

TECHNOLOGY FOR DEVELOPING METHODOLOGICAL COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON PEDAGOGICAL COOPERATION

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Abstract: This article analyzes the technology for developing the methodological competencies of future primary education teachers based on pedagogical collaboration. The role of pedagogical collaboration in the educational process and the structure of methodological competence are examined. The stages of the development technology and its effectiveness are also discussed.

Keywords: primary education, methodological competence, pedagogical collaboration, educational technology, teacher training, professional development, innovative methods, mentoring, training, assessment, education quality, practice.

Introduction.

In the context of the modernization of the global education system, the development of methodological competencies among future primary school teachers has emerged as a critical determinant of educational quality. Methodological competence refers to a teacher's integrated ability to effectively plan, implement, and assess the learning process using pedagogical knowledge, didactic strategies, and instructional technologies tailored to learners' developmental characteristics.

One of the most effective approaches to cultivating these competencies is through pedagogical cooperation — a collaborative framework that fosters interactive learning, mutual reflection, and professional mentoring among pre-service teachers and educators. Pedagogical cooperation promotes an environment of constructivist learning, in which shared experience and reflective practice play pivotal roles in shaping a teacher's instructional identity.

Main part.

The implementation of competency-based education requires not only theoretical understanding but also the acquisition of practical skills through experiential learning methodologies. Therefore, it becomes essential to design and apply a comprehensive technology of methodological competence development that includes diagnostic assessment, instructional design, interactive training, and formative evaluation phases.

This study aims to explore the scientific foundations and practical mechanisms of developing methodological competencies in future primary school teachers through pedagogical cooperation, with a focus on collaborative problem-solving, peer mentoring, micro-teaching, and action research. These tools not only enhance professional readiness but also prepare

future educators to meet the demands of 21st-century teaching, including digital literacy, inclusive pedagogy, and learner-centered approaches.

In today's context, the high-level formation of methodological competencies among primary education teachers is considered one of the key indicators of educational quality. Pedagogical collaboration ensures effective communication between teachers and educational institutions, contributing to the improvement of the teaching process. Therefore, developing and implementing a technology for enhancing the methodological competencies of future primary school teachers based on pedagogical collaboration is one of the pressing tasks.

In the modern education system, the role of the primary school teacher is extremely important. Especially, forming the methodological competence of future teachers is one of the main directions in preparing them as qualified professionals who meet contemporary requirements. In this process, pedagogical collaboration plays a crucial role.

Pedagogical collaboration is an activity organized on the basis of knowledge and experience exchange and mutual support between teachers and students, as well as among teachers themselves. This process enables teachers to deepen their methodological knowledge, master new pedagogical approaches, and apply them in practice. Pedagogical collaboration plays an important role in introducing innovations into the educational process and fostering professional development.

Methodological competence refers to a teacher's ability to organize the learning process, plan lessons, and assess students' academic performance. It includes the following components:

- Pedagogical knowledge
- Didactic skills
- Use of modern educational technologies
- Selection and adaptation of educational materials
- Application of assessment and diagnostic methods

The Role of Pedagogical Collaboration in Developing Methodological Competence of Future Teachers

During the preparation of future teachers, pedagogical collaboration is carried out in the following areas:

- Experience sharing in practice
- Joint analysis of problem situations
- Mentorship and consultation activities
- Participation in seminars and trainings
- Application of innovative methods

These processes are effective in forming and reinforcing teachers' methodological skills and preparing them to enhance the quality of education in the future.

Key Stages of the Development Technology

1. **Diagnostic Stage** – Identifying the level of methodological knowledge and skills of future teachers.
2. **Planning Stage** – Determining the forms and activities of pedagogical collaboration.

3. **Practical Stage** – Developing methodological competencies through seminars, training, mentoring, and project work.
4. **Evaluation Stage** – Analyzing the results obtained and developing recommendations for improvement.

The development of methodological competencies in future teachers includes skills such as lesson planning, selecting age-appropriate teaching methods, applying fair assessment criteria, and fostering independent thinking among students. In this regard, pedagogical collaboration technology offers unique approaches, such as working in small groups, joint lesson analysis, experience exchange, mentoring, and reflection.

Moreover, effective use of information and communication technologies, creation of didactic materials, selection of methods tailored to students' individual needs, finding solutions to problem situations, and participation in innovative projects are also important factors in shaping methodological competence. Activities carried out within pedagogical collaboration prepare future teachers for real pedagogical situations.

Additionally, practical exercises, seminar-trainings, masterclasses, lesson observations, and experience-sharing organized in a spirit of cooperation help students strengthen their knowledge and skills. For each future teacher to form as a responsible individual in society, it is essential to continuously develop their professional competencies.

The key characteristics of methodological competence include the ability to find solutions to pedagogical situations, conduct high-quality lessons, increase student engagement, apply modern approaches to the educational process, engage in self-assessment, and establish positive communication. Pedagogical collaboration is a strong mechanism that develops exactly these qualities. Through this technology, teachers develop qualities such as self-improvement, critical thinking, teamwork, situational analysis, quick decision-making, and pedagogical adaptability.

Today's global educational trends also demand that teachers possess high methodological competence. Therefore, pedagogical institutes and universities are paying special attention to improving practice-oriented approaches for training future teachers. In particular, discussing real-life problems, encouraging active participation, and fostering creative thinking are considered key tools in forming methodological competence.

The technology for developing the methodological competencies of future primary school teachers based on pedagogical collaboration is a crucial factor in improving educational quality. This approach ensures the professional development of teachers and prepares them for the modern educational process. In the future, the development of new forms and methods of pedagogical collaboration will provide even greater opportunities to enhance the effectiveness of the teaching process.

Conclusion.

In conclusion, the development of methodological competencies in future primary school teachers is a key factor in ensuring the effectiveness and quality of the educational process at the foundational level. The study confirms that pedagogical cooperation serves as a powerful and scientifically grounded mechanism for enhancing professional preparedness by fostering active collaboration, mutual learning, and reflective practice.

The integration of pedagogical cooperation into teacher education programs enables the formation of essential methodological skills such as lesson planning, instructional design, assessment strategies, and adaptive teaching. Moreover, the application of interactive techniques like peer learning, cooperative problem-solving, and micro-teaching creates a dynamic learning environment that supports the internalization of teaching methodologies.

The proposed technology for competency development is built on a systematic approach that includes diagnostic assessment, practice-oriented training, feedback loops, and continuous self-reflection. These components contribute not only to skill acquisition but also to the cultivation of a learner-centered mindset among future educators.

Ultimately, the implementation of this technology ensures that future primary school teachers are equipped with the methodological literacy, pedagogical adaptability, and collaborative spirit necessary to meet the evolving demands of modern education systems.

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