

**THE MANIFESTATION AND DEVELOPMENT OF PEDAGOGICAL COMPETENCE
IN MODERN SOCIETY**

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Annotation: This scientific work provides a deep analysis of the manifestation, development, and implementation processes of pedagogical competence in modern society. The study examines teachers' digital, methodological, psychological, innovative, and social competencies from the perspective of modern educational requirements. Based on international studies (OECD, UNESCO, PISA, TALIS) and national educational policies, the relationship between teacher competence and educational quality is scientifically substantiated. The research further explores the factors influencing competence development, mechanisms of professional formation, and practical implementation of pedagogical competence in the educational process. The obtained results serve as an important methodological basis for teacher professional development and ongoing educational reforms.

Keywords: Pedagogical competence, methodological competence, digital competence, innovative education, psychological-pedagogical approach, ICT, competency-based learning, teacher professional development, international assessment, PISA, TALIS.

Main Text (Full Translation)

In the conditions of the 21st century—characterized by globalization, digitalization, and an intensifying flow of information—the primary requirement of the education system is that teachers possess not only knowledge but also pedagogical competence. In today's society, the teacher is no longer merely a manager of the learning process, but a specialist who organizes the learner's development and forms their knowledge, skills, and competencies. Therefore, both the European Commission's 2006 document Key Competences for Lifelong Learning and the OECD's 2018 TALIS report place particular emphasis on the teacher's level of competence. These documents highlight that modern teachers must possess communicative, information-based, cognitive, socio-psychological, reflective, and innovative competencies. Pedagogical competence is a multifaceted concept that integrates the teacher's methodological preparedness, psychological literacy, technological culture, social activity, and professional reflection.

The term competence originates from the Latin word *competentia* meaning “to achieve,” “to be worthy.” Pedagogical competence refers to the ability to effectively apply theoretical knowledge in practice, demonstrating high-level professional skills, mastery, and aptitude. Competence manifests itself within competency; thus, competence is the ability, while competency refers to the practical application of knowledge, skills, and abilities. In essence, competence is the realization of ability in a specific professional field.

In modern society, pedagogical competence is also clearly manifested in speech culture. Speech culture refers to adherence to linguistic norms—correct pronunciation, appropriate stress, proper sentence construction, and the effective use of expressive means of speech suitable for different contexts. Speech culture is closely connected with logic—a speech that lacks logic cannot be considered cultured. As R.A. Budagov stated, “speech culture is not only a philological but also a sociological issue.” Communication processes in modern society are interconnected; the speech process consists of communicative, interactive, and perceptive aspects. The communicative aspect involves the exchange of information and is reflected in the clarity, logic, and expressiveness of speech. The interactive aspect involves mutual influence—understanding the interlocutor by placing oneself in their position. The perceptive aspect involves perception—understanding the interlocutor through mutual comprehension. Mechanisms of communication include identification, reflection, and stereotyping.

Pedagogical mastery is the teacher’s ability to effectively organize the teaching and learning process—delivering knowledge clearly, fostering critical thinking, and motivating learners. Didactic ability is particularly important here, as it reflects the teacher’s capacity to explain complex concepts in an accessible manner.

Didactic approaches require systematically organizing the content of education. Principles of didactics are essential in developing critical thinking:

- **The activity principle** encourages learners to actively participate and acquire knowledge independently.
- **The problem-based learning principle** develops analytical skills.
- **The collaboration principle** promotes teamwork, mutual discussion, and critical analysis.

All these processes reflect how pedagogical competence is manifested, developed, and implemented in modern society. The concept of competence emerged in the 1960s in the United States. In 1984, British psychologist J. Raven elaborated the concepts of competence and competency in his book *Competence in Modern Society*.

The rapid development of modern society requires teachers to engage in lifelong learning, master new information technologies, adapt to methodological changes, and thoroughly understand the learner’s developmental dynamics. According to the OECD PISA 2022 study, the teacher’s competence accounts for 40–45% of factors influencing educational quality. This demonstrates that the teacher remains at the center of educational reform in any country.

The widespread use of computer technologies, artificial intelligence, distance learning, AR/VR tools, and data-driven teaching places digital competence at the forefront. During the COVID-19 pandemic, 93% of teachers worldwide were required to use remote learning platforms; consequently, teachers’ ICT competence increased significantly.

