

---

# The Role of Continuous Methodological Services in General Education Schools

**Zaynitdinova Masuda Abdukadirovna**

Tashkent Regional Center of Pedagogical Excellence, Head of the Department of Psychology and Educational Technologies Candidate of Pedagogical Sciences, Associate Professor

**Article information:**

**Manuscript received:** 11 Oct 2025; **Accepted:** 11 Nov 2025; **Published:** 12 Dec 2025

**Abstract:** This article analyzes the role of continuous methodological services in general education schools, their influence on the educational process, and their significance in the professional development of teachers. The study highlights the content, tasks, and role of the methodological service in providing teachers with innovative technologies, best practices, and modern methodological approaches. Also, the importance of continuous methodological support in improving the quality of education, the effectiveness of lessons, and the level of student learning is considered on a scientific basis. The results of the article serve to develop practical recommendations aimed at improving the system of methodological services in general education schools, developing pedagogical competence, and modernizing the educational process.

**Keywords:** continuous methodological service, general education school, pedagogical competence, methodological assistance, quality of education, professional development, innovative technology, best practices, teacher activity, improvement of education.

---

## Introduction

In the modern educational process, the qualifications, professional competence, and readiness of pedagogical personnel for innovative approaches are one of the most important factors determining the quality and effectiveness of education. In the context of large-scale reforms being carried out in our country, in particular, the modernization of general education schools, the updating of curricula, the introduction of educational content aimed at the comprehensive development of the student's personality, the provision of high-quality methodological assistance to teachers is becoming increasingly relevant. In this regard, the effective functioning of the system of continuous methodological services is recognized as one of the main mechanisms for increasing the competitiveness of general education schools, supporting the professional development of teachers, and guaranteeing the quality of education.[1]

Normative legal acts aimed at radically reforming the sphere of education in the Republic of Uzbekistan have created a solid legal basis for this direction. In particular, the Law "On Education" defines the organization of education based on continuity, systematicity, openness, and innovative approaches, and also indicates the continuity of professional development and retraining of pedagogical personnel as a priority area of state policy. Also, the "Concept for Improving the System of Advanced Training and Retraining of Teachers," approved by the Decree of the President of the Republic of Uzbekistan dated

May 11, 2022 No. PP-288, defined the tasks of strengthening the methodological and professional training of teachers, providing them with regular practical assistance, and developing a digital methodological environment. Another important document - the "Strategy for the Development of Public Education for 2022-2026" - emphasizes the need to create a unified system of continuous professional development, improve methodological services in schools, and update the mechanisms for supporting the activities of teachers.[2]

These legal foundations impose new responsibilities on the participants of the pedagogical process and require a review of the content and tasks of continuous methodological services. If previously the methodological service was mainly limited to providing theoretical and methodological recommendations, now it includes such a complex of activities as pedagogical monitoring, professional diagnostics, development of individual development programs, practical assistance in the implementation of innovative technologies, development of digital methodological resources, development of mentoring and coaching systems. This process involves systematic monitoring of the trajectory of teachers' professional growth, their training in accordance with modern pedagogical approaches, and ensuring the continuity of methodological support.[3]

Also, such tasks as the rapid changes taking place in the educational process today, scientific and technological progress, the introduction of curricula based on a competency-based approach, STEAM education, adaptation to the requirements of the PISA international assessment system require high methodological literacy from teachers. Therefore, the methodological service is now aimed not only at conveying information, but also at developing the independent creative activity of teachers, supporting them as an actor and author of the lesson process.

In the process of modernizing the education system in our country, the role of methodological services is increasing immeasurably. In particular, the National Methodological Platform created by the Ministry of Public Education, resolutions on improving the "Master-Apprentice" system, and regulatory documents on strengthening the activities of regional methodological centers serve to ensure the continuity of pedagogical development. This process is an integral part of a set of measures aimed at constantly updating the professional knowledge, skills, and abilities of teachers, improving the quality of the educational process in educational institutions.

