

# Scientific And Theoretical Foundations For The Development Of Methodological Competencies Of Future Primary School Teachers Based On Pedagogical Collaboration

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**Abstract:** This article provides a comprehensive analysis of the scientific and theoretical foundations for developing the methodological competencies of future primary school teachers based on pedagogical collaboration. The study examines the didactic significance of pedagogical collaboration in the modern education system and analyzes its impact on the professional training of prospective teachers. The content, structural components, and developmental mechanisms of methodological competence are substantiated through competency-based, system-activity, and learner-centered approaches. The article emphasizes that pedagogical collaboration contributes to the creation of an educational environment grounded in equal and interactive cooperation between teachers and students, which facilitates the development of methodological knowledge, skills, and professional abilities. The research findings have practical value for improving the training process of future primary school teachers.

**Keywords:** Pedagogical collaboration, methodological competence, primary education, future teacher, competency-based approach.

**Introduction:** In the current stage of educational development, large-scale reforms aimed at modernizing the education system necessitate the introduction of innovative approaches to the professional formation of future primary school teachers. In particular, the development of methodological competencies of prospective educators is recognized as a key factor determining their level of readiness for professional activity. Within the framework of the modern educational paradigm, the effectiveness of the pedagogical process is not limited solely to the transmission of knowledge; rather, it largely depends on the establishment of effective, equitable, and collaborative pedagogical relationships between teachers and learners. From this perspective, the systematic integration of pedagogical collaboration into the educational process creates favorable conditions for deepening methodological knowledge, skills, and abilities, as well as for fostering professional

thinking and reflective activity among future primary school teachers. These considerations define the study and substantiation of the scientific and theoretical foundations for developing methodological competencies based on pedagogical collaboration as a relevant and pressing issue in contemporary pedagogical research.

## LITERATURE REVIEW

The issue of pedagogical collaboration and the development of methodological competencies has been widely explored by numerous scholars in both international and national pedagogical research, and their scientific views constitute the theoretical foundation of the present study. Lev Vygotsky regarded pedagogical collaboration as a significant form of social interaction in the educational process, substantiating that cognitive development occurs through interpersonal communication. His concept of the “zone of proximal development” serves as a theoretical basis

for collaborative teaching and learning.

John Dewey interpreted education as a process of learning through experience and activity, emphasizing that collaboration-based instruction fosters independent thinking and problem-solving abilities. His ideas highlight the importance of active learning approaches in the formation of methodological competence.

Lee Shulman explained teachers' methodological competence through the concept of "pedagogical content knowledge," emphasizing the integration of subject matter and instructional methods. This approach provides a crucial theoretical framework for assessing the methodological preparedness of future teachers.

Within constructivist learning theory, Jerome Bruner viewed collaborative learning as a means of active knowledge construction. According to him, pedagogical collaboration contributes to the development of deep methodological thinking among learners.

In the context of learner-centered education, Carl Rogers identified pedagogical collaboration as a key factor in enhancing educational effectiveness, emphasizing that trust-based cooperation between teachers and learners supports the development of professional competencies.

David Kolb, in his theory of experiential learning, substantiated the importance of collaboration-based activities in developing methodological competence. His model is oriented toward fostering reflective and practical skills in future teachers.

Benjamin Bloom scientifically justified the necessity of developing methodological competence in a comprehensive manner by classifying educational objectives into cognitive, affective, and psychomotor domains. Pedagogical collaboration ensures the balanced development of these domains.

Within activity theory, Aleksey Leontyev emphasized that the formation of knowledge and skills occurs through social activity and collaboration. This perspective serves as a theoretical foundation for the system-activity approach to developing methodological competence.

Pyotr Galperin, in his theory of the step-by-step formation of mental actions, identified pedagogical

collaboration as a factor contributing to the effective organization of learning activities. His ideas are significant for the systematic development of methodological preparedness.

Finally, David Johnson, in cooperative learning theory, scientifically substantiated that the effectiveness of the educational process is ensured through positive interdependence, individual responsibility, and reflection. This approach defines the practical mechanisms of pedagogical collaboration.

An analysis of the reviewed scholarly sources indicates that the concepts of pedagogical collaboration and methodological competence are closely interrelated, and their integration contributes to the effective development of the professional preparedness of future primary school teachers. The scientific perspectives of these scholars provide a solid foundation for strengthening the scientific and theoretical basis of the present research.

## **RESULTS**

Pedagogical collaboration is interpreted in the modern education system as an important didactic approach that serves to establish relationships based on equality, mutual respect, responsibility, and cooperation among all participants in the educational process. This approach implies not only the traditional roles of teachers and students as providers and recipients of knowledge, but also their active participation as collaborative partners and co-subjects engaged in joint problem-solving activities. As a result, future primary school teachers progressively develop skills of independent thinking, critical analysis, creative engagement, and reflective evaluation of pedagogical practice.

Methodological competence represents an integrative professional quality that determines the level of professional preparedness of future teachers. It encompasses the ability to effectively deliver subject content through appropriate instructional methods, plan the educational process, analyze pedagogical situations, and apply modern innovative technologies. An educational process organized on the basis of pedagogical collaboration serves as a significant factor in the formation and development of methodological competence. Within this framework, the competency-based approach ensures the integration of knowledge,

skills, and abilities; the system-activity approach activates practical engagement; and the learner-centered approach accounts for the individual capabilities and developmental needs of future teachers.

An analysis of scientific and theoretical studies indicates that pedagogical collaboration ensures the interrelated development of motivational, cognitive, and practical components in the process of enhancing the methodological competencies of future primary school teachers. Such an integrative approach increases the activity of educational participants, enriches the content of instructional sessions, and contributes to the overall effectiveness of the educational process.

The methodology of the present research is aimed at providing a scientific and theoretical justification for the process of developing the methodological competencies of future primary school teachers based on pedagogical collaboration. The methodological framework of the study is grounded in competency-based, system-activity, and learner-centered approaches, which allow methodological competence to be analyzed as a complex, multi-component pedagogical phenomenon.

During the research process, methods of theoretical analysis, comparison, generalization, and systematization were employed. Scientific and pedagogical literature, normative legal documents, and advanced pedagogical practices were examined in order to clarify the impact of pedagogical collaboration on the development of methodological competencies. In addition, the modeling method was applied to establish a methodological foundation for designing a model for developing methodological competencies based on pedagogical collaboration.

The research methodology is oriented toward improving the methodological preparedness of future primary school teachers by ensuring the systematic organization of the educational process, implementing mechanisms of pedagogical collaboration in practice, and enhancing the overall effectiveness of education.

## **CONCLUSION**

In conclusion, the development of methodological competencies of future primary school teachers based on pedagogical collaboration represents a pedagogical

process that is scientifically and methodologically grounded and aligned with the requirements of the modern education system. This approach plays a significant role in enhancing the professional preparedness of future teachers, fostering a conscious and creative attitude toward methodological activity, and improving both the quality of education and the effectiveness of pedagogical practice.

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