



METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE PRESCHOOL EDUCATORS

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ABSTRACT

This article is devoted to the methodological foundations of the development of professional competence of future preschool educators. The study examined the significance of modern pedagogical technologies, interactive methods, and innovative educational tools in the process of forming the professional skills and abilities of educators. The article also analyzes the concept of professional competence, its components, ways of development, and effective methodological approaches.

Today, the qualitative level of development of the preschool education system is determined, first of all, by the professional qualifications and competence of pedagogical personnel. The professional competence of future educators depends on the timely and systematic formation of their theoretical knowledge, practical skills, as well as pedagogical and moral qualities. Therefore, the development of methodological foundations and the application of effective methodological approaches in the process of training pedagogical personnel is a pressing scientific and practical problem[1].

In recent years, scientific research aimed at the formation of professional competence of teachers has been actively conducted not only in Uzbekistan, but also in the world education system. In reports submitted by UNESCO, OECD, and other international organizations, the effectiveness of methodological approaches and digital educational tools in improving the qualifications of preschool teachers is highly appreciated. In particular, interactive platforms, virtual simulations, and electronic resources are considered as important tools for strengthening the practical skills of teachers and increasing their ability to solve complex tasks[2].

In the Republic of Uzbekistan, the system of training pedagogical personnel is also being modernized. The "Concept for the Development of Preschool Education" and the "Digital Uzbekistan - 2030" Strategy provide for the effective use of digital and interactive methodological tools in the formation of professional competence of preschool teachers. At the same time, local training centers and higher educational institutions are developing methodological manuals, electronic textbooks, and trainings aimed at developing the professional qualities of teachers.

The issue of developing the professional competence of future preschool teachers has been studied by many scientists as one of the relevant scientific directions in modern

pedagogical research. Professional competence is characterized as the teacher's ability to timely and systematically form theoretical knowledge, practical skills, creative and methodological approaches. From this point of view, the correct definition of methodological foundations and the integration of modern educational technologies in the professional development of teachers ensure high effectiveness[3].

Foreign studies show that the use of digital and interactive pedagogical tools significantly increases the ability of teachers to think creatively, pedagogically reflect, solve problem situations, and apply innovative approaches. For example, virtual laboratories, simulations, and multimedia resources have shown high effectiveness in strengthening the practical skills of teachers and safe modeling of complex pedagogical tasks. At the same time, online courses and interactive platforms allow teachers to systematically monitor the process of independent self-development and professional growth[4].

Research conducted in the conditions of Uzbekistan also shows the importance of methodological approaches in the development of professional competence of teachers. Jo'rayev and Qo'chqorov emphasized that training preschool educators through digital tools allows for improving their practical skills and implementing innovative pedagogical methods. Local electronic platforms, multimedia resources, and AR/VR technologies serve as an important tool in the formation of a teacher's professional qualities[5,6].