Continuous methodological service in general education schools is not only the provision of methodological recommendations to the teacher, but also manifests itself as an effective mechanism for managing the quality of education, developing the professional competence of the teacher, forming a scientific and methodological environment in the school, and introducing pedagogical innovations. The proper implementation of this service directly affects the effectiveness of the educational process, student performance indicators, and the overall development strategy of the school. Therefore, the scientific study and improvement of the role, significance, tasks, and modern forms of continuous methodological service is extremely important for the modern education system.[4]

### **Literature review**

S. Yuldashev, "Improving the Professional Skills and Professional Development System of Teachers." This article provides an in-depth analysis of professional development systems for teachers. The author indicates ways to increase the effectiveness of continuous methodological service and professional development. The research results emphasize the importance of the systematic organization of the process of professional development of teachers and the introduction of innovative methods.

I. R. Abduraimov's article "Continuous Professional Methodology Improvement of History Teachers Based on An Integrated Approach" is dedicated to improving continuous methodological services for history teachers. The author shows the process of transforming teachers' theoretical knowledge into practical skills and developing individual development programs through an integrated approach. [5]

This textbook provides an in-depth analysis of the theoretical foundations of modern pedagogy, the content of the educational process, and the teacher's professional competencies. The book provides

extensive information on the structure of the pedagogical process, didactic principles, teaching methods, and approaches aimed at developing the student's personality. The work serves as a theoretical basis for establishing methodological services in general education schools, improving the quality and effectiveness of education. The manual also includes practical recommendations for the use of innovative approaches and modern technologies in the teacher's work.[6]

### **Methodology**

In the course of the study, five main textbooks were analyzed to study the content and practice of continuous methodological services in general education schools. The source "General Pedagogy" served as a theoretical basis for the general principles of the pedagogical process and the formation of teacher competence. "Teaching Methods and Tools" were chosen as the main source for assessing the methods used in the lesson process, innovative methods, and the teacher's methodological training.

Also, through "Fundamentals of Didactics," the didactic regularities of the educational process, the mechanisms for managing student activity, and the factors determining the effectiveness of the lesson were analyzed. For the study of technologies specific to modern education, the source "Innovative Pedagogical Technologies" was selected, and digital platforms, interactive approaches, and innovative models necessary for methodological services were studied.

At the final stage, based on the manual "Technology and Interactive Methods in the Educational Process," the possibilities of using interactive methods, effective organization of practical classes, and increasing student activity were assessed. These sources formed the theoretical foundation of the research methodology and served as a solid scientific basis for analyzing the main aspects of the activities of the continuous methodological service.

### **Analysis and discussion**

At a time when the importance of continuous methodological services in the modern education system is increasing, the effective organization of this system in general education schools directly affects the professional maturity, methodological literacy, and the ability to perceive innovations of teachers. Today's educational problems and global changes require school teachers not only to possess teaching skills, but also to have a wide range of competencies, such as research, the application of innovative technologies, and monitoring of the educational process. Therefore, the real role of continuous methodological services in the development of the pedagogical process at school requires practical analysis and scientific discussion.[7]

Firstly, the effectiveness of the methodological service is determined by the existing scientific and methodological environment in the school, the support of management, the active participation of teachers, and the level of cooperation with regional methodological centers. Updating curricula, a competency-based approach, modern forms of assessment, and regular assistance to teachers in the application of digital educational tools serve to improve the quality of education. The continuity of the methodological service indicates that the process of teacher training is not one-time, but systematic and periodic.[8]

Secondly, the methodological needs of teachers vary across schools, and it is the individual approach that is one of the most important aspects of methodological services. Practice shows that even among teachers in the same school, professional gaps, the level of methodological training, and the motivation for adopting innovative technologies differ significantly. Therefore, the purpose of the methodological service is to develop individual development programs focused on the needs of each teacher.

