

IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The main content of this article is enriched with theoretical and scientific-practical insights into improving the professional competence of primary school teachers through the use of learner-centered education, as well as reflections on the objectives and expected outcomes of applying this approach.

Introduction

Any country aspiring to strengthen its position within the global education system and secure a place among the world's most developed nations must, first and foremost, assign specific tasks to the system of professional retraining and advanced training of teachers working in the field of public education. These tasks are primarily associated with the development of the professional and methodological preparedness of teachers working in general secondary education institutions.

For this reason, the use of the most modern and innovative teaching methods in the process of training future teachers and developing their professional competence is considered a highly significant issue.

In modern pedagogy and psychology, the issue of developing professional competence has consistently remained a priority, and under contemporary educational conditions, it continues to be highly relevant. From this perspective, it is particularly important to develop the professional competence of primary school teachers, who occupy a central position in primary education—the fundamental stage of the public education system.

Specifically, the use of various teaching methods in developing the professional competence of future primary school teachers is of great importance. In this process, the application of learner-centered education proves to be especially beneficial.

Professional and methodological preparedness of teachers

The professional and methodological preparedness of teachers is reflected in their mastery of professional knowledge, organization of the teaching and learning process, and capacity for self-development. This, in turn, requires teachers to possess a thorough command of subject-specific knowledge, to be able to effectively apply it in practice, and to acquire key competencies necessary for designing, organizing, and evaluating the educational process.

Moreover, teachers are expected to intensively organize teaching and learning activities based on innovative scientific achievements in education, modern pedagogical methods, and information and communication technologies, as well as to engage in continuous and systematic self-development.

The readiness of a future primary school teacher for professional activity presupposes the possession of moral qualities, the ability to make decisions, set educational objectives, study the characteristics of schoolchildren, apply diagnostic methods, and use differentiated tasks. It also requires the use of active forms of organizing cognitive activity.

In addition, it is important to stimulate students' learning activity, objectively assess learning outcomes, create a psychologically supportive classroom environment, study and adopt colleagues' pedagogical experience, and master methods of emotional influence in educational practice.

The essence of learner-centered education

Before discussing in detail the importance of learner-centered education in improving the professional competence of future primary school teachers, it is necessary to clarify the concept of learner-centered education itself.

Learner-centered education is a type of pedagogical activity in which the learner (student, pupil) is regarded as the central subject of the educational process. This approach prioritizes the learner's personality and dignity, focusing on enhancing intellectual potential, enriching worldview, and developing moral and ethical thinking.

Based on the theoretical considerations outlined above, it can be argued that the use of learner-centered education in improving the professional competence of future primary school teachers helps prepare them in advance to overcome potential obstacles they may encounter in their future professional practice. Furthermore, it serves as a powerful motivational factor when beginning professional teaching activity.

Types of learner-centered education and their application

It is well known that learner-centered education encompasses several types. The effective and appropriate use of these types in developing the professional competence of future primary school teachers is considered essential, as each type has its own distinctive features and pedagogical value.

One example is **collaborative learning**, in which the learner is regarded as an active subject of their own educational activity. In this approach, the teacher and learner are treated as equal participants in the pedagogical process, forming a collaborative educational environment. They become partners, co-creators, co-participants, and co-managers in the learning process.

This, in turn, encourages future primary school teachers to establish cooperative relationships with their own students in the future and helps them learn appropriate communication styles for such interactions. It also enables them to envision collaborative action with learners.

It should be emphasized that collaborative learning fosters high learning outcomes by developing future primary school teachers' motivation for learning and professional growth, while implementing the principles of humanization in the educational process.

Conclusion

Thus, the application of learner-centered education in improving the professional competence of future primary school teachers yields positive results. Being fully informed about the types of learner-centered education and effectively applying them in practice creates favorable conditions for achieving high outcomes in professional competence development.

Moreover, this approach empowers future primary school teachers to confidently apply the knowledge and skills they have acquired when they become active participants in the pedagogical process, thereby facilitating their professional growth and successful teaching practice.

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