

MECHANISMS FOR DEVELOPING PROFESSIONAL-METHODOLOGICAL COMPETENCE OF TEACHERS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

Makhbuba Sulaymanova

Researcher at Namangan State University

E-mail: mahbubasulaymonova79@gmail.com.

Abstract

This article discusses the development mechanisms of professional methodological competence among preschool education institution educators. The concept of competence and its structural components are analyzed. Special attention is paid to the term “mechanism,” its meaning in the pedagogical context, and practical application methods aimed at improving the methodological readiness of preschool teachers.

Keywords: Professional competence, methodological training, mechanism, preschool education, educator, innovation.

Introduction

The issue of developing the professional-methodical competence of educators in preschool educational institutions holds significant relevance in the context of modern educational reforms. A preschool educator is one of the primary figures who shapes a child’s initial knowledge and skills, broadens their worldview, and fosters independent thinking and creativity. The pedagogical proficiency and innovative approach of the educator directly influence the child’s readiness for the next stages of education and their successful adaptation to society. Therefore, the continuous professional development of educators and the provision of opportunities to master advanced pedagogical technologies are among the top priorities of today’s education system.

At the World Education Forum initiated by UNESCO with the participation of many countries, the international education strategy up to 2030 emphasized “improving the quality of education and developing human capital to ensure sustainable development” as one of the main objectives. The Forum stated: “We must strive for quality education and improved learning outcomes. This requires strengthened mechanisms for evaluating achievements, processes, and results, as well as for measuring progress. Furthermore, teachers must be empowered, well-trained, professionally competent, motivated, and effectively engaged, with appropriate conditions created for their development. Quality education should foster creativity and knowledge while building essential literacy and cognitive skills” [1].

Research Methodology

The quality of preschool education is determined by numerous factors, one of which is the consistent improvement of educators' theoretical preparation and the continuous development of their professional skills. In this regard, it is crucial for preschool educators to independently and systematically familiarize themselves with the latest advancements in the field and study relevant



programmatic and methodological materials. Self-directed development reflects an individual's unique characteristics, interests, and preparedness for independent professional activity. As V. Okon noted: "Self-education is always an indicator of an elevated general culture and, within that, the acquisition of professional knowledge, skills, and professional culture according to one's field" [2].

Thus, in the process of self-development, a teacher enhances their professional competence.

The concept of "competence" was introduced into the field of education through psychological research. It generally refers to how a professional behaves in non-standard or unpredictable situations, initiates communication, interacts with counterparts in new ways, performs under uncertain conditions, utilizes conflicting information, and manages dynamic and complex processes. Therefore, a competent person in a particular field possesses the necessary knowledge and skills to think critically and act effectively within that domain.

As B.D. Elkonin stated: "Competence means being knowledgeable, suited to the profession, skilled, experienced, and responsible — integrating these qualities into professional leadership. It means being a true master of one's field and deeply understanding its intricacies" [3].

The emergence of the competence-based approach in education, considered a new area of research, dates back to the late 1960s and early 1970s. During this period, the terms "competence" and "competency" became widely used in foreign pedagogical and methodological literature and began to influence both theoretical and practical aspects of vocational training in educational institutions. Competence is not limited to specific knowledge and skills but also encompasses strategy, emotional intelligence, attitudes, and the ability to manage complex systems and solve multifaceted problems.

These theories have been continuously developed by scholars and remain a focus of current academic inquiry. In particular, the issue of developing professional competence in educators has been studied by researchers such as E.F. Zeer, I.A. Zimnyaya, N.V. Kuzmina, A.K. Markova, N.V. Sokolova, A.V. Khutorskoy, B.M. Igoshev, Yu.V. Senko, G. Lehmann, W. Nieke, S. Blömeke, A. Kopka, S. Brindt, J. Raven, R. Short, A. Adler, A. Maslow, and D.C. McClelland. According to A.K. Markova, the professional competence of a teacher includes the following four dimensions [4]:

1. Specialized (professional) competence – the ability to organize professional activity at a high level.
2. Social competence – the ability to work collaboratively and engage in additional social activities.
3. Personal competence – the capacity for self-development and self-expression.
4. Individual competence – the ability to self-regulate, pursue professional growth, and generate innovations.

B. Nazarova, in turn, highlights the following as key aspects of developing professional competence in educators:

1. Special competence – high-level organization of professional activity.
2. Social competence – collaborative organization of professional activity and social responsibility.
3. Auto-competence – the ability to self-develop in the socio-professional domain.
4. Extreme professional competence – the ability to act effectively in unexpected situations.



Contemporary researchers have analyzed both professional and methodological competence in educators, noting that while closely related, they differ in essence and complement one another. Understanding their distinctions and interdependence is essential for ensuring effective educational practices.

Professional competence refers to an individual's theoretical knowledge, practical skills, ethical values, and attitudes related to their profession. From a pedagogical perspective, it encompasses deep knowledge in pedagogy, psychology, didactics, and the subject area, as well as cultural behavior in educational settings and the ability to communicate effectively with children. It reflects a teacher's understanding and dedication to their profession.

