



THE IMPORTANCE OF TEACHER PEDAGOGICAL COMPETENCE IN IMPROVING THE QUALITY OF EDUCATION

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Abstract

This article highlights the significance of teacher pedagogical competence in the process of improving the quality of education. As one of the key factors determining educational quality, the teacher's professional knowledge, skills, competencies, innovative approaches, and personal attributes are examined. The concept of pedagogical competence is broadly interpreted, and its components — methodological, communicative, psychological, ethical, and technological competencies — are analyzed. Furthermore, modern approaches to developing teacher competence are emphasized, including the effective use of information and communication technologies, reflection, and self-assessment mechanisms. The article evaluates the development of pedagogical competence as a fundamental condition for enhancing the quality of education and draws on national and international experiences as examples. Finally, practical recommendations and suggestions aimed at improving educational quality are presented. This article may be useful for educators, researchers, and specialists interested in advancing education quality.

Keywords: Quality of education, pedagogical competence, teacher qualification, professional development, innovative pedagogy, methodological competence, modern education, self-development, teacher activity.



TA'LIM SIFATINI OSHIRISHDA O'QITUVCHI PEDAGOGIK KOMPETENTLIGINING AHAMIYATI

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Annotatsiya:

Mazkur maqolada ta'lim sifatini oshirish jarayonida o'qituvchi pedagogik kompetentligining ahamiyati yoritilgan. Ta'lim sifatini belgilovchi asosiy omillardan biri sifatida o'qituvchining kasbiy bilim, ko'nikma va malakalar majmui, uning innovatsion yondashuvlari va shaxsiy fazilatlari ko'rib chiqiladi. Maqolada pedagogik kompetentlik tushunchasi keng talqin qilinib, uning tarkibiy qismlari – metodik, kommunikativ, psixologik, axloqiy va texnologik kompetentlik turlari tahlil etiladi. Shuningdek, o'qituvchi kompetentligini rivojlantirishning zamonaviy yo'nalishlari, jumladan, axborot-kommunikatsiya texnologiyalaridan samarali foydalanish, refleksiya va o'z-o'zini baholash mexanizmlarining o'рни alohida ta'kidlanadi. Maqolada o'qituvchi pedagogik kompetentligini rivojlantirish ta'lim sifatini oshirishning eng muhim sharti sifatida baholanadi hamda bu borada milliy va xalqaro tajribalar misol sifatida keltiriladi. Yakunda ta'lim sifatini oshirishga qaratilgan tavsiyalar va amaliy takliflar bayon etiladi. Mazkur maqola pedagoglar, tadqiqotchilar hamda ta'lim sifatini oshirishga qiziquvchi mutaxassislar uchun foydali bo'lishi mumkin.

Kalit so'zlar: ta'lim sifati, pedagogik kompetentlik, o'qituvchi malakasi, kasbiy rivojlanish, innovatsion pedagogika, metodik kompetentlik, zamonaviy ta'lim, o'z-o'zini rivojlantirish, o'qituvchi faoliyati.

INTRODUCTION

In the modern education system, improving the quality of education is regarded as one of the most important tasks. In this process, the pedagogical competence of the teacher plays a crucial role, as their professional development, knowledge,



and skills have a direct impact on students' learning outcomes. A teacher is not only a provider of knowledge but also an educator, innovator, and practitioner of contemporary pedagogical approaches, all of which contribute to enhancing educational quality. Therefore, a teacher's methodological competence, effective use of information and communication technologies, professional qualifications, and dedication to self-development are of great significance within the educational framework.

Today, reforms aimed at improving educational quality demand a high level of pedagogical competence from teachers. In particular, the ability of educators to conduct lessons based on innovative pedagogical approaches and to cultivate independent thinking and practical skills in students defines the effectiveness of the teaching process. Moreover, in the modern educational environment, the development of teachers' communicative and psychological competencies is considered an integral part of raising educational standards.

This article provides a comprehensive analysis of the importance of teacher pedagogical competence in improving the quality of education, exploring its components, developmental directions, and practical aspects. The findings of the article may serve as a useful resource for educators, researchers, and specialists interested in advancing educational quality.

LITERATURE REVIEW AND METHODOLOGY

The role and significance of teacher pedagogical competence in enhancing the quality of education is a topical area of research not only in national but also in international pedagogical theory and practice. In recent years, scientific studies, monographs, and articles in this field have increasingly emphasized the development of teacher competence as one of the key factors in ensuring educational quality.

In particular, leading Uzbek scholars in pedagogy — such as H. T. To'xtasinov, G. G. Azizxo'jaeva, and S. I. Ismoilov — have pointed out in their research that a teacher's professional qualifications, including their methodological, communicative, and psychological preparedness, as well as their ability to effectively utilize information and communication technologies, are essential components of educational excellence.



G. G. Azizkhojayeva characterizes pedagogical competence as the unity of a teacher's knowledge, skills, and practical activity, linking its development to the teacher's continuous pursuit of professional self-improvement. **H. T. To'xtasinov**, in his research, views teacher pedagogical competence as one of the key criteria in determining the quality of education and provides a detailed analysis of its components. Analysis of foreign academic sources shows that **L. Shulman's** concept of the "pedagogical knowledge base" emphasizes a teacher's ability to integrate interdisciplinary knowledge, while **J. Hattie's** "Visible Learning" research focuses on assessing the actual impact of a teacher's actions on student learning outcomes. International studies confirm that the modern teacher is expected to demonstrate high levels of methodological, innovative, and technological competencies.

