



METHODOLOGY FOR IMPROVING THE PROFESSIONAL COMPETENCE OF STUDENTS MAJORING IN PRIMARY EDUCATION

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Article history:	Abstract:
Received: 14 th June 2026 Accepted: 11 th July 2026	This article examines the theoretical and methodological foundations of improving the professional competence of students majoring in Primary Education. The professional competence of future primary school teachers is considered as a combination of pedagogical, methodological, communicative, information and communication, reflexive and creative competencies. The study analyzes the potential of the competency-based approach, interactive methods, problem-based learning, project activities, practical classes and digital educational resources. A methodological model aimed at improving the professional competence of future teachers has been developed. Experimental results demonstrated an increase in the indicators of students in the experimental group compared with the control group, including a 9.7% higher result in the use of electronic educational resources

Keywords: primary education, professional competence, professional training, competency-based approach, methodological model, digital education, interactive methods, project activity, electronic resources, future teacher.

INTRODUCTION

Today, the modernization processes taking place in the education system are significantly increasing the requirements for the professional training of future teachers. In particular, since the primary education stage creates the foundation for a learner's further educational activities, the formation of a high level of professional competence among primary school teachers is considered one of the important pedagogical tasks [1; 3; 5]. The modern professional activity of a teacher is not limited only to acquiring theoretical knowledge.

A future teacher should be able to design the educational process, take into account the individual characteristics of students, use modern pedagogical technologies, select digital educational resources, and make independent decisions in practical pedagogical situations [2; 4; 6]. From this perspective, it is essential to develop not only knowledge but also readiness for professional activity, practical skills, creative thinking, communicative competence, and the ability to use digital educational tools among students of the primary education program.

The Level of Study of the Problem

The concept of professional competence has been studied from various perspectives in research conducted in the fields of pedagogy and teaching methodology. In this study, competence-based approaches are analyzed, and competence is associated with readiness to perform activities in specific professional or problem-solving situations. According to the views of Y.V. Frolov and D.A. Makhotin, competence is interpreted as readiness to perform activities in

particular professional situations [7]. Professional competence is considered as a combination of theoretical knowledge and practical preparation necessary for carrying out teaching activities.

For primary school teachers, this issue is more complex, as it encompasses the specific content of primary education, age-related characteristics of learners, interdisciplinary connections, and the effective use of various educational resources.

AIM AND OBJECTIVES OF THE RESEARCH

The aim of this research is to develop a methodology that contributes to improving the professional competence of students studying in the primary education program and to determine the effectiveness of its application in the educational process.

To achieve this goal, the following tasks were identified: determining the pedagogical possibilities of professional training; identifying the structural components of professional competence; developing a methodological model; exploring the possibilities of using program-methodological support; integrating modern pedagogical and digital technologies; and determining the effectiveness of the developed methodology through experimental testing [8].

Research Methodology

During the research process, methods such as pedagogical observation, comparative analysis, pedagogical experiment, questionnaires, testing, interviews, analysis of pedagogical and methodological literature, comparison, analogy, generalization, and mathematical-statistical processing were used.

The methodological basis of the research is the competence-based approach. According to this



approach, the educational outcome is determined not only by the amount of knowledge acquired by students but also by their ability to apply this knowledge in real professional situations.

Methodological Model for Improving Professional Competence.

In the research, a methodological model aimed at developing the professional training of future primary school teachers was developed. The model consists of target, organizational-methodological, content-technological, and outcome-oriented blocks.

The formation of professional competence is organized in three stages: the motivational stage – developing interest in professional activity and internal motivation; the operational stage – developing professional knowledge and practical skills; and the reflective stage – analyzing, evaluating, and improving one's own professional activities.

Content-Technological Block. This block includes the use of lectures, practical classes, video lessons, presentations, tests, and independent learning materials. In addition, such methods as Blended Learning, Personalized Learning, Active Learning, small-group work, the "Brainstorming" method, project-based learning, and problem-based learning were applied.

Digital tools included computers, laptops, tablets, and mobile devices, as well as software platforms such as Quizizz, Kahoot, and Mentimeter.

Experimental Research and Results. In the practical part of the research, pedagogical experimental work was organized to determine the effectiveness of the developed methodology. During the experiment, students' readiness to use primary education resources was assessed according to three levels: low, medium, and high.

In teaching the course "Mathematics and Methods of Teaching Mathematics," an online platform was used as a methodological tool for developing students' professional competence. Comparative analysis of the results obtained in the experimental and control groups showed that the indicator of students in the experimental group regarding the use of electronic resources was 9.7% higher compared to the control group.

DISCUSSION. The results of the research demonstrate that the development of professional competence of future primary school teachers requires a comprehensive approach. Providing only theoretical knowledge or using only digital technologies does not fully ensure the expected results. Professional competence develops through the integration of pedagogical knowledge, methodological skills, communicative abilities, information and communication literacy, reflection, and creativity.

Therefore, in the higher education process, it is important to integrate lectures with practical activities, project assignments, pedagogical situations, digital resources, and independent learning.

Conclusion. Improving the professional competence of students studying in the primary education program is one of the important tasks of modern teacher education. Professional competence is manifested as an interconnected system of pedagogical, methodological, communicative, information and communication, reflective, and creative competencies.

The competence-based approach enables students to develop not only knowledge but also the ability to apply acquired knowledge in professional activities. The developed methodological model ensures the integration and consistency of target, organizational-methodological, content-technological, and outcome-oriented blocks.

The results of the experimental study demonstrated that the indicators of students in the experimental group regarding the use of electronic resources were 9.7% higher compared to the control group.

Based on the results of the research, the following practical recommendations were developed:

- increase the proportion of competence-based assignments in subjects of the primary education program;
- regularly use project-based learning, problem-based learning, and interactive methods during practical classes;
- develop students' skills in using electronic educational resources;
- use digital tools such as Quizizz, Kahoot, and Mentimeter in accordance with pedagogical objectives;
- enrich the independent learning process with digital resources;
- expand the system of reflective tasks that enable students to analyze their own pedagogical activities;
- apply diagnostic criteria based on high, medium, and low levels when assessing professional competence.

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