TRAINING FUTURE PRIMARY SCHOOL TEACHERS IN A CREDIT-MODULE SYSTEM BASED ON A COMPETENCY-BASED APPROACH

Shokirov Temurmalik
Termez State Pedagogical Institute Teacher of the Department of Pedagogy and Inclusive Education

Annotation: *This article discusses the training of future primary school teachers in a credit-module system based on a competency-based approach. The study explores the importance of developing professional competencies, including pedagogical, psychological, methodological, and technological skills essential for effective teaching. The integration of interactive teaching methods, digital technologies, and student-centered learning strategies within the credit-module system is analyzed. The research highlights the role of competency-based education in preparing highly qualified teachers who can adapt to modern educational requirements. The article also presents best practices and recommendations for enhancing teacher training programs.*

Keywords: *Competency-based approach, credit-module system, primary school teacher training, interactive teaching methods, professional competencies, pedagogical skills, digital education, student-centered learning, teacher education, innovative teaching strategies.*

In the modern educational landscape, the competency-based approach plays a crucial role in preparing future teachers. The credit-module system provides a flexible and structured framework that enables students to develop essential skills progressively. This approach ensures that primary school teachers acquire not only theoretical knowledge but also practical competencies necessary for fostering student engagement and academic success.

Competency-based education focuses on the development of specific skills required for professional success. In primary school teacher training, this includes:

Pedagogical Competence – Understanding child psychology, lesson planning, and classroom management.

Methodological Competence – Mastering modern teaching techniques and interactive learning strategies. Technological Competence – Using digital tools and e-learning platforms effectively. Communication Competence – Developing strong verbal and written communication skills.

The credit-module system allows for a personalized learning experience, where students accumulate credits based on their progress and engagement with various subjects. This system enhances student motivation and accountability while providing a clear path for skill acquisition.

To enhance teacher preparation, the implementation of interactive teaching methods is essential. These include:

- Problem-Based Learning (PBL) – Encouraging students to solve real-life educational challenges.
- Collaborative Learning – Promoting teamwork and peer interaction.
- Flipped Classroom Model – Shifting theoretical learning to independent study and practical application to class activities.
- Gamification – Using game-based learning techniques to make lessons engaging and effective.

By incorporating these methods into the credit-module system, future primary school teachers develop hands-on experience in innovative teaching strategies. The digitalization of education has transformed the way teachers are trained. The integration of online resources, virtual simulations, and artificial intelligence in teacher education fosters a more interactive and efficient learning process. The use of Learning Management Systems (LMS), digital assessments, and adaptive learning technologies enhances the overall training experience. A competency-based approach within the credit-module system provides a well-rounded framework for training future primary school teachers. By focusing on the development of essential skills and integrating modern teaching techniques, teacher education programs can better prepare educators for the demands of contemporary classrooms. It is recommended that institutions continuously update their curricula to incorporate emerging pedagogical trends and digital innovations.

In modern education, the training of future primary school teachers requires an innovative and structured approach that ensures the development of essential professional competencies. The credit-module system, widely implemented in higher education, provides a flexible and student-centered framework that allows teacher trainees to acquire knowledge and skills progressively. Within this system, the competency-based approach plays a key role in shaping future educators who can effectively respond to contemporary educational challenges.

A competency-based approach focuses on equipping teachers with pedagogical, methodological, technological, and communicative skills necessary for fostering student engagement and academic success. Unlike traditional knowledge-based teaching, this method prioritizes practical application, critical thinking, problem-solving, and adaptability in real classroom settings. It encourages self-directed learning, active participation, and continuous assessment, which align with modern educational standards.

Integrating interactive teaching methods, such as problem-based learning, collaborative activities, and digital tools, enhances the effectiveness of teacher training programs. Future primary school teachers must be able to create engaging learning environments, apply innovative strategies, and adapt to the diverse needs of students. The use of digital technologies in education further supports this process, allowing trainees to

gain hands-on experience with e-learning platforms, virtual classrooms, and multimedia resources.

This paper explores the importance of a competency-based approach in training future primary school teachers within the credit-module system. It highlights the key competencies required for effective teaching, the role of interactive methodologies, and the impact of digital tools on teacher education. Furthermore, the study provides recommendations for improving training programs to ensure that future educators are well-prepared to meet the demands of modern primary education.

The competency-based approach within the credit-module system plays a crucial role in preparing future primary school teachers for the demands of modern education. Unlike traditional knowledge-based learning, competency-based education (CBE) emphasizes practical application, problem-solving, critical thinking, and adaptability, ensuring that teacher trainees develop essential professional skills.

