

**IMPROVING THE PROFESSIONAL COMPETENCE OF TEACHERS IN  
PRIMARY EDUCATION: METHODOLOGICAL APPROACHES AND MODERN  
WAYS OF DEVELOPING EDUCATION***Jumabaeva Malika Polatbek qizi**Student of Primary education faculty*

**Abstract:**The professional competence of teachers is one of the most important factors influencing the quality of education, especially in primary education, where foundational learning occurs. This article explores the key methodological approaches and modern strategies for improving the professional competence of primary school teachers. It examines the importance of continuous professional development, the integration of digital tools and technology in teaching, as well as innovative teaching methods and collaborative learning. The paper also discusses the role of mentorship, reflective practice, and action research in developing teaching skills. In addition, challenges such as time constraints, lack of resources, and resistance to change are explored, with a focus on solutions to address these barriers. The article emphasizes the importance of a multifaceted approach to professional development to enhance teaching quality and foster a more inclusive and effective learning environment in primary education.

**Keywords:**Professional competence, primary education, teacher development, continuous learning, digital tools, innovative teaching methods, mentorship, reflective practice, collaborative learning, teacher training

The quality of primary education directly influences the future academic and personal success of students. A crucial element in ensuring effective learning at the primary level is the professional competence of teachers. Professional competence in primary education encompasses not only the mastery of subject knowledge but also the ability to adapt teaching methods, use technology effectively, and address the varied needs of students. In an ever-evolving educational landscape, it is essential for teachers to continuously improve their skills and competencies. Improving the professional competence of teachers requires an integrated approach, combining traditional pedagogical methods with modern strategies. This article aims to provide an in-depth exploration of the methodological approaches and modern ways of developing professional competence in primary education. By analyzing current trends and strategies, the article presents an overview of how educators can enhance their effectiveness and adapt to the changing demands of the 21st-century classroom.[1,76]

Professional competence in primary education can be defined as the combination of knowledge, skills, attitudes, and personal attributes that enable teachers to create an effective

learning environment for all students. Several dimensions contribute to professional competence:

1. **Pedagogical Competence:** The ability to apply educational theories and practices to create engaging, effective lessons.
2. **Methodological Competence:** The skill to use diverse teaching methods, such as inquiry-based and project-based learning, to accommodate different learning styles.
3. **Technological Competence:** The integration of digital tools and resources into the learning process to enhance both teaching and student engagement.
4. **Psychosocial Competence:** The ability to understand and address students' emotional and social needs, ensuring an inclusive and supportive environment.
5. **Reflective Practice:** Continuous self-assessment and professional reflection to improve teaching strategies and adapt to the needs of students.[2,45]

Teachers working together in professional learning communities (PLCs) or peer networks fosters collaboration and the sharing of best practices. This approach encourages teachers to learn from each other, solve common challenges together, and engage in collective problem-solving. Peer mentoring and cooperative planning enable educators to grow professionally through mutual support and knowledge exchange.

Action research is a powerful tool that allows teachers to investigate their own teaching practices systematically. By gathering data, reflecting on the results, and adjusting teaching strategies, teachers can directly improve their teaching methods. Reflective practice encourages teachers to critically analyze their own work, identify areas for improvement, and make adjustments based on evidence and feedback.

The rise of digital technologies offers teachers the opportunity to engage in flexible, online professional development courses. Massive Open Online Courses (MOOCs) and online workshops enable teachers to access high-quality content at their own pace, focusing on specific areas of professional growth. This form of self-directed learning promotes lifelong education and ensures that teachers can continually refine their teaching skills.[3,45]

Mentorship is a crucial component of teacher professional development, particularly for novice educators. Experienced teachers can provide guidance, support, and advice to newer teachers, helping them navigate the challenges of the classroom. Coaching, on the other hand, focuses on targeted development in specific areas, such as classroom management, instructional design, or technology integration.

The integration of modern educational practices and technology has transformed the way primary school teachers develop their competencies. Some of the modern approaches include. Incorporating digital tools such as learning management systems (LMS), educational software, and multimedia resources into the teaching process enriches the learning experience. Teachers' technological competence is crucial for creating dynamic, engaging lessons. By using technology, teachers can cater to diverse learning styles, enhance student interaction, and provide immediate feedback.

Personalized learning pathways are designed to cater to the individual needs and interests of teachers. By offering a variety of courses and resources, teachers can select professional development opportunities that align with their goals and areas of interest. Personalized development ensures that teachers are equipped with the skills necessary for their specific teaching context, leading to more effective and targeted improvements in their practice.[4,56] Project-based learning (PBL) is not only a valuable teaching method for students but also an effective approach for teacher development. Teachers can engage in PBL to collaboratively solve real-world problems, fostering innovation, critical thinking, and teamwork. This hands-on approach empowers teachers to experiment with new teaching strategies and reflect on their practice.

Despite the many benefits of professional development, several challenges remain in improving the professional competence of primary school teachers:

- **Time Constraints:** Teachers often have limited time for professional development due to heavy workloads and classroom responsibilities.
- **Lack of Resources:** Access to high-quality training programs and resources is sometimes limited, especially in underfunded educational settings.
- **Resistance to Change:** Some teachers may resist adopting new teaching methods or technologies, especially if they feel these innovations conflict with their established practices.
- **Insufficient Support from Leadership:** Effective professional development requires strong support from school leadership, including providing the time, resources, and encouragement for teachers to engage in training.

The professional competence of teachers in primary education is fundamental to the success of the educational system. By adopting a variety of approaches, including collaborative development, online learning, mentorship, and the integration of technology, teachers can continuously improve their skills and adapt to changing educational needs. However, addressing the challenges of time, resources, and resistance to change is crucial for the successful implementation of professional development initiatives. To foster an environment of continuous learning and improvement, educational policymakers must prioritize teacher development by providing the necessary support, resources, and opportunities for growth. In doing so, we can ensure that primary education remains dynamic, effective, and inclusive for all students.

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