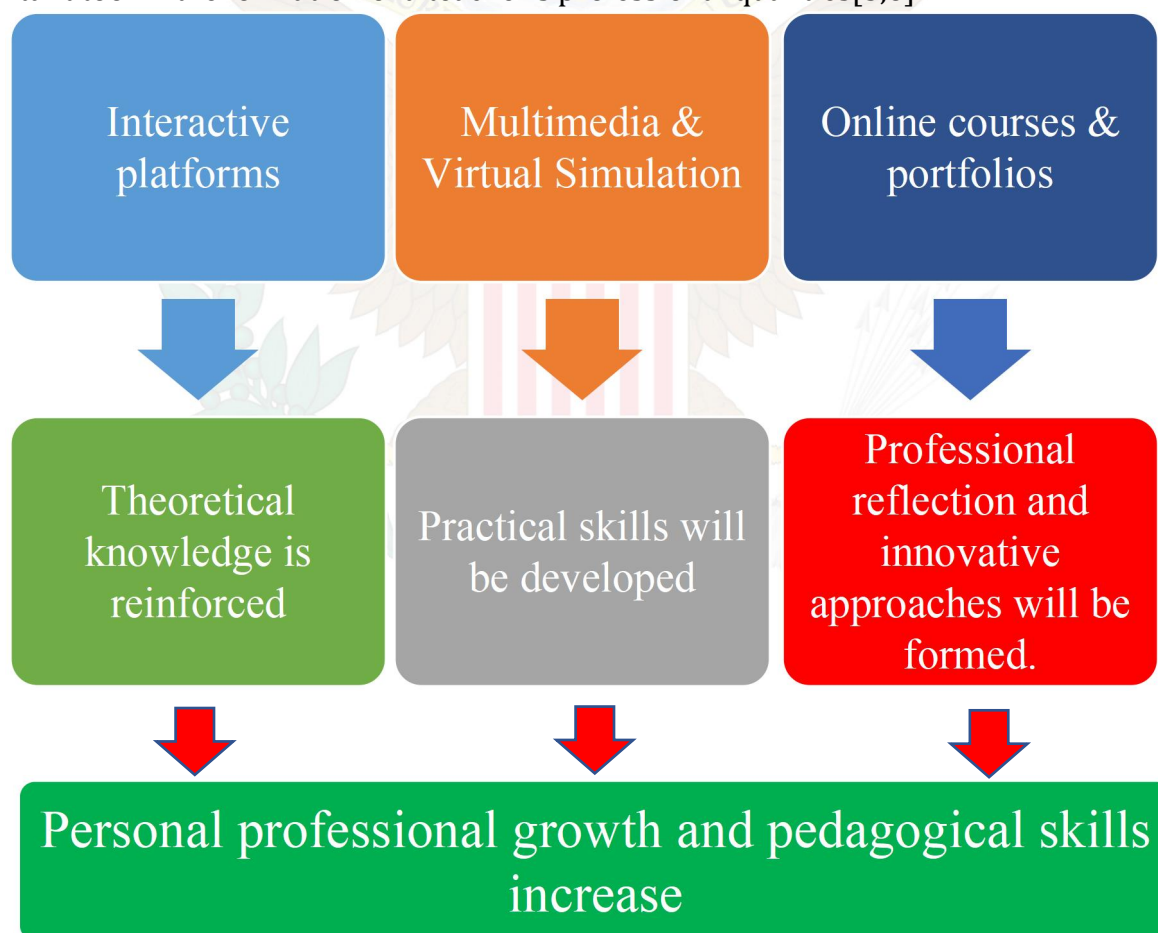


Figure 1. Mechanism for the development of professional competence based on digital educational tools

The research results showed that in the development of professional competence of future preschool educators, the careful definition of methodological foundations and the

systematic application of digital educational tools are of great importance (Fig. 1). Analysis of the literature and practical observations show that the professional qualifications of teachers include not only the acquisition of theoretical knowledge, but also the ability to successfully apply it in practice, apply creative and innovative approaches.

With the help of digital tools, the possibility of consolidating theoretical knowledge and developing practical skills in future educators increases significantly. For example, through virtual simulations, teachers strengthen their skills in modeling complex pedagogical situations in a safe environment and finding solutions. At the same time, interactive platforms and multimedia resources stimulate the teacher's creative thinking and innovative approaches, which serve to improve the quality of the educational process.

In local conditions, electronic platforms, online courses, and AR/VR technologies developed in Uzbekistan are manifested as an important tool for strengthening the abilities of future educators for pedagogical reflection and personal professional development. This serves to increase the methodological potential of teachers and prepare them for a modern digital educational environment.

Also, research shows that the effectiveness of methodological approaches is determined not only by the availability of digital tools, but also by their systematic integration into the pedagogical process and targeted application. This increases the interactivity of the educational process, stimulates the teacher's personal creativity, and effectively influences the process of children's development.

The results also show that the use of digital tools in the development of professional competence of teachers gives the following advantages:

1. Theoretical and practical training of the teacher is integrated.
2. The possibility of implementing innovative pedagogical approaches increases.
3. The process of personal professional development and reflection is carried out systematically.
4. The lesson process is organized on the basis of an interactive and individual approach.

At the same time, the study revealed that the effectiveness of digital educational tools is directly related to the technological literacy, methodological skills, and innovative thinking of teachers. Consequently, one of the most important conditions for the development of professional competence of future educators is the perfect development of methodological foundations and the targeted use of digital educational tools.

In general, the discussion shows that the harmonious application of methodological approaches and digital tools in the development of professional competence of future preschool educators increases the effectiveness of the pedagogical process, strengthens the professional potential of teachers, and serves the qualitative development of children.

In conclusion, the development of professional competence of future preschool educators is carried out by defining effective methodological foundations and the targeted use of digital educational tools. Virtual simulations, multimedia resources, interactive platforms, and AR/VR technologies serve as an effective tool for consolidating theoretical knowledge, developing practical skills, and ensuring pedagogical reflection and personal professional growth. At the same time, the correct development of methodological approaches and the integration of digital tools into the pedagogical process contribute to increasing the

professional potential of teachers, improving the quality of the educational process, and meeting the individual developmental needs of children. As a result, the combination of methodological foundations and digital educational tools serves the comprehensive development of the professional competence of future educators and raises the quality of preschool education to an advanced level.

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