; and widely use information technologies.

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