In the article, national and international sources were comparatively studied during the literature review process, and conceptual approaches were synthesized. As a result of the analysis, key directions for the development of teacher pedagogical competence were identified: organizing methodological activity based on modern technologies, applying innovative approaches by teachers, fostering a culture of communication in the educational process, and examining how the teacher's personal attributes affect educational quality.

Methodologically, the preparation of the article relied on systematic-analytical and comparative approaches. A descriptive-analytical method was employed to explore the theoretical foundations of the concept of pedagogical competence, and content analysis was used to evaluate existing concepts. Moreover, scientific views assessing the impact of teacher competence on educational quality were systematically compared. Particular attention was paid to revealing the integration of national and international experiences within the methodology.

The above literature review and methodological foundations serve as a crucial basis for scientifically substantiating the content of the article, ensuring the reliability of conclusions, and developing practical recommendations.

RESULTS

As a result of studying the importance of teacher pedagogical competence in improving educational quality, several scientific and practical conclusions and



significant aspects were identified. First and foremost, it was confirmed that developing teacher pedagogical competence is one of the most critical conditions for enhancing the quality of education. It was observed that the higher a teacher's levels of methodological, communicative, innovative, and technological competence, the greater the students' learning outcomes, the effectiveness of the teaching process, and the overall institutional performance.

Furthermore, pedagogical competence has been proven—through literature review and practical observations—to directly impact all aspects of a teacher's activity, including classroom instruction, educational work, and extracurricular organization. Research findings also demonstrated that developing teachers' competence in using information and communication technologies significantly and positively influences education quality. Specifically, teachers who utilize digital platforms and interactive tools during lessons were found to increase student motivation, foster independent thinking, enhance information analysis skills, and promote the development of practical competencies.

Additionally, when a teacher develops reflective and self-development competencies, it supports their professional growth, enables systematic analysis of their teaching experience, and ultimately contributes to the continuous improvement of educational quality.

The findings show that integrating national and international best practices in the development of teacher pedagogical competence plays a significant role in improving the quality of education. Analysis of foreign sources revealed that in developed countries, pedagogical competence is considered a key criterion in teacher certification and assessment systems—an experience that is also highly relevant for the national education system. At the same time, within our national context, teachers are expected to demonstrate not only high professional qualifications but also personal qualities such as pedagogical ethics, moral culture, and respectful attitudes toward students.

Based on the analyses presented in this article, the following priority areas have been identified for enhancing teacher pedagogical competence to improve educational quality:

First, organizing regular practical workshops and training sessions to improve teachers' methodological skills;



Second, introducing training courses to enhance the use of information and communication technologies;

Third, developing programs aimed at fostering innovative approaches and creative thinking among teachers;

Fourth, incorporating the level of pedagogical competence as a key criterion in teacher performance evaluation systems.

Overall, the results scientifically reaffirm that the development of teacher pedagogical competence is a fundamental factor in enhancing the quality of education. The recommendations and directions proposed in this study could significantly contribute to the comprehensive improvement of educational standards.

DISCUSSION

Scientific analysis and practical observations regarding the role of teacher pedagogical competence in improving educational quality have revealed several important aspects that underscore its significance in the learning process. In today's education system, a modern teacher is expected not only to possess sufficient knowledge of their subject but also to apply appropriate methodological approaches, integrate innovative technologies, and maintain effective communication with students. Therefore, the development and enhancement of a teacher's pedagogical competence should be considered a key condition for improving the quality of education.

The review of national and international literature during the discussion confirmed that countries with advanced education systems have implemented effective models for assessing and continuously developing teacher competence. In particular, professional development in these systems is regularly monitored, and the results are used to design targeted upskilling programs. In contrast, our national education system still lacks a fully systematic mechanism in this area, indicating the need for the implementation of new approaches to strengthen pedagogical competence.

Additionally, the discussion highlighted that in developing teacher pedagogical competence, personal qualities such as responsibility, self-reflection, and openness to innovation significantly influence educational quality. As a result,



strengthening programs aimed not only at improving teachers' methodological skills but also at enhancing their communicative and psychological competencies remains a pressing task.

CONCLUSION

Based on the above analysis, results, and discussion, it has been scientifically and practically confirmed that teacher pedagogical competence plays an indispensable role in improving the quality of education. Achieving quality indicators in modern education is primarily dependent on a teacher's professional knowledge, methodological expertise, ability to apply innovative technologies, and communicative competence. Therefore, any education system seeking to enhance quality must prioritize the continuous development of teacher pedagogical competence.

In conclusion, developing teacher pedagogical competence requires a comprehensive approach. Methodological preparation, effective use of ICT, personal and professional growth, and the introduction of innovative approaches must be closely integrated. The analysis of national and international experiences shows that the most successful education systems place high importance on teacher competence development. In our context, it is necessary to design effective mechanisms for improving teachers' professional qualifications, implement them in practice, and evaluate them based on systematic monitoring. Furthermore, creating an environment that encourages teachers to engage in continuous self-improvement, along with the development and implementation of high-quality professional development programs, are among the most crucial factors in enhancing education quality. Therefore, state programs and strategies aimed at improving educational standards must pay special attention to the development of teacher pedagogical competence.

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