

PEDAGOGUE'S PROFESSIONAL COMPETENCE AS AN IMPORTANT FACTOR OF EFFECTIVE EDUCATION

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Abstract

It is known that professional competence is an activity aimed at successfully organizing professional tasks based on practical experience, knowledge, and skills. In particular, the competency-based approach, without rejecting knowledge, skills, and abilities, places great emphasis on developing the ability to apply acquired knowledge in practice.

This article analyzes the teacher's professional competence as an important factor ensuring an effective educational process from a scientific-theoretical perspective. It highlights the components of professional competence, including cognitive, methodological, communicative, reflective, and innovative components, and their impact on the quality of education. In addition, the article substantiates the current directions for developing teachers' competence in modern educational conditions and its role in improving students' level of knowledge and creative potential. The study also emphasizes that improving teachers' professional competence is a key condition for increasing educational effectiveness.

Keywords

professional competence, teacher, methodological mastery, reflection, innovation, quality of education, educational effectiveness, professional skill, pedagogical mastery.

INTRODUCTION

The modern education system is undergoing a period of profound reforms. In this process, special attention is given to the development of human capital, where the role of the teacher is of crucial importance. The teacher's professional competence is considered one of the key factors determining the quality of education.

In the context of rapidly accelerating globalization processes, the requirements for the education system are changing fundamentally. Modern society demands the upbringing of individuals who are not only knowledgeable but also capable of

independent thinking and solving problems through innovative approaches. This, in turn, creates the need to develop high professional and personal competencies in teachers, who are the main subjects of the educational process. Therefore, the issue of teachers' professional competence is recognized as one of the most relevant areas of pedagogical science today.

"Pedagogical competence is an integration of a teacher's knowledge, skills, abilities, and personal qualities, which enables the effective organization and management of the educational process"[1, 37]. More precisely, "pedagogical competence is the unity of a teacher's professional knowledge, skills, abilities, and personal qualities necessary for the effective organization of professional activities"[2, 45]. In our view, pedagogical competence is the integration of a teacher's knowledge, skills, abilities, and personal qualities, which enables the effective organization and management of the educational process. At the same time, it also reflects the teacher's ability to adapt educational strategies taking into account students' individual characteristics. As a result, a teacher with such competence not only improves the quality of education but also contributes to the development of students' independent thinking and creative potential.

MAIN PART

A teacher's professional competence is a complex integrative quality that embodies theoretical knowledge, practical skills, pedagogical mastery, communicative culture, and readiness to carry out innovative activities. This competence serves as an essential factor in ensuring effective communication with students, selecting appropriate educational content, applying modern pedagogical technologies, and achieving high learning outcomes.

Today, improving the quality of education has become a priority at the level of state policy, and the development of teachers' professional potential is considered one of the key tasks. This is because a teacher's competence is one of the main factors determining the effectiveness of the educational process, directly influencing students' level of knowledge, worldview, and social activity.

Innovative development, which has significantly enriched the modern educational environment, is the "teacher's professional competence," which today serves as a criterion for the quality of training university graduates. The conceptual requirements for professional competence are essentially reduced to the expansion of knowledge, skills, and abilities necessary to improve the effectiveness of professional activity and life in general.

Since 2003, in the context of studying the issue of educational quality, the term "competence" has been increasingly used. Thus, from 2003 to 2006, modern Russian scholars significantly enriched the concept of teachers' professional

competence and introduced many derivatives of “competence” into academic usage, such as “competence approach” and “competence paradigm.”

Professional competence is an integrated system of a teacher’s knowledge, skills, abilities, and personal qualities, which enables the effective organization of the educational process. Competence is not limited to knowledge alone; it also implies the ability to apply it in practice. “Therefore, the development of the concept of forming teachers’ professional competence can be viewed as a progressive dynamic change in the content, procedural, and technological aspects of the analyzed phenomenon in the context of current global and national educational trends” [3, 9].

The implementation of the pedagogical conditions listed for the formation of teachers’ professional competence contributes to revealing the creative potential of students’ personalities and developing their subject position, taking into account their interests, abilities, and opportunities. All this creates a solid foundation for the effective formation of teachers’ professional competence in the university educational process, as well as provides opportunities for mastering various methods of acquiring new knowledge.

A teacher can acquire professional competence only through independent problem-solving that requires the practical application of necessary knowledge and skills. The method of developing a teacher’s professional competence lies in professional pedagogical activity that ensures the formation of a motivational sphere, universal skills, and readiness for independent action. At the same time, knowledge does not lose its importance; it does not remain in the background as something secondary, but serves as a foundation for activity and decision-making.

A teacher’s competence consists of the following structural components:

Cognitive component – this refers to the teacher’s deep theoretical knowledge of the subject being taught. Such knowledge serves as the foundation for accurately explaining educational content and clearly conveying it to students.

Methodical component – this is the ability to know and correctly apply various teaching methods, approaches, and technologies in order to effectively organize the educational process. This component ensures the effectiveness of lessons.

