

Teacher's Methodological Skills in Forming Life Competences in The Primary Grade

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Abstract: This article analyzes the role of the teacher's methodological skills in the process of forming life competencies in primary school students. It reveals the importance of modern pedagogical technologies, interactive methods and practical exercises in developing students' adaptation to everyday life, independent thinking, and problem-solving skills. Special attention is paid to the teacher's methodological approach, careful development of the lesson plan, his role in creating a motivational environment and the effectiveness of using innovative methods.

Keywords: Primary education, methodological skills, teacher, innovative approach, interactive methods, independent thinking, competency-based approach.

Introduction: The main goal of the education system in the 21st century is the comprehensive development of the individual, the formation of competencies in him that meet the requirements of modern life. In particular, the primary education stage is the main foundation in human life, during which the intellectual, social, psychological and moral potential of students is rapidly formed. Therefore, the development of life competencies at an early stage is emerging as an important pedagogical task. Life competencies are a system of practical skills of a person, such as the ability to behave correctly in real life situations, solve problem situations, enter into dialogue, independently justify his thoughts and decisions, and adapt to society. In the formation of these competencies, the teacher's methodological skills, that is, the ability to effectively organize the educational process didactically, master pedagogical technologies, and appropriately use interactive methods, are important factors. In modern pedagogy, designing and organizing lessons based on the principles of a competency-based approach requires the teacher to have a high level of methodological thinking, a reflexive approach, taking into account the individual characteristics of students, as well as effectively conducting diagnostic activities. It is the methodological training of a primary school teacher that determines the foundation for the

formation of life competencies in students. This article analyzes the importance of the teacher's methodological skills in the process of forming life competencies, its structural aspects, the effectiveness of lessons organized on the basis of modern educational technologies, and best practices in this regard.

The formation of life competencies in students at the primary education stage is a continuous pedagogical activity aimed at ensuring the harmonious development of cognitive (cognitive), affective (emotional) and psychomotor (practical) areas in the educational process. Such competencies include readiness for social activity, communicative skills, critical thinking, problem-solving skills, decision-making, information processing, and teamwork. The formation of these competencies is directly related to the teacher's professional and methodological training, the level of his mastery of innovative pedagogical technologies.

Methodological skills are a set of thorough knowledge, skills and qualifications of a teacher in planning, organizing and evaluating the educational process. This skill includes the following structural components:

Didactic competence - the ability to select educational content, gradually convey it to students, and use appropriate methods and tools;

Psychopedagogical competence - the ability to individually approach students, taking into account their age and psychological characteristics;

Communicative competence - the ability to effectively organize communication between a teacher and a student, to create an interactive environment;

Reflective competence - the ability to analyze one's own pedagogical activities, identify mistakes and conduct self-assessment aimed at improving them.

The teacher's methodological skills are especially manifested in designing lessons based on the principles of a competency-based approach. For example, methods such as problem-based learning, critical thinking development technologies, cluster method, lesson design based on Bloom's taxonomy, role-playing methods, working with small groups, and project-based teaching serve as effective tools for forming life competencies in students. Also, through the use of diagnostic monitoring and formative assessment methods, it is possible to observe the dynamics of individual development of students and identify factors affecting their competence growth. This serves to improve the teacher's methodological activities. Research shows that primary school teachers face the following problems in forming life competencies:

difficulties in choosing modern methodological tools;

inability to correctly assess the psychological readiness of students;

deficiencies in creating a motivational environment in the lesson;

low activity in self-reflection.

To eliminate these problems, it is recommended to introduce training based on special modules aimed at developing methodological competencies in professional retraining and advanced training courses for teachers, practical seminars, open lessons, and mentoring systems.

Literature analysis

An analysis of scientific and pedagogical literature on this topic shows that the problem of forming life competencies is one of the central directions of modern educational theory. Although approaches to this issue in world and local pedagogy differ, their main common idea is aimed at preparing a person for practical life, ensuring effective communication between him and the real environment.

The theoretical foundations of the competency-based approach to education are reflected in the European Union's Key Competences for Lifelong Learning (2006), which identifies 8 main types of competencies: communication, information literacy, problem solving,

initiative, teamwork, cultural awareness, self-development, etc. This approach was adapted by scientists from the Tashkent State Pedagogical University (Sh. Akhmedov, D. Jo'rayev, N. Komilova) in the context of the education system of Uzbekistan and integrated into primary education.

