



STRATEGIES FOR ENHANCING PEDAGOGICAL COMPETENCE IN THE MODERN EDUCATION SYSTEM

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Abstract

This article analyzes the essence and significance of pedagogical competence in the modern education system, as well as effective ways of developing and enhancing it in professional teaching practice. The study also examines the application of innovative technologies in the educational process, continuous professional development, the formation of digital competencies, and the improvement of teachers' professional capacity through a competency-based approach. Furthermore, the theoretical and practical aspects of pedagogical competence development are explored, and a set of recommendations and proposals for its improvement in modern educational institutions is presented.

Keywords: Pedagogical competence, competency-based approach, quality of education, pedagogical mastery, innovative technologies, digital competence, professional development, educational process, teaching activity, continuous education.

Introduction

At the global level, the modernization of education systems, improvement of education quality, and training of competitive professionals are recognized as priority tasks. Globalization, the rapid development of digital technologies, and the significant increase in information flow require teachers not only to possess deep knowledge and skills but also to demonstrate modern professional competencies. In this regard, the concept of pedagogical competence has become one of the key categories in both educational theory and practice.

Today, a teacher's activity is not limited merely to delivering knowledge. A teacher acts as a facilitator who guides students toward independent thinking, problem-solving, teamwork, and the practical application of knowledge. The effective



fulfillment of such responsibilities depends on the level of development of the teacher's professional, communicative, methodological, information-communication, and innovative competencies.

“In Uzbekistan as well, large-scale reforms are being implemented to improve the education system, enhance teachers' professional skills, and develop competencies aligned with international standards” [1]. This further increases the scientific and practical significance of developing pedagogical competence.

LEVEL OF STUDY OF THE TOPIC

The issue of pedagogical competence has been widely studied by both foreign and local scholars. The theoretical foundations of the competency-based approach are reflected in the scientific works of American scholars David McClelland, Richard Boyatzis, Lyle Spencer, and Signe Spencer. They interpreted competence as a combination of knowledge, skills, abilities, and personal qualities that ensure effective performance of an individual.

Russian researchers A.Khutorskoy, I.Zimnyaya, V.Slastenin, and E.Zeer have scientifically studied the structural composition of pedagogical competence, its significance in professional activity, and the mechanisms of its formation. According to their views, pedagogical competence is an integrated combination of professional knowledge, methodological preparedness, communicative abilities, and innovative activity.

In Uzbek pedagogical science, issues of pedagogical competence, professional mastery, and the competency-based approach have also been studied by a number of scholars. In particular, N.Muslimov developed technologies for forming teachers' professional competence, while B.Khodjayev explored the improvement of educational content based on the competency-based approach. In addition, Sh.Sharipov highlighted the theoretical foundations of pedagogical innovations and the organization of innovative activity in education.

In addition, the scientific research of scholars such as M.Ochilov, Q.Yuldoshev, A.Nishonaliev and R.Xasanboyev has extensively addressed issues such as the development of the teacher's personality, improvement of professional skills, integration of pedagogical technologies into the educational process, and enhancement of education quality.



In recent years, the number of studies devoted to competency-based education, digital pedagogy, and innovative educational technologies has been steadily increasing. However, existing research has not sufficiently explored the practical mechanisms for improving pedagogical competence in the context of the modern digital learning environment, artificial intelligence tools, and global educational transformation. Therefore, developing modern methods and effective mechanisms for enhancing pedagogical competence remains one of the most urgent scientific and practical tasks today.

MAIN PART

The term “competence” is derived from the Latin word *competere*, meaning “to be suitable” or “to be capable of.” Pedagogical competence refers to a set of knowledge, skills, abilities, experience, and personal qualities required for a teacher to effectively organize professional activity. The components of competence develop and manifest themselves primarily in the process of carrying out activities that are meaningful and engaging for the individual. Effective performance is the result of multiple factors and depends less on a specific level of individual ability in a given situation, and more on a complex set of interrelated and complementary competencies that operate across a wide range of contexts in the process of achieving goals.

Rather than assessing an individual’s ability in isolation, it is more appropriate to evaluate a set of capabilities that are demonstrated over time in various situations while striving toward goals. Situations that are directly meaningful and personally engaging for the individual significantly influence the formation of their values and create opportunities for the development and acquisition of new competencies.