Methodological competence, on the other hand, involves the ability to select appropriate teaching methods, adapt them to specific contexts, and design and conduct lessons using modern pedagogical technologies. This competence allows teachers to tailor instruction to children's needs using individualized and differentiated approaches, thereby enhancing effectiveness.

The key distinctions are as follows:

- Professional competence reflects overall vocational training, personal attributes, and the formation of professional ethics.
- Methodological competence focuses on the organization of the learning process, including the choice and application of methods and tools — making it more practice- and technology-oriented.

Nevertheless, the relationship between the two is deeply interconnected. Professional competence provides a foundation for methodological competence. An educator who thoroughly understands their profession and adheres to its ethics and responsibilities will naturally seek to improve their teaching methods. Conversely, a teacher who excels methodologically but lacks theoretical knowledge or motivation is unlikely to organize effective learning experiences. In short, these two types of competence are complementary and interdependent.

From this perspective, the development of professional-methodological competence in preschool educators is based on the integration of both professional and methodological components. A preschool teacher must not only possess general vocational knowledge but also the methodological skills necessary for organizing effective educational activities.

Analysis and Results

The development of professional-methodological competence among preschool educators requires a multi-faceted approach and a system of interconnected mechanisms. These mechanisms collectively provide a wide range of opportunities for educators to engage in self-improvement. Currently, numerous studies are being conducted to enhance these mechanisms. For example, in her research, Z. J. Bujabaeva emphasizes methods for developing educators' moral and ethical values, underlining their crucial role in the formation of pedagogical competence [5].

We believe that fostering high moral and ethical qualities among professionals working in preschool education is a key aspect of modern educational policy. In this context, it is essential to establish and reinforce a healthy moral and ethical atmosphere in preschool institutions. The competence of educational leaders play a vital role in effectively organizing this process. A leader should exemplify strong moral and ethical values, serving as a role model for staff members.



S. Mavlonova, in her study, prioritizes psychological readiness in the developing of professional competence among preschool educators. She stresses the importance of teachers being able to manage themselves and the educational process, directing their actions appropriately and effectively utilizing their professional, spiritual, physical, and personal capacities in suitable conditions [6].

Indeed, psychological readiness is crucial as it helps educators maintain emotional stability and resilience in fulfilling pedagogical duties. It also enables them to regulate their emotions and approach children individually — both of which are essential for enhancing the quality of education.

I. Khaydarova's research demonstrates how developing professional competence in educators can increase the efficiency of methodological work. She highlights the importance of integrating innovative technologies into educational programs. Her findings point to the potential of digital tools, gamified learning modules, and virtual reality resources to improve preschool education outcomes [7].

Undoubtedly, integrating innovative technologies into educational programs is critical for enhancing the efficiency of methodological practices. Incorporating digital technologies into preschool curricula elevates educators' performance to a new level. For instance, gamified learning modules enable children to acquire educational content in an engaging and effective way, while virtual reality tools offer immersive experiences that connect learning to real-life contexts.

E. Khamroyeva's research underscores the significance of developing speech competencies as a vital component of professional competence in preschool educators. She identifies speech competence as one of the key factors that determine the effectiveness of a teacher's professional activity. Moreover, she views the enhancement of speech competencies as a crucial element among strengthened teachers' overall professional potential.

Soviet-era pedagogical psychologists such as A.V. Zaporozhets and M. Lisin described preschool institutions as the second most influential environment after the family in the development of a child's speech and communication skills. Preschoolers spend a significant portion of their day—approximately 7 to 8 hours—in direct interaction with educators. According to L.S. Vygotsky and A.N. Leontiev, children's speech imitation is largely directed toward their parents and teachers. Many Russian educators of the modern era advocate for reading aloud in higher education institutions as a foundational method for developing speech competence in future teachers. This issue, in fact, has historical roots dating back to ancient times. For example, in Ancient Greece, mint juice was recommended for caregivers to help maintain a calm and melodious tone of voice. Russian educator T.A. Markova emphasized that maintaining a steady and soft tone protects children's nervous systems from stress. Eugene Matusov, editor of the journal *Dialogic Pedagogy*, in his scientific studies, describes educator-child communication as a “bridge of upbringing.” According to him, teacher speech is not only a tool of pedagogical influence but also a model for children's speech development. He writes: “A teacher's speech is a primary means of pedagogical impact and, at the same time, a key exemplar of speech for children” [8].

S.M. Jones and S.M. Bouffard, in their research, highlight the strong influence of interpersonal relationships and emotional competencies on the internal climate of preschool teams and overall



work productivity. They encourage educators to understand the importance of social-emotional learning systems, incorporate them into educational practices, and actively participate in specialized programs that promote attentive and responsive interaction. According to these scholars, it is essential for teachers to enrich their educational content with social-emotional components in a way that aligns with specific circumstances [9].

Today, the modernization of the preschool education system, the enhancement of educators' professional qualifications, and the methodological support of their practical work represent pressing priorities. In this regard, the mechanisms for developing the professional-methodological competence of preschool educators have been examined in-depth, with the aim of analyzing existing problems and proposing effective, evidence-based solutions. During the research process, existing regulatory and legal frameworks, pedagogical practices, methodological approaches, and modern technologies were analyzed, and practical recommendations aimed at increasing effectiveness were developed based on them.

