PEDAGOGICAL COMPETENCE AND LINGUISTICS: AN INTEGRATED APPROACH

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Abstract

This article analyzes the role of pedagogical competence in the modern education system, its key components, factors influencing its formation, and its overall significance. Pedagogical competence is defined as a set of knowledge, skills, and abilities required for teachers to carry out their professional activities effectively. The paper outlines the main types of pedagogical competence and proposes methods for their development.

Keywords: Pedagogical competence, didactic competence, psychological-pedagogical approach, communication, innovation, education quality, professional skills.

Introduction

In today's educational landscape, a teacher's professional role extends far beyond mere knowledge delivery. Modern educators must possess didactic, psychological, communicative, ethical, and innovative competencies. As such, pedagogical competence has become a key factor determining the quality of the educational process. This paper explores the essence, components, methods of development, and significance of pedagogical competence within the modern education system.

Main Part

Pedagogical competence encompasses the knowledge, skills, abilities, and personal qualities necessary for effective professional teaching. It not only involves transmitting academic knowledge but also contributing to students' personal development, instilling social and cultural values, and applying

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innovative teaching methods. During lessons, teachers are expected to connect theory with real-life applications, such as analyzing literary events and comparing them with contemporary realities—thus increasing students' interest in the subject.

In language teaching, the integration of pedagogical competence with linguistic knowledge is essential. A teacher's linguo-didactic competence—covering areas such as language, speech, communication, phonetics, morphology, and syntax—plays a pivotal role in delivering accurate and effective instruction. Modern teaching methodologies help shape students' linguistic competence, which includes not only grammar but also practical language use in real-life contexts.

Communicative competence is an integral part of pedagogical competence. A language teacher must not only instruct but also facilitate meaningful communication. For instance, organizing students into small groups and assigning role-play exercises related to real-life scenarios encourages students to link grammar with practical speech, thus merging linguistic and communicative skills [1].

Didactic competence is also crucial in language instruction. It is the teacher's ability to present material in a clear, engaging, and systematic manner. For example, when teaching morphology, an Uzbek language teacher might explain abstract concepts using real-life examples, like describing visible objects to illustrate how adjectives express qualities.

Interactive methods such as dialogues and debates help enhance both communicative and linguistic abilities. These practices foster speech etiquette, contextual use of linguistic units, and pragmatic awareness.

Linguistic knowledge and appropriate teaching methods form a foundation for pedagogical competence, especially in subjects like foreign language, native language, and linguistics [2].

Teaching Uzbek involves not only the instruction of grammatical rules but also the development of speaking skills, critical thinking, and communicative ability. This requires teachers to understand students' psychological states and tailor their approaches accordingly.

Speech skills can be enhanced through games, poetry, and short texts to introduce new vocabulary. Each student should be approached individually—less active

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students receive encouragement, while active learners are further motivated. This individualized attention reflects the teacher's psychological-pedagogical competence.

Some students may feel shy or fear making mistakes while speaking a new language. A competent teacher identifies such psychological barriers and applies group activities and role-plays to reduce anxiety. These strategies promote an emotionally safe environment for learning and reflect the implementation of psychological-pedagogical competence.

In some cases, students may lack the necessary conditions at home for language practice. Understanding this, a teacher may avoid assigning excessive homework and instead provide more in-class practice opportunities. This adjustment, based on social-psychological factors, is another aspect of pedagogical competence. It also includes working with students' age-specific and personality characteristics [3].

Effective communication between teacher and student is a key component of communicative competence. Language teachers strive to ensure that every student has the opportunity to speak and express opinions, which boosts confidence and language acquisition.

Ethical competence is also essential. A teacher must model positive behavior and values, serving as a role model for students.

Conclusion. In conclusion, pedagogical competence is the cornerstone of a modern educator's professional success. By developing and enhancing these competencies, the quality of education improves, communication with students becomes more effective, and the foundation is laid for nurturing a well-rounded future generation.

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