In modern pedagogical literature, pedagogical competence is considered to consist of the following structural components:

- professional competence;
- methodological competence;
- communicative competence;
- information and communication competence;
- innovative competence;
- reflective competence;
- social competence.



These competencies are considered key factors that determine the effectiveness of a teacher's professional activity. Their balanced development enhances the teacher's professional mastery and contributes to improving the quality of education.

The Importance of Pedagogical Competence in the Modern Education System

The quality of the educational process is directly linked to the teacher's professional preparedness. "A modern teacher should not act as a provider of ready-made knowledge to students, but rather as a mentor who guides them toward independent learning. The quality of the educational process is directly linked to the teacher's professional preparedness. A modern teacher should not act as a provider of ready-made knowledge to students, but rather as a mentor who guides them toward independent learning" [2, p. 78]. From this perspective, the main task of the teacher is to develop students' critical and creative thinking skills, teach them to independently solve real-life problems, and encourage continuous self-development. In particular, the development of distance and blended learning formats requires teachers to acquire new competencies. The effective use of digital tools, working with online platforms, and creating electronic educational resources have become important responsibilities of today's educators.

Main ways of improving pedagogical competence.

"Continuous education is one of the most important factors in the development of pedagogical competence. During their professional activity, teachers must constantly acquire new knowledge, participate in advanced training courses, and master modern pedagogical technologies" [3, p. 45]. In our view, continuous professional development not only enables teachers to update their knowledge and skills but also creates opportunities to apply innovations, modern approaches, and best practices in the field of education to their practical work.

Effective forms of professional development include:

- advanced training courses;
- seminars and training sessions;
- scientific and practical conferences;
- webinars;
- independent learning.



Innovative technologies are an important means of improving the quality of education. Interactive methods, project-based learning, problem-based learning, and the STEAM approach increase students' engagement and also contribute to the development of teachers' methodological competence.

The use of interactive methods ensures active student participation in the educational process and develops their ability to express ideas freely, engage in discussions, and work collaboratively in teams. "Project-based learning, in turn, guides students toward exploring a specific problem and finding its solution, thereby fostering research skills, creativity, and initiative. Through problem-based learning technology, students learn to apply their existing knowledge in new situations, think logically, and solve problems independently" [4, p. 23]. In our view, the most important aspect of these technologies is that they transform the learner from a passive participant in the educational process into an active subject of learning.

In the context of digitalization, the development of teachers' information and communication competence is of great importance. Skills in working with electronic learning platforms, artificial intelligence tools, multimedia technologies, and virtual laboratories have become an integral part of the professional activity of a modern teacher.

A teacher should develop digital competencies in the following areas:

- creating electronic educational resources;
- using distance learning platforms;
- applying digital assessment tools;
- utilizing the capabilities of artificial intelligence;
- improving media and information literacy.

An important component of pedagogical competence is reflective competence. Reflection enables teachers to analyze their own professional activity, identify existing problems, and eliminate them. As a result of reflective practice, a teacher's ability to self-assess is developed, conditions for professional growth are created, shortcomings in the educational process are addressed, and the overall effectiveness of pedagogical activity is enhanced.

Studying advanced practices used in the education systems of developed countries and adapting them to the national education system is one of the important factors in improving pedagogical competence.

Based on international experience:



- modern methodologies are introduced;
- teachers' professional worldview is broadened;
- the quality of education is aligned with international standards;
- innovative approaches are developed.

CONCLUSION

The development of the modern education system requires teachers to possess a high level of professional competence. "Pedagogical competence is a complex integrative system that embodies a teacher's knowledge, skills, abilities, and personal qualities, and is considered one of the key factors determining the effectiveness of education" [5, p. 35]. The results of the study indicate that the improvement of pedagogical competence can be achieved through continuous professional development, the use of innovative pedagogical technologies, the formation of digital competencies, the development of reflective practice, and the study of advanced international experience.

Therefore, the continuous development of teachers' professional competence, the effective use of modern educational technologies, and the organization of the learning process based on a competency-based approach are considered essential conditions for improving the quality of education. In turn, this contributes to the upbringing of a competitive and intellectually capable younger generation that meets the demands of modern society.

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