



## MODERN REQUIREMENTS FOR DEVELOPING THE PEDAGOGICAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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### ABSTRACT

This article presents a scientific and theoretical analysis of the contemporary requirements for developing the pedagogical competence of future foreign language teachers studying in higher education institutions. The study substantiates the role of the competency-based approach, digital pedagogy, as well as communicative and reflective competence in the professional preparation of pedagogical cadres. Drawing on the analysis of scholarly-pedagogical literature, pedagogical observation and the author's own reflective inquiry, the research identifies effective mechanisms for shaping pedagogical competence in students. The obtained findings demonstrate the scientific and practical significance of introducing innovative and competency-based approaches into the process of training future teachers.

**KEYWORDS:** Pedagogical competence, competency-based approach, contemporary education, digital pedagogy, reflection.

### INTRODUCTION

The fundamental reforms currently being implemented in the higher education system generate new demands regarding the content and quality of teacher training. The socio-economic development of society, the wide-scale integration of digital technologies into education and the processes of globalisation collectively necessitate a renewed approach to the professional activity of the pedagogue. Today, a teacher is expected not merely to possess a thorough command of their subject, but also to organise the educational process effectively, apply innovative methods and technologies, and ensure the personal development of learners. In contemporary pedagogical science, these requirements are interpreted in close connection with the competency-based approach. Scholarly sources define the competency-based approach as a methodological framework aimed at assessing educational outcomes through the individual's readiness for real professional activity [1; 2]. This approach presupposes that, alongside the acquisition of knowledge, the educational process should cultivate learners' ability to apply this knowledge in practice, analyse pedagogical situations and develop creative thinking skills.

The concept of pedagogical competence is interpreted in the scholarly-pedagogical literature as an integrated complex of the teacher's professional knowledge, practical skills, personal qualities, communicative culture and reflective abilities [3; 4]. According to A.K. Markova, pedagogical competence manifests itself in the teacher's capacity to consciously organise their professional activity, systematically analyse it and strive for its continuous improvement [4].

The issue of developing pedagogical competence in students enrolled in higher education institutions is acquiring particular relevance today, since it is precisely at the tertiary stage that future teachers form their professional worldview, pedagogical thinking and readiness for practical activity. However, an analysis of current practice indicates that in many educational institutions theoretical knowledge is accorded priority, whereas competency-oriented and reflective training remains insufficiently provided for [5]. In this context, a scientifically grounded analysis of the contemporary requirements for developing students' pedagogical competence, together with the elaboration of mechanisms for their integration into educational practice, carries considerable scholarly and applied importance. The present article is aimed precisely at addressing these issues.

### Literature Review

The problem of pedagogical competence has been extensively investigated in modern pedagogical science. I.A. Zimnyaya interprets pedagogical competencies as an educational outcome and substantiates their role in preparing the individual for professional activity [1]. A.V. Khutorskoy describes the competency-based approach as a significant methodological direction serving to renew the content of education [2]. Bolotov and Serikov regard pedagogical competence as an integrative model of educational content and emphasise its practical orientation [3]. N.A. Muslimov, in turn, evaluates professional competence as a key criterion of pedagogical mastery [5]. While these studies have illuminated the theoretical foundations of pedagogical competence, they simultaneously highlight the need for a systematic analysis of the requirements imposed on its development under present-day educational conditions.

### Discussion And Results

The findings of the study demonstrated that the development of students' pedagogical competence should be pursued in accordance with the following contemporary requirements. The research revealed that the process of developing pedagogical competence cannot attain adequate effectiveness when confined within traditionally organised theoretical classes. Under modern educational conditions, pedagogical competence possesses a multifaceted and dynamic character: it is determined not only by the student's professional knowledge, but also by their readiness for practical activity, independent thinking and the formation of a reflective stance. From this perspective, the priority of practice-oriented approaches in the development of pedagogical competence is scientifically justified.

According to the research findings, pedagogical practice, training sessions and reflective assignments play a crucial role in enhancing students' adaptability to professional activity. In particular, the modelling of authentic pedagogical situations, the analysis of problem-based cases and tasks requiring their resolution foster in students pedagogical reasoning, professional responsibility and the ability to make independent decisions. This, in turn, confirms the practical efficacy of the competency-based approach within the educational process.

The study further established that the student's professional motivation constitutes a decisive factor in the sustainable development of pedagogical competence. When a student fully comprehends the social significance of the teaching profession, they develop a conscious and responsible attitude towards their own professional activity. This, in turn, lays the groundwork

for the development of such essential competencies as self-improvement, reflection and the aspiration for professional growth. Accordingly, the creation of a pedagogical environment that sustains intrinsic motivation acquires particular importance in the process of developing pedagogical competence.

### Conclusion

In conclusion, the development of students' pedagogical competence constitutes one of the priority and strategic tasks of the contemporary higher education system. The research findings demonstrate that the formation of pedagogical competence cannot be confined to the mere transmission of knowledge; rather, it requires a comprehensive approach oriented towards developing students' readiness for practical activity, their reflective capacity and their professional motivation. The harmonious integration of the competency-based approach, digital pedagogy and reflective teaching methods elevates the professional preparation of future teachers to a qualitatively new level. The effective use of digital technologies, the cultivation of a communicative culture, and the formation of the ability to analyse one's own pedagogical activity emerge as vital constituents of pedagogical competence. The conclusions drawn in this study scientifically substantiate the necessity of improving the process of training pedagogical personnel in higher education institutions, of reconsidering educational content on the basis of the competency-based approach and of increasing the share of practical classes. These findings may serve as scientific-practical recommendations in the process of modernising the pedagogical education system.

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