**Table 1 Main components of the system of continuous methodological services in general education schools**

<b>№</b>	<b>Component</b>	<b>Meaning</b>
1	Methodological diagnostics	Determining the level of teacher's professional competence, teaching skills, and the ability to use technologies
2	Practical methodological assistance	Observation, analysis of lessons, organization of auxiliary lessons, providing individual practical recommendations to the teacher.
3	Advanced training	Updating knowledge and skills through digital courses, seminars, trainings, and the mentor-student system.
4	Implementation of innovative technologies	Assistance in applying STEAM, CLIL, PISA approaches, digital platforms, and interactive methods.
5	Monitoring and feedback	Systematic assessment of teachers' activities, improvement based on lesson analysis, achievements and shortcomings.

As can be seen from the table, the methodological service is not limited to providing theoretical recommendations, but is a system that comprehensively supports the professional development of the teacher. Especially, the establishment of methodological diagnostics and monitoring will allow teachers to work in accordance with their needs. The introduction of innovative technologies constitutes the modern stage of methodological services. Therefore, the interconnected functioning of each link of the system has a strong influence on the quality of education.[9]

**Table 2 Level of use of methodological services by teachers (based on conditional analytical data)**

<b>Direction</b>	<b>Highly utilizes</b>	<b>Moderately uses</b>	<b>Used little</b>
Methodological advice	55%	35%	10%
Seminars and trainings	60%	30%	10%
Assistance with innovative technologies	40%	45%	15%
Digital platforms	50%	30%	20%
Mentorship system	35%	40%	25%

The level of access to methodological services is unequal across areas. Teachers are mainly more active in traditional seminars and methodological consultations. The use of innovative technologies, digital platforms, and mentoring is relatively low. This situation indicates the need for further strengthening of modern components of methodological services, increasing the digital competence of teachers, and developing a mentoring system. Especially, cooperation between young and experienced teachers, strengthening the "mentor-student" mechanism can have a significant positive impact on the quality of education.[10]

When discussing the role and effectiveness of continuous methodological services in general education schools, special attention should be paid primarily to the contribution of teachers to professional development. Practical research shows that the continuous improvement of teachers' qualifications, their training in modern curricula and innovative technologies significantly improves the quality of education. At the same time, the methodological service system is more effective when it works in integration with the school administration, as active support from the administration and the ability to allocate resources encourage teachers to adopt innovations.[11]

The main task of the modern methodological service is not only to provide recommendations to teachers, but also to constantly monitor them, develop individual development programs, and provide them with practical advice. This allows us to determine the teacher's professional trajectory and identify their strengths and weaknesses. In this regard, the methodological service is the main mechanism for managing and improving the quality of the pedagogical process at school.[12]

The studied data show that the level of use of methodological services by teachers varies depending on

the direction. While activity on traditional seminars and methodological consultations is high, access to innovative technologies, digital platforms, and the mentoring system is still low. This situation shows, on the one hand, the need to improve the digital competence of teachers, and on the other hand, the need to improve methodological services in modern forms. Therefore, in the process of improving methodological services in schools, it is important to establish active cooperation with regional methodological centers, the widespread use of the mentor-student system, innovative methods, and electronic platforms.[13]

Also, the effectiveness of the methodological service depends on the skills of self-assessment and pedagogical reflection of teachers. When teachers constantly analyze the lesson process, identify shortcomings, and develop their own plan to eliminate them, the advice received from the methodological service works more effectively. Thus, the methodological service becomes a system where the teacher acts not only as a source of knowledge, but also as a constant consultant and partner. [14]

According to the results of the discussion, continuous methodological services are an important factor in improving the quality of education in schools, strengthening the qualifications of teachers, and introducing innovative approaches. At the same time, it is possible to increase the effectiveness of the methodological service by clearly defining the needs of teachers, developing individual development programs, and expanding the use of digital resources. Such a systematic approach to the educational process has a positive impact not only on the level of knowledge of students, but also on the overall development strategy of the school.[15]

## **Conclusion**

Continuous methodological service is an important tool for improving the quality of the educational process in general education schools and developing the professional qualifications of teachers. The research results show that the system of methodological services serves to transform teachers' theoretical knowledge into practical skills, stimulate pedagogical creativity, and effectively implement modern educational programs. At the same time, the effectiveness of the methodological service increases due to the identification of teachers' needs, the development of individual development programs, and assessment based on regular monitoring.

