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Methods of Developing Pedagogical Competence

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Abstract: This article explores the concept of pedagogical competence, its developmental stages, and its importance for effective teaching practice. The authors analyze modern methods and technologies used to cultivate key pedagogical abilities, including didactic, communicative, organizational, empathic, and creative skills. In particular, interactive teaching methods, problem-based learning, practical sessions, pedagogical training, and reflective approaches are highlighted as effective tools for developing pedagogical competence. The article also offers practical recommendations for young educators and students in pedagogical fields. The research findings have significant scientific and practical value in the formation of professional competencies among future teachers.

Keywords: Professional competence, didactic approaches, communication skills, innovative methods, reflective practice, improving education quality, pedagogical training technologies.

Introduction: In the 21st century, the modernization of the education and upbringing system and the need to educate knowledgeable and competitive youth place new demands on pedagogical personnel. In this process, the teacher is no longer merely a transmitter of knowledge, but a multifaceted figure responsible for shaping students' personalities, fostering independent thinking, and nurturing socially active citizens. Therefore, the professional competence, personal qualities, and especially the pedagogical abilities of the teacher are considered crucial factors in determining the quality of education.

Pedagogical ability - refers to the set of psychological

and professional attributes that enable a teacher to effectively carry out educational and instructional activities. Through these abilities, a teacher successfully performs key functions such as teaching, educating, and developing students. Additionally, pedagogical abilities encompass the teacher's individual traits, social-psychological approaches, and the capacity to recognize and respond to students' needs and capabilities.

In modern pedagogical science, the formation of pedagogical abilities is viewed not merely as a part of the educational process, but as a core component that defines the very essence of pedagogical activity. The effectiveness of methods and technologies that contribute to student development directly depends on the level of a teacher's abilities.

This paper explores the theoretical foundations of pedagogical abilities, their classification, and stages of development. Furthermore, it analyzes effective methodological approaches and strategies for shaping pedagogical abilities within the context of contemporary education.

Literature Review

The issue of developing pedagogical abilities has been studied by numerous scholars. N.V. Kuzmina considers pedagogical abilities as a fundamental component of the teaching profession. A.A. Leontyev emphasizes the importance of communicative skills. V.A. Slastyonin analyzes pedagogical abilities in terms of didactic, organizational, empathetic, and creative aspects.

Among Uzbek researchers, A. Tojiboyev and G.M. Abdullayeva have proposed methods for developing these abilities through interactive techniques and practical training. In foreign literature, scholars such as J. Hattie and L. Darling-Hammond highlight the significance of professional development for teachers based on mentorship and reflective approaches.

Taking into account the social order of society, the supplementary education system is aimed at preparing specialists capable of delivering high-quality educational services. This is achieved through modern psychological and didactic methods, tools, and various approaches to working with children. The main goal is to create socio-cultural conditions that enable the effective implementation of educational activities.

The article highlights the principles, structural components, and methods aimed at improving the pedagogical mastery of specialists in supplementary education. It also proposes diagnostic and effective approaches to assess the criteria, indicators, and levels of pedagogical mastery development among these specialists.

The comprehensive assessment model covers the following core aspects:

- **Cognitive Competence:** Includes psychological and ethical-pedagogical knowledge, technological skills, and mastery of both traditional and innovative teaching methods;
- **Communicative Competence:** Involves effective pedagogical communication, speech culture, oratory skills, and conflict resolution abilities;
- **Motivational Factors:** Encompasses interest in pedagogical activity, research skills, and enthusiasm for innovations;
- **Personal Qualities:** Such as open-mindedness, project-oriented thinking, analytical and creative abilities, adaptability, stress resistance, and a humanistic orientation;
- **Behavioral Organization:** Refers to self-regulation and professional discipline.

It is emphasized that the model developed for improving the pedagogical mastery of specialists in supplementary education institutions ensures a step-by-step, systematic, and goal-oriented approach. It also enables the utilization of various social and cultural methods and resources.

Professional mastery refers to a high level of engagement in fulfilling one's professional duties.

Pedagogical mastery is a set of personal qualities that ensure a high degree of self-organization in professional activities. According to A.S. Makarenko, pedagogical mastery is not exclusive to talented individuals. A teacher acquires mastery after years of dedicated work. Accelerating the process of achieving pedagogical excellence involves the proper selection of future teachers, scientifically based selection of candidates for pedagogical work, acquisition of essential knowledge, skills, and qualifications, as well as the development of professionally important qualities, abilities, and readiness for pedagogical activity.

The development of pedagogical mastery occurs in two main and interrelated directions:

1. Externally Supervised Development:

- A. Organizing methodological associations in schools;
- B. Attending professional development courses.

2. Self-directed Development by the Teacher:

- A. Self-education (acquisition of knowledge, skills, and competencies);
- B. Self-discipline (shaping worldview, motivation, practical experience, and personal qualities);
- C. Self-development (enhancement of thinking

processes and abilities);

D. Studying advanced pedagogical experiences and conducting peer lesson observations.

Continuous professional education of the teacher is a crucial condition for developing their creative potential, an integrative part of their life, and a necessary condition for the continuous development of individual pedagogical experience. The growth of a teacher's professional mastery and pedagogical culture becomes more effective when a person turns into an active subject of action, and when practical individual experience harmonizes with social and professional experience.

Moreover, it is enhanced when creative professional inquiry is encouraged and supported within the pedagogical community.

One of the key conditions for improving a teacher's pedagogical mastery is increasing their qualifications. Methodological work can meet the needs for scientific and methodological preparation of teachers, provided it is individualized and differentiated. Organizing methodological work based on a differentiated approach involves a number of objective and subjective conditions, primarily the need to consider teachers' life and professional views, and their value orientations.

Participation in methodological and innovative activities leads to the formation of a personal pedagogical system and the development of an individual style of pedagogical activity.

A teacher can achieve a professional level only when they possess a set of abilities and competencies that allow them to take full responsibility for the results of their activity. To succeed professionally, a teacher must strive to develop their inner strength, strengthen their will and character, and enhance their thinking and potential.

The concept of reflection is interpreted as the process of self-awareness of a person's inner psychological processes and states.

Pedagogical reflection represents the teacher's ability to objectively evaluate themselves and their actions, understand their role and significance in the educational process, and realize themselves as the key figure in the responsible task of shaping the learner's personality. In the process of managing the pedagogical process, the teacher analyzes their actions, their results, and relationships with the individuals involved. Reflection helps the teacher find the right approach to participants in the pedagogical process and manage their own psychological state.

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