

ENHANCING PRIMARY SCHOOL TEACHERS' METHODOLOGICAL PREPAREDNESS BASED ON TIMSS COMPETENCIES

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ABSTRACT

The article analyzes the professional preparedness level, methodological needs, and pedagogical challenges of primary school teachers in Uzbekistan regarding international assessment programs, particularly the TIMSS (Trends in International Mathematics and Science Study). The research is based on the results of surveys conducted among 4,053 respondents. According to the findings, primary school teachers face the greatest difficulties in mathematics (66.7%) and science (22.7%). Moreover, high levels of need in pedagogical technologies (44.8%), psychological knowledge (25.9%), and pedagogical techniques (23%) indicate the importance of developing competencies aligned with modern teaching requirements. The study concludes that organizing professional development courses, practical workshops, and interactive training sessions based on TIMSS competencies is a key factor in improving the quality of primary education and enhancing teachers' instructional effectiveness.

Keywords: TIMSS, international assessment program, methodological preparedness, pedagogical technologies, competency.