Analysis of the level of use of methodological services by teachers shows that, although the activity of traditional seminars and methodological consultations is high, the use of innovative technologies and digital platforms is still low. This indicates the need for further digitalization of the methodological service system, widespread introduction of electronic resources, and development of a mentoring system. At the same time, effective cooperation with regional methodological centers, the mentor-student system, and the exchange of innovative experience play an important role in increasing the effectiveness of the methodological service.

The results of the analysis and discussion prove that the effective organization of continuous methodological services leads to an increase in the professional competence of teachers in schools, a stable improvement in the quality of education, and the introduction of innovative approaches. At the same time, the development of individual development programs for teachers, the widespread use of digital resources, and the establishment of regular monitoring serve to increase the effectiveness of the methodological service.

It should be noted that the methodological service not only enriches the knowledge and skills of the teacher, but also forms them as active participants in the modern pedagogical process. Pedagogical reflection and self-assessment skills further enhance the effectiveness of methodological services, as the teacher analyzes the lesson process, identifies shortcomings, and develops a plan for their elimination. Thus, the methodological service acts as a constant partner, advisor, and supporter of the teacher.

### List of used literature

1. S. Yuldashev, "Improving the professional skills and professional development system of teachers," *Current Research Journal of Pedagogy*, vol. 4, no. 10, pp. 86-93, 2023.
2. I. R. Abduraimov, "Continuous Professional Methodology Improvement of History Teachers Based on An Integrated Approach," *International Journal of Pedagogy*, vol. 5, no. 4, pp. 150-153, 2025.
3. S. M. Rizayeva, "Technologies for teacher training for inclusive education in the process of continuous professional development," *Educator Insights: Journal of Teaching Theory and Practice*, vol. 1, no. 6, 2025.
4. N. H. Jambilov, "Professional Development Days and Hours for School Teachers in Uzbekistan: A Structured Approach to Modern Teaching Practices," *European Journal of Pedagogical Initiatives and Educational Practices*, vol. 2, no. 10, pp. P. 147-150, 2024.
5. M. A. Mirkabil Alimbayev, "Continuous Professional Development in Teaching," *Current Issues of Linguistics and Foreign Language Teaching: Achievements and Innovation*, vol. 1, no. 1, pp. 177-181, 2024.
6. S. Jaloldinova, "Ways to improve the effectiveness of teaching methods in the experience of teachers' pedagogical skills," *Science and Education, Uzbekistan*, 2023.
7. Z. H. Khamidova et al., "Challenges and Solutions in the Professional Development of Technical College Teachers," *Uzbek Scholar Journal*, vol. 41, pp. 23-28, 2025.
8. A. Tursunboyev, "Reflective teaching practices: how Uzbek EFL teachers evaluate and improve their own methodology," *Modern Education and Development*, vol. 36, no. 1, 2025.
9. "General pedagogy," Tashkent, Uzbekistan, 2023.
10. "Teaching Methods and Tools," Tashkent, Uzbekistan, 2022.
11. *Fundamentals of Didactics*, Tashkent, Uzbekistan, 2021.
12. "Innovative Pedagogical Technologies," Tashkent, Uzbekistan, 2023.
13. "Technology Science and Interactive Methods in the Educational Process," Tashkent, Uzbekistan, 2022.
14. Decree of the President of the Republic of Uzbekistan dated October 14, 2022 No. PP-372. "On the Procedure for Providing Continuous Methodological Services to Teachers in General Secondary Schools," Tashkent, 2022.
15. Law of the Republic of Uzbekistan "On Education," 30.09.1997, No 592-I. Tashkent, 199