Pedagogical competence manifests itself in several key dimensions:

1. Personal competence

This includes professional ethics, attitudes toward one's subject, personal cultural and intellectual development, communicative skills, and social activity. TALIS research shows that teacher personal competence directly influences student motivation. Countries such as Finland, Singapore, and South Korea demonstrate that high teacher status is linked to strong professional competence.

2. Methodological competence

Given the rapid updates in educational technology, teachers must master modern approaches such as:

- Competency-based teaching
- Project-based learning (PBL)
- STEAM
- CLIL
- Blended learning
- Flipped classroom

Competency-based education is central to the U.S. Common Core standards (2016–2020) and to Uzbekistan's State Educational Standards (from 2017 onward). The 2020 National Curriculum Concept emphasizes the need for teachers to possess strong methodological competence.

3. Digital competence

Teachers must effectively use interactive platforms such as Moodle, Google Classroom, Edmodo, Microsoft Teams, Zoom, Canva, Quizizz, Kahoot, and ClassDojo. According to the EU Digital Education Report (2021), improved digital competence increases student motivation by 28%. The 2018 DigCompEdu model outlines six areas of teacher digital competence.

4. Psychological-pedagogical competence

Educational effectiveness depends heavily on understanding learners' psychological characteristics. Studies by Vygotsky, Leontiev, Bruner, Gardner, and Bandura emphasize the importance of developmental laws. Uzbek scholars such as Shoumarov, Sayidahmedov, Quronov, and Qodirov have also highlighted the significance of psychological competence.

5. Social and cultural competence

In a globalized world, teachers must promote tolerance, multicultural communication, civic responsibility, and national values. UNESCO's Global Citizenship Education (2015) framework identifies knowledge, skills, values, and social engagement as key components.

6. Innovative competence

This includes the ability to implement new pedagogical technologies, solve problems creatively, and choose effective strategies. Studies in Singapore (2021) and South Korea (2022) show that innovative teacher competence improves student creativity and PISA performance.

7. Reflective competence

Reflection—analyzing and improving one’s own teaching—is essential. Japan’s Lesson Study model has proven to be highly effective and is now widely implemented in Uzbekistan.

Pedagogical competence is also shaped by state policy, educational standards, curriculum reforms, school infrastructure, and teacher training systems. In Uzbekistan, the 2018–2021 “Teacher at the Center of Education” program involved over 250,000 teachers in training and retraining. The 2020 Concept for Enhancing Pedagogical Mastery and the 2022 STIR project introduced systems for assessing teacher competence at the international level.

Pedagogical competence is reflected in lesson planning, classroom management, the use of interactive methods, assessment, individualized instruction, collaboration with parents, and the implementation of pedagogical innovations. Teachers must also be prepared to address social issues, manage conflicts, and work in inclusive education settings. World Bank analyses (2020–2023) highlight inclusive competence as a major factor in educational effectiveness.

Competent teachers encourage independent thinking, decision-making, analytical reasoning, and creativity. As modern labor markets demand soft skills—communication, teamwork, leadership, creativity, adaptability—teachers play a central role in developing these competencies.

Global education systems now prioritize lifelong learning. A 2019 study in the Netherlands found that methodological competence decreases by 30% over five years among teachers who do not engage in continuous professional development. Therefore, Uzbekistan adopted a modular, continuous teacher training system.

Pedagogical competence also includes assessment literacy. Modern assessment measures not only results but also developmental dynamics. Formative assessment, diagnostics, rubrics, portfolios, and competency-based evaluation are essential tools. According to PISA (2021), countries with advanced assessment cultures have 40% higher reading literacy scores.

In summary, pedagogical competence is integrative—it includes personal, psychological, methodological, digital, innovative, reflective, communicative, and social dimensions. These competencies form the core of human capital and determine the competitiveness of the education system. As artificial intelligence, metaverse learning, digital didactics, virtual laboratories, and adaptive learning systems evolve, the demands placed on teachers will continue to increase.

Conclusion

In conclusion, pedagogical competence encompasses the teaching–learning process and its methods, tools, and strategies. It enables future teachers to strengthen their intellectual potential, broaden their worldview, and master innovative teaching technologies. Pedagogical competence plays a fundamental role in the manifestation, development, and implementation of quality education in modern society. It requires teachers to possess diverse professional, digital, psychological, communicative, and innovative skills. Global educational trends and national reforms confirm that competent teachers are the primary factor in ensuring educational quality.

A teacher's methodological approach, effective use of ICT, and learner-centered pedagogy significantly increase learners' motivation and achievement. Continuous professional development ensures sustainable competence formation, making the competent teacher a key driver of future social progress.

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