

**DEVELOPMENT OF PEDAGOGICAL COMPETENCE IN DEVELOPED COUNTRIES**

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**Introduction:** Today, the modernization of the education system, the implementation of digital transformation processes, and the enhancement of teachers' professional capacity are among the top priorities of every nation. The experience of developed countries shows that the quality of education largely depends on the teacher's competence—that is, the harmony of knowledge, skills, values, and personal qualities. Therefore, in the 21st century, the concept of “pedagogical competence” has become central to teacher training systems. Pedagogical competence is not only the acquisition of subject knowledge but also includes the ability to develop the learner's personality, apply innovative technologies, possess communication and social skills, and analyze one's own professional activity.

**Key Concepts:** Pedagogical competence, professional competence, reflective approach, innovative educational technologies, professional development, lifelong learning, digital competence, teacher leadership, empathy, professional reflection, quality of education, dual system.

**Main Part:** The Concept of Pedagogical Competence in Developed Countries. In the education policies of OECD, UNESCO, and the European Union, special attention is paid to the professional development of teachers. Their general approach is that teachers must engage in continuous learning and self-improvement throughout their careers. A competent teacher in developed countries should have the following qualities:

- The ability to understand and apply pedagogical innovations;
- A reflective approach – to analyze one's own activity and identify shortcomings;
- Skills in using information and communication technologies;
- Personal and social competencies: communication, empathy, collaboration, leadership;
- Cross-cultural literacy and global thinking.

International Experiences in Developing Pedagogical Competence. Finland's Experience. The Finnish education system is based on the principle of “trust-based pedagogy.” Teachers are trained at the master's level and are given freedom in teaching. Their competence is formed through scientific research activities and independent pedagogical decision-making. Singapore's Experience. Singapore's education system is recognized today as one of the most effective models in the world. This success has been achieved through teachers' professional competence, a culture of lifelong learning, and a government-supported policy of professional education. The main principle of the Singaporean government is: “No education system can be better than the quality of its teachers.” The role of teachers and the education system: In Singapore, a teacher is seen not only as an educator but also as a strategic figure in nation-building. Therefore, the selection, preparation, and qualification of teachers are strictly regulated by the state.

- Each year, candidates entering the teaching profession are selected from the top 30% of graduates.
- To become a teacher, one must complete theoretical and practical training at the National Institute of Education (NIE).

➤ The teaching process is based on a competency-based approach, meaning that teachers are equipped not only with knowledge but also with skills, values, and innovative thinking.

National Institute of Education (NIE): NIE is Singapore's only center for teacher training, retraining, and professional development. Its activities are carried out in three directions:

1. Pre-service education: developing pedagogical competencies at the bachelor's and master's levels.
2. In-service training: every teacher participates in at least 100 hours of professional development courses annually.
3. Research and innovation: conducting applied studies to improve the teaching and learning process.

NIE also offers individual learning paths, which allow each teacher to develop professionally according to personal needs and goals. Strategies for developing pedagogical competence: a) "Lifelong Learning for Teachers" Concept:

In Singapore, the teacher is viewed as a lifelong learner. Professional development courses are not treated as formal requirements but as an integral part of career growth.

1. Each teacher has a Personal Learning Plan (PLP);
2. Based on this plan, the teacher sets personal development goals;
3. Every 3–5 years, teachers complete new modules or training programs.

b) "Teacher Growth Model" (TGM): Introduced in 2012, this model evaluates teachers' competence in five main areas:

1. Pedagogical knowledge and methodology;
2. Learner-centered approach;
3. Communication and collaboration;
4. Professional ethics and leadership;
5. Continuous learning and innovative thinking.

Japan's Experience. In Japan, the "Lesson Study" method is widely used. Teachers collaboratively plan, observe, analyze, and improve lessons. This approach develops reflection, analysis, and teamwork skills among teachers.

Germany and the United Kingdom: In Germany, teacher training is based on a dual system, combining theory and practice. In the United Kingdom, the Professional Standards Framework (PSF) is implemented, which assesses teachers' professional growth step by step.

United States Experience. In the U.S., the "Teacher Leadership and Coaching" system enables experienced teachers to mentor beginners. Professional development is carried out through coaching sessions, seminars, and online training.

Modern Trends in Developing Pedagogical Competence. In developed countries, the development of pedagogical competence is carried out in the following directions:

- Development of digital competencies – teachers learn to use online education, media literacy, and artificial intelligence tools;
- Reflective practice – teachers analyze lessons, identify errors, and monitor outcomes;
- Collaborative learning – teachers share experiences through professional learning communities (PLC);
- Personalized development – each teacher has an individual development plan (IDP);
- Strengthening ethical and social competencies – teachers are prepared not only as educators but as leaders in personality formation.

**Conclusion.** In conclusion, the development of pedagogical competence in developed countries is based on continuous, systematic, and analytical approaches. A teacher is not only an instructor but also an organizer, innovator, and analyst of the educational process. For Uzbekistan's education system, the following lessons can be drawn:

1. Establishing a system of continuous professional development for teachers;
2. Cultivating a culture of reflection and lesson analysis;
3. Expanding digital pedagogy and innovative technologies;
4. Strengthening collaborative learning and mentorship systems;
5. Evaluating teachers based on competency-based criteria.

Thus, the experience of developed countries shows that the most crucial factor in education is the teacher's commitment to continuous self-improvement. This approach is the most reliable path to enhancing the quality of education.

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