

**METHODOLOGY FOR DEVELOPING NATIONAL AND UNIVERSAL
COMPETENCIES IN PRIMARY SCHOOL TEACHERS**

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Abstract

This article highlights the content, significance, and methodological approaches to developing national and universal competencies in primary school teachers. The study provides recommendations for enhancing competencies through interactive methods, integrated approaches, and practical training.

Keywords

primary education, national values, universal competencies, teacher's role, methodology, integrated approach, innovative education, competency-based approach, lesson process, educational activities.

Introduction

Today, one of the most important tasks of the education system is not only to form modern knowledge and skills among the younger generation but also to foster national values and universal cultural competencies. Particularly at the primary education stage, students' personalities and worldviews are shaped, and the foundations of their socio-cultural activity are established. Therefore, primary school teachers play a crucial role not only as organizers of the educational process but also as key figures in developing national and universal competencies.

National competencies encompass the historical, cultural, and spiritual heritage of the Uzbek people, while universal competencies involve global values, moral and informational culture, and communicative skills. The joint development of these competencies serves to enhance the quality of education and prepare students to become active members of modern society.

This article examines the methodology for developing national and universal competencies in primary school teachers, focusing on effective methods, approaches, and practical recommendations. The study analyzes the effectiveness of existing methodological tools in the educational process and proposes new approaches for improvement.

Main Part

The term *competence* is a key concept in modern education and refers to a set of knowledge, skills, abilities, and personal qualities necessary to successfully perform a specific activity. National competencies aim to promote a deep understanding and respect for the culture, history, traditions, and spiritual values of the Uzbek people. Universal (humanistic) competencies encompass moral values, communication skills, creativity, and collaboration related to global culture.

The primary education stage is a crucial period when students' personalities are shaped, and basic skills and abilities are developed. At this stage, teachers should not only integrate Uzbek national values into the learning process but also pay special attention to fostering students' global outlook. The simultaneous development of national and universal competencies contributes not only to academic achievement but also to students' social and cultural adaptation.

Effective methodological approaches for developing national and universal competencies in teachers include:

Interactive teaching methods

Developing communication and creativity through discussions, group work, and role-playing activities.

Project-based learning:

Encouraging independent thinking, problem-solving, and teamwork.

Integrated approach

Ensuring the integrity of knowledge through interdisciplinary connections.

Incorporating national values

Teaching the historical, cultural, and spiritual heritage of the Uzbek people within lessons.

Application of innovative technologies:

Using digital tools and multimedia resources to make the learning process engaging and effective.

Evaluating the effectiveness of competency development is crucial. Tests, observations, student interviews, and self-assessment techniques are employed. Teachers themselves must also continually improve their qualifications and master new pedagogical technologies.

Research Methodology:

This research focuses on identifying and evaluating the effectiveness of methodologies for developing national and universal competencies in primary school teachers. Both qualitative and quantitative methods were employed.

Object of the research

the pedagogical activity of primary school teachers.

Subject of the research

the methodology of developing national and universal competencies and its practical application.

Methods used

observation, interview, experiment, survey, and analytical methods.

Through observation, teachers' classroom methods and techniques were analyzed. Interviews helped to determine teachers' approaches to competency development. The experimental phase tested the effectiveness of proposed methodologies, while surveys assessed teachers' methodological knowledge and experience. Data were analyzed statistically and qualitatively.

The study was conducted in schools where primary teachers were employed, involving educators from various regions with differing levels of experience and pedagogical approaches. Initially, current methodological practices were examined, existing problems were analyzed, and new methodological recommendations were developed and tested experimentally. The results were analyzed to assess the methodology's effectiveness.

Analysis and Results: The analysis of collected data revealed the practical effectiveness of the proposed methodology for developing national and universal competencies in primary school teachers. Observations showed that teachers often rely on traditional methods, though they are gradually introducing interactive approaches. Methods such as group work, role-playing, and problem-solving proved effective in increasing student engagement and fostering communication, cooperation, and independent thinking skills.

Interviews revealed several challenges teachers face in promoting national values and universal competencies. The most significant issues included a shortage of pedagogical materials and limited opportunities for professional development in modern teaching methods. However, many teachers reported that applying new methodological recommendations improved students' sense of social responsibility, moral values, and respect for national culture.

During the experimental stage, the developed methodological recommendations were tested and demonstrated a marked improvement in teachers' pedagogical skills. Students showed increased interaction, creativity, and independent thinking, along with greater interest and respect for national values. The application of new methodologies enriched lesson content and made the learning process more interactive and engaging.

Survey results indicated that more than **75%** of teachers felt a need for additional training to improve methodologies and master modern pedagogical technologies. Furthermore, **60%** of teachers cited a lack of sufficient instructional literature and electronic resources. Some also noted that weak technical infrastructure in certain regions hindered the full implementation of innovative methods.

The findings demonstrated that the main tasks for teachers in developing national and universal competencies include integrating Uzbek national values into the educational process, fostering universal cultural competencies related to global culture, and organizing interactive and innovative learning. The methodological recommendations developed for this purpose effectively enhanced teachers' pedagogical performance and aligned their work with modern educational standards.

Overall, the results emphasize the need to improve and expand the use of methodologies for developing national and universal competencies. This can be achieved through teacher training, strengthening pedagogical resources, and implementing innovative technologies.

Conclusion and Recommendations

The results of this study show that the methodology for developing national and universal competencies in primary school teachers plays a vital role in improving educational quality. Effectively integrating national values into the learning process and developing universal competencies strengthen students' personalities and equip them with the skills necessary to become active members of modern society.

It was found that teachers need to apply more interactive and innovative methods and give special attention to the simultaneous development of national and universal competencies. Enhancing teacher qualifications, expanding pedagogical resources, and introducing innovative technologies will further improve the effectiveness of the educational process.

The following recommendations are proposed:

- Organize training sessions and seminars focused on developing national and universal competencies among primary school teachers.
- Enrich pedagogical literature and digital resources.
- Promote the widespread use of modern educational technologies.
- Encourage and support innovative teaching practices in schools.
- Develop programs in cooperation with governmental and non-governmental organizations to improve teacher qualifications.
- Update curricula to ensure deeper integration of national values.

Implementing these recommendations will enhance the effectiveness of developing national and universal competencies in primary education, contributing to the sustainable development of the national education system.

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