Communicative component – this is the teacher’s ability to establish effective communication with students, parents, and colleagues, to express ideas clearly and understandably, and to create a positive pedagogical environment.

Reflective component – this refers to the teacher’s ability to analyze their own professional activity, recognize mistakes, and improve their practice through continuous professional development.

Innovative component – this is the readiness and ability to introduce new pedagogical ideas, technologies, and approaches into the educational process and to use them effectively.

A teacher's professional competence is considered one of the most important factors determining the quality of the learning process in the modern education system. This is because educational effectiveness directly depends on the teacher's level of professional knowledge, pedagogical mastery, methodological preparedness, and ability to apply innovative approaches. A teacher with a high level of professional competence is able to organize the educational process in a purposeful, systematic, and result-oriented manner.

Firstly, the teacher's **cognitive competence** ensures the deep and accurate delivery of educational content. A teacher with strong subject knowledge can explain complex topics in a simple and understandable way, which helps students to acquire knowledge more quickly and effectively.

Secondly, **methodological competence** enables the use of effective teaching methods and tools during the learning process. The proper application of modern pedagogical technologies increases students' activity and develops their independent thinking and creative approach. This significantly enhances the effectiveness of the educational process.

In addition, **communicative competence** plays an important role in creating a positive psychological environment in education. Effective communication between teacher and students facilitates the learning process and increases students' motivation to learn.

Reflective competence allows teachers to analyze their own professional activity and continuously improve it. A teacher who is committed to self-development gradually enhances the quality of education.

Finally, **innovative competence** modernizes the learning process by introducing new approaches and technologies. This increases students' interest and makes education more practical and relevant to real life.

Based on the above ideas, the following conclusion can be drawn: "The teacher's professional competence is a key factor determining the quality of the educational process, and it is manifested in the teacher's knowledge, skills, and ability to effectively organize pedagogical activities" [4, 78]. At the same time, this competence makes it possible to adapt educational content by taking into account students' individual needs and to ensure their active involvement in the learning process, we believe. As a result, the teacher's professional competence not only improves the quality of education but also contributes to the deep acquisition of knowledge and the formation of practical skills among students.

In our view, the teacher's professional competence is a fundamental factor in determining educational effectiveness. This is because a teacher with a high level of competence can effectively apply modern methods and technologies and organize the learning process at a high quality level. At the same time, strengthening professional development and innovative approaches is considered an important solution to eliminating existing problems in education.

LEVEL OF RESEARCH ON THE TOPIC

In psychology and acmeology, professionalism is understood as a high level of readiness to perform professional tasks, a qualitative characteristic of professional activity, and the ability to carry out highly productive work that reflects high professional qualifications and skills, various effective professional abilities, including creative solutions, mastery of modern algorithms, and the ability to solve professional tasks.

"It is known that the professionalism of a specialist's activity and personality is manifested in the systematic improvement of qualifications, the demonstration of creative activity, the ability to respond productively to the growing demands of social production and culture, and the need and desire to improve the results of one's work and personality. In this case, we can speak not only about the professional competence of the subject of professional activity but also about his/her overall human competence, which is especially important in the system of 'person-to-person' professions in general and in teaching in particular" [5, 16].

Since the teacher's professional competence is an important factor in effective education, there are also certain achievements, problems, and solutions in this regard, we believe. In the modern education system, significant progress has been made in developing teachers' professional competence. In particular, the introduction of a competency-based approach into the educational process has created conditions for teachers to transform from mere knowledge providers into developers and guides of students, as well as active subjects of innovative activity. On this basis, the system of teacher retraining and professional development has been modernized, with great attention paid to mastering modern pedagogical technologies.

Another important achievement is the widespread introduction of digital educational resources. Electronic platforms, interactive programs, and online learning tools have expanded teachers' methodological opportunities and contributed to making lessons more effective and engaging. This, in turn, helps increase students' activity and develop their independent learning skills.

At the same time, there are certain challenges in the development of teachers' professional competence. In some regions, insufficient skills in working with

modern technologies and the slow implementation of methodological innovations may negatively affect the effectiveness of education. To overcome these problems, it is important to strengthen continuous professional development systems, increase practical seminars and trainings, and encourage teachers' innovative activity.

CONCLUSION

In conclusion, a teacher's professional competence is one of the most important factors ensuring an effective learning process in the modern education system. This is because a teacher with a high level of professional competence is able to deliver knowledge to students in a deep and understandable way, properly organize the educational process, and effectively use modern pedagogical technologies. This, in turn, contributes to improving the quality of education and developing students' intellectual potential.

In addition, the development of professional competence is directly connected with the teacher's continuous self-improvement, mastery of innovative approaches, and enhancement of professional skills. Therefore, strengthening and further improving the system of continuous professional development aimed at increasing teachers' competence remains a highly relevant task in the education system. Overall, a teacher's professional competence is a decisive factor in improving the effectiveness of education and plays an important role in the intellectual and spiritual development of society.

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