1. Key Competencies for Future Primary School Teachers

A well-structured teacher training program within the credit-module system should focus on the development of the following key competencies:

- Pedagogical Competence – Understanding child psychology, classroom management, and lesson planning.
- Methodological Competence – Mastering modern teaching techniques, including interactive and differentiated instruction.
- Technological Competence – Utilizing digital tools, educational software, and online learning platforms effectively.
- Communicative Competence – Developing strong verbal and written communication skills to foster an engaging learning environment.
- Assessment Competence – Applying various assessment methods, including formative and summative evaluations, to monitor student progress.

By integrating these competencies into the curriculum, teacher trainees gain a holistic understanding of primary education and develop the ability to implement student-centered learning strategies.

2. The Role of Interactive Teaching Methods

To ensure the successful implementation of competency-based training, interactive teaching methods must be incorporated into the credit-module system. These methods provide a dynamic and engaging learning experience, allowing future teachers to actively participate in their own education. Some of the most effective interactive methods include:

- Problem-Based Learning (PBL) – Encouraging students to work on real-life educational challenges, fostering critical thinking and decision-making skills.
- Collaborative Learning – Promoting teamwork and peer interaction to enhance knowledge sharing and communication.

- Flipped Classroom Model – Shifting theoretical learning to independent study and focusing on practical application during class time.
- Gamification – Using game-based elements to increase motivation and engagement in the learning process.
- Microteaching – Allowing teacher trainees to practice their teaching skills in a controlled environment and receive feedback for improvement.

These methods align with modern educational principles, ensuring that future teachers are well-equipped to handle diverse classroom settings and implement effective instructional strategies.

3. The Impact of Digital Technologies in Teacher Education

With the increasing digitalization of education, technology plays a vital role in teacher training. The credit-module system provides opportunities for future teachers to engage with learning management systems (LMS), virtual simulations, e-learning tools, and artificial intelligence-based education platforms. The following aspects of digital integration significantly enhance the training process:

- Online and Blended Learning – Offering flexibility in acquiring theoretical knowledge and practical skills.
- Interactive Digital Assessments – Allowing for real-time feedback and personalized learning paths.
- Virtual Classrooms and Webinars – Providing exposure to digital teaching environments.
- Educational Mobile Applications – Enhancing accessibility and engagement with interactive learning materials.

By integrating digital technologies into the credit-module system, teacher trainees develop digital literacy and the ability to create innovative and technology-driven learning environments for their students.

4. Challenges and Recommendations

Despite the advantages of the competency-based approach in the credit-module system, there are certain challenges that need to be addressed:

- Lack of Practical Training Opportunities – Ensuring more hands-on teaching experience through internships and microteaching sessions.
- Limited Access to Digital Resources – Expanding the availability of digital tools and infrastructure for teacher education programs.
- Need for Continuous Teacher Development – Implementing professional development programs to keep educators updated with the latest pedagogical trends.
- Assessment of Competencies – Developing standardized and flexible evaluation methods to measure the competency levels of teacher trainees effectively.

By addressing these challenges and continuously improving curricula, teaching methodologies, and digital resources, the credit-module system can provide high-quality

teacher training programs that prepare future educators for the evolving demands of primary education.

A competency-based approach within the credit-module system provides a comprehensive framework for training future primary school teachers. By focusing on pedagogical, methodological, technological, and communicative competencies, integrating interactive teaching methods, and leveraging digital technologies, teacher training programs can enhance the effectiveness of primary education. However, to ensure long-term success, institutions must continuously update their curricula, teaching methodologies, and assessment strategies to align with the evolving educational landscape.

REFERENCES:

1. Шокиров , Т. (2025). МЕТОДЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ. Предпринимательства и педагогика, 3(4), 105–114. извлечено от https://inlibrary.uz/index.php/entrepreneurship-pedagogy/article/view/59431
2. Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Longman.
3. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University.* Open University Press.
4. Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs.* Jossey-Bass.
5. European Commission. (2018). *Key Competences for Lifelong Learning.* Luxembourg: Publications Office of the European Union.
6. Gagné, R. M. (1985). *The Conditions of Learning and Theory of Instruction.* Holt, Rinehart, and Winston.
7. Koehler, M. J., & Mishra, P. (2009). *What is Technological Pedagogical Content Knowledge (TPACK)?* Contemporary Issues in Technology and Teacher Education, **9**(1), 60-70.