



## PEDAGOGICAL TECHNIQUE AS A CORE FACTOR OF PROFESSIONAL COMPETENCE FORMATION IN FUTURE PRIMARY SCHOOL TEACHERS

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**Abstract:** *This theoretical-analytical article examines pedagogical technique as a fundamental component of professional competence in future primary school teachers. The study is structured into four major sections: theoretical foundations, structural components, methodological formation, and modern trends in teacher education. In addition to classical pedagogical theories, the article integrates the perspectives of Uzbek scholars who emphasize the moral, communicative, and methodological dimensions of teacher mastery. The analysis confirms that pedagogical technique represents an integrated system of speech culture, emotional regulation, nonverbal communication, and didactic organization. Its systematic formation in higher pedagogical education institutions enhances instructional effectiveness, professional identity, and educational quality.*

**Keywords:** *pedagogical technique, professional competence, primary education, teacher education, methodology, Uzbek pedagogy*

1. Theoretical foundations of pedagogical technique

Pedagogical technique has long been regarded as an essential element of teacher mastery. Classical pedagogical thought emphasized the decisive role of the teacher's personality in the educational process. The concept evolved from understanding teaching as mere knowledge transfer to recognizing it as a complex communicative and psychological interaction.

In Uzbek pedagogical science, scholars such as N. Azizkhodjaeva underline that pedagogical mastery is a synthesis of professional knowledge, ethical culture, and communicative

expressiveness. According to her interpretation, pedagogical technique ensures harmony between internal conviction and external behavior of the teacher.<sup>1</sup>

Similarly, B. Rakhimov emphasizes that modern teacher preparation must integrate methodological flexibility with emotional intelligence, especially in primary education where pupils are highly sensitive to teacher behavior.<sup>2</sup> The theoretical analysis shows that pedagogical technique is grounded in humanistic pedagogy, competence-based education, and communicative theory.

2. Structural components of pedagogical technique



Pedagogical technique consists of interconnected internal and external components. The internal dimension includes emotional stability, empathy, reflective thinking, and self-regulation. The external dimension incorporates speech culture, gesture coordination, facial expressiveness, posture, and classroom management skills.

Uzbek researcher M. Ochilov argues that speech culture is the core of pedagogical technique. Clear diction, logical stress, and expressive reading significantly influence pupils' motivation and comprehension.<sup>3</sup> In primary school settings, the teacher's tone and intonation directly affect students' emotional comfort.

Another important component is nonverbal communication. Scholars note that eye contact, posture, and controlled gestures enhance authority and create a positive classroom climate. Pedagogical reflection completes the structural model, enabling teachers to evaluate and improve their professional actions continuously.

### 3. Methodological formation of pedagogical technique

The development of pedagogical technique requires systematic methodological support within higher pedagogical education institutions. It cannot emerge spontaneously; instead, it must be purposefully cultivated through integrated training strategies.

Speech training modules improve articulation, tempo control, and expressive reading skills. Microteaching simulations allow students to practice

classroom interaction in controlled environments. Reflective journals and video analysis foster professional self-awareness.<sup>4</sup>

Uzbek pedagogical methodology highlights the importance of practice-oriented preparation. Interactive workshops, role-playing, and situational tasks develop communicative flexibility and emotional resilience. These methods align with international standards of teacher education.

### 4. Contemporary trends and professional significance

In the context of global educational transformation, pedagogical technique is increasingly recognized as a strategic component of teacher professionalism. Digital learning environments require teachers to adapt their expressive and communicative tools to online formats.

Research indicates that effective pedagogical technique enhances student engagement, academic achievement, and classroom discipline. It also strengthens professional identity and reduces occupational stress.<sup>5</sup>

Therefore, integrating national pedagogical traditions with global competence-based standards ensures the balanced development of future primary school teachers. The systematic formation of pedagogical technique should become a priority direction in modern teacher education reform.

## CONCLUSION

Theoretical analysis confirms that pedagogical technique represents a multidimensional professional



phenomenon integrating communicative, emotional, and methodological components. Its development requires structured training, reflective practice, and alignment with both national

pedagogical traditions and international standards. Strengthening pedagogical technique in teacher preparation programs contributes to improving the overall quality of primary education.

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