
Didactic Opportunities of Modern Pedagogical Technologies in the Development of Cognitive Competencies of Primary School Students

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Abstract: This article analyzes the didactic possibilities of using modern pedagogical technologies in the development of cognitive competencies of primary school students from scientific-theoretical and practical perspectives. The study reveals the role of innovative approaches in activating students' cognitive activity, developing independent thinking, and increasing the effectiveness of the educational process in primary education. The effectiveness of lessons organized on the basis of interactive methods, digital educational tools, and a competency-based approach is substantiated. The research results have practical significance for the professional activities of primary school teachers.

Keys words: primary education, cognitive competence, pedagogical technology, interactive methods, competency-based approach, innovative education.

Introduction

At the present stage, the goal of education is not only to improve the process of acquiring and accumulating knowledge but also to develop students' ability to apply knowledge in practice. Cognitive competence reflects the ability to effectively use knowledge and skills in various situations and conditions. Ongoing reforms in the education system prioritize the comprehensive development of students' personalities from the primary education stage. In this context, the issue of forming and developing cognitive competencies in primary school students is one of the most relevant problems of modern pedagogy. Cognitive competencies reflect the level of development of students' cognitive processes, such as perception, attention, memory, thinking, and imagination. Their development contributes to increased learning motivation, independent thinking, and problem-solving skills. Therefore, the application of modern pedagogical technologies in the professional activities of primary school teachers is of great importance.

Methodology

1. The following research methods were used:
2. analysis of scientific and pedagogical literature;
3. observation of the educational process;
4. comparison and generalization;

5. pedagogical experiment;
6. diagnostic methods.

The methodological basis of the study includes a competency-based approach, student-centered learning, a systemic approach, and constructivist learning theories.

Results

The analysis showed that the following pedagogical technologies are effective in developing cognitive competencies of primary school students:

1. Interactive teaching methods

Methods such as “Cluster,” “Brainstorming,” “INSERT,” “Know–Want to Know–Learned (KWL),” and “Concept Mapping” ensure active student participation and promote analytical and logical thinking.

2. Digital pedagogical technologies

The use of multimedia tools, electronic textbooks, and interactive platforms increases students’ interest in learning and enables rapid and effective information acquisition.

3. Problem-based learning technology

Lessons organized around problem situations develop students’ abilities to make independent decisions and solve learning tasks.

The results of the pedagogical experiment demonstrated a significant increase in students’ academic achievement and cognitive activity in classes where these technologies were applied.

Discussion

The obtained results confirm that modern pedagogical technologies have significant didactic potential in developing cognitive competencies of primary school students. Compared to previous studies, lessons organized on the basis of a competency-based approach have been proven to be more effective.

Conclusion

In conclusion, the use of modern pedagogical technologies in the development of cognitive competencies of primary school students:

increases the effectiveness of the educational process;

develops students’ independent thinking;

enhances the professional competence of primary school teachers.

The results of this article are recommended for implementation in primary education practice.

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