In the research of the local author, Professor R. M. Kholmatov on the professional activities of a primary school teacher, the components of pedagogical competence - didactic, communicative, organizational and diagnostic skills - are deeply analyzed. According to him, it is the use of didactic thinking and interactive methods that serve as an effective factor in the formation of life competencies.

Also, the theories of D. S. Likhacheva and V. V. Kraevsky's activity-based approach to education support the teacher's organization of education taking into account the life experience of students. Through such approaches, the student's ability to understand himself, make decisions, and solve real problems increases.

Modern literature (A. Ganiyev, M. Abduazizova, Sh. Sattorova, etc.) suggests the use of information and communication technologies (ICT) in the teacher's methodological activities, individualization of education through electronic resources, and the use of portfolios and diagnostic cards in assessing competencies. According to the results of the analysis, the following general conclusions can be drawn in the literature:

The process of forming life competencies is based on supporting the student's activity and independence;

The teacher's methodological skills are a decisive factor in this process;

A lesson model based on a competency-based approach gives the most effective results;

It is recommended to regularly analyze student activity and use a differential approach.

DISCUSSION

Based on the theoretical analysis and practical observations conducted, it should be noted that the process of forming life competencies in the primary education system has a unique complex and integrative nature, and the teacher's methodological activity is at the center of this process. The teacher is not only a provider of knowledge, but also a leader, facilitator and reflective person who develops competencies. Through his professional and skillful approach, he turns students into active subjects.

Life competencies are a set of skills that allow a person to act independently in a social environment, make choices, feel responsible, make decisions with flexibility

and a creative approach. To form such competencies, the teacher should pay attention to the following methodological aspects:

Relying on the principles of activity-based learning;

Metacognitive skills in students - developing control over their own thinking, self-assessment and responsibility for learning;

Connecting the topic with real-life examples through multi-directional interactive methods - cluster, brainstorming, insert, syncwine, role-playing games;

Determining the individual educational trajectory of students, that is, using a differentiated approach, taking into account the abilities, interests and needs of each student.

Research shows that among primary school teachers, there are cases of understanding the methodological approach only as a teaching technique. This indicates a low level of pedagogical reflection and professional growth. In fact, methodological skills are a complex competence of the teacher based on the constructivist approach to modeling the lesson, analyzing the result, formative assessment of student activity, and continuous analysis of the quality of education.

In addition, in the formation of life competencies, transversal competencies play a key role - that is, universal skills that are developed through any educational disciplines (communication, socialization, working with information, time management). The systematic and gradual formation of these competencies at the initial stage is the main factor in the success of students in subsequent stages of education. Another important aspect of the discussion is that the effectiveness of the competency-based approach directly depends not only on the teacher's methodological knowledge, but also on his or her personal qualities, such as pedagogical ethics, innovative culture, professional motivation, and empathy. That is, methodological skills include not only the use of methods, but also working with the student in a healthy socio-psychological environment, instilling confidence in him. From this point of view, the development of the teacher's methodological skills in the pedagogical process is one of the strategic directions of the education system, and investing in it, creating opportunities for professional development and forming a supportive environment has a positive impact on the quality and effectiveness of education.

CONCLUSION

The results of the study showed that the process of forming life competencies in primary school is a complex, multi-stage and pedagogically deep process that requires a deep approach. The teacher's

methodological skills are a decisive factor in the successful formation of these competencies.

Methodological skills are not only a set of methodological knowledge, but also the ability to design the educational process in accordance with the individual characteristics of students, effectively use modern pedagogical technologies, reflexively analyze the lesson and constantly improve their professional activities. The study found that activity-based methods, interactive approaches, problem situations, role-playing games and group work are highly effective in developing life competencies. At the same time, in order to improve methodological skills, it is necessary to direct teachers to continuous professional development, support them through best practices, modern training and mentoring programs. Thus, ensuring the readiness of students for life in primary education, forming them as independent thinkers, problem solvers, and socially active individuals directly depends on the teacher's methodological potential, and consistent and systematic work in this direction is an urgent task.

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