The following key mechanisms provide a comprehensive approach to professional-methodological development: **organizational-legal, scientific-methodological, educational, information and communication, and assessment and monitoring systems**. When these mechanisms are applied consistently and in harmony, they are not only improve the professional capacity of educators but also elevate the overall quality of the preschool education system to a higher level.

Organizational-legal mechanisms play an essential role in supporting the effective professional development of preschool educators. These mechanisms are based on existing laws, regulations, and normative guidelines, and they are implemented through practical frameworks. They regulate professional activity, guide teachers toward professional advancement, and ensure systematic improvement. Furthermore, the implementation of competence evaluation and certification systems is critical in this context. Through such systems, educators' professional levels can be assessed, including their understanding of legislation and their ability to apply it in pedagogical practice. Monitoring educators' capacity to interpret and integrate legal documents into their daily activities helps encourage ongoing professional growth. Measures such as attestation procedures, participation in competitions and innovation projects, and professional development incentives enhance both educators' skills and their motivation and self-awareness in their careers.

Scientific-methodological mechanisms aim to integrate modern pedagogical and innovative approaches into daily educational practice. Effective implementation of these mechanisms requires the development and systematic dissemination of methodological guides, practical recommendations, visual aids, and interactive training modules. Creating a culture of continuous learning — through experience sharing, mentorship programs, and peer-to-peer support — also strengthens these mechanisms. Furthermore, the establishment of scientific-methodological services provides educators with the opportunity to receive targeted guidance, analyze the learning process, and pursue continuous improvement.

Educational mechanisms involve complex and systematic measures aimed at enhancing the professional capacity of preschool educators. These include not only deepening theoretical knowledge but also reinforcing practical skills. Training courses, seminars, and webinars enable educators to become familiar with new pedagogical technologies, innovative strategies, and



methodological innovations. In addition, disseminating best practices through master-apprentice models and offering mentorship programs to support novice teachers promotes their professional integration and growth. These processes help develop specialists who are responsive to contemporary educational demands, open to innovation, and capable of creative thinking.

In the modern educational landscape, the role of **information and communication technologies (ICTs)** is unparalleled. The use of digital resources, online platforms, electronic libraries, virtual labs, and distance learning systems significantly contributes to enhancing educators' qualifications.

Moreover, **assessment and monitoring mechanisms** ensure continuous oversight of educators' professional development. Diagnostic tools are used to analyze performance and identify specific needs, enabling the formulation of targeted improvement strategies.

Conclusion

In conclusion, the development of professional-methodological competence among preschool educators must be approached through systematic strategies, practical training, and continuous methodological support. Creating an environment that encourages self-analysis, self-assessment, and self-improvement is a key factor in enhancing professional competence.

Special attention must be paid to fostering **innovative, creative, and technological components** of competence, as these elements determine an educator's ability to meet the demands of modern education. A well-rounded, professionally competent preschool teacher not only possesses theoretical knowledge and ethical values but also demonstrates the methodological skills and flexibility required to organize effective, child-centered educational processes.

The effectiveness of the mechanisms discussed—organizational-legal, scientific-methodological, educational, information-communication, and monitoring systems—depends on their coherent integration and consistent implementation. When applied together, these mechanisms strengthen the professional potential of educators and elevate the overall quality of the preschool education system.

References

1. Incheon Declaration/Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All. World Education Forum, May 19–22, 2015, Incheon, Republic of Korea.
2. Sayidahmedov, N. (2003). *Pedagogical Mastery and Pedagogical Technology*. Tashkent: OPI Publishing.
3. Meliyev, X., Jamoldinova, O., & Risqulova, K. (2021). *Professional Competence and Mastery of Preschool Teachers: A Teaching Manual*. Tashkent: Zarvaraq Publishing House.
4. Nazarova, N. M. (2005). *Special Pedagogy*. Moscow: Akademiya, pp. 345–346.
5. Bujabaeva, Z. J. (2022). *Methods for Developing the Moral and Ethical Qualities of Preschool Educators*. International Scientific-Online Conference: Innovation in the Modern Education System, Part 17, April 25, 2022.
6. Mavlonova, S. A. (2022). *Ways to Improve the Professional Competence of Preschool Teachers*. *Journal of New Century Innovations*, 6(9), June.



7. Khaydarova, I. (2024). *Improving Innovative Technologies for Enhancing the Professional Skills of Preschool Educators*. *Bulletin of Kokand University*, 13, 247–249. <https://doi.org/10.54613/ku.v13i.1067>
8. Khamroyeva, E. (2022). *Improving the Speech Competence of Preschool Pedagogues*. *Society and Innovations – Special Issue*, 02. ISSN 2181-1415.
9. Jones, S. M., & Bouffard, S. M. (2012). *Social and Emotional Learning in Schools: From Programs to Strategies*. *Social Policy Report*, 26(4), Harvard Graduate School of Education. ISSN 1075-7031. www.srce.org/spr.html

