

CONDITIONS FOR DEVELOPING TEACHERS' PROFESSIONAL COMPETENCE**Avezov Olmos Ravshanovich**

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Annotation: This article analyzes the essential conditions for developing teachers' professional competence. Methodological support, an innovative educational environment, continuous professional development, and psychological motivation play a crucial role in the effective formation of professional competence. The study emphasizes that improving teachers' competence directly influences the quality of education and students' individual development.

Keywords: Teacher, professional competence, conditions, innovative education, professional development, motivation, knowledge, ICT, PISA, TALIS

The development of teachers' professional competence is of great importance in modern education systems, as it ensures the improvement of educational quality and supports students' holistic and individual development. Professional competence is defined as a teacher's ability to effectively apply knowledge, skills, and abilities in practical pedagogical activities. Its successful formation is possible only when specific pedagogical, organizational, and psychological conditions are created.

Methodological support plays a significant role in teachers' professional growth. Through modern textbooks, methodological manuals, updated curricula, and scientific guidelines, teachers are able to organize the teaching process on a scientific basis and strengthen their practical teaching skills. Well-structured methodological resources contribute to lesson effectiveness and promote reflective teaching practices. An innovative educational environment also contributes substantially to the development of teachers' professional competence. Technically equipped classrooms, digital learning platforms, information and communication technologies (ICT), and distance learning opportunities enable teachers to conduct interactive, student-centered, and effective lessons. The integration of digital tools enhances creativity, collaboration, and critical thinking in the learning process.

Continuous professional development is one of the key conditions for competence enhancement. Participation in seminars, workshops, master classes, webinars, mentoring programs (mentor-mentee systems), and innovative educational projects ensures the continuous renewal of teachers' knowledge and skills. Lifelong learning encourages educators to adapt to educational reforms and global pedagogical trends. Psychological and motivational conditions play a decisive role in teachers' professional growth. Professional motivation, institutional support, recognition, and a healthy pedagogical climate foster teachers' willingness to innovate and improve their professional performance. A supportive work environment strengthens teachers' self-confidence and job satisfaction.

As practical recommendations, the study suggests enriching methodological resources, expanding the use of ICT tools, ensuring continuous professional development, and providing psychological encouragement for teachers. When these conditions are met, teachers'

professional competence develops in accordance with modern pedagogical standards and international educational requirements. Improving teachers' professional competence is a primary factor in enhancing educational quality and is based on the principles of the competency-based approach. According to scientific research, professional competence includes not only knowledge and skills but also personal qualities, reflective culture, and readiness for innovative pedagogical activities. Studies indicate that continuous self-development, effective use of ICT, and learner-centered approaches are essential conditions for competence development.

International assessment programs such as PISA (Programme for International Student Assessment) and TALIS (Teaching and Learning International Survey) confirm that higher educational outcomes are achieved when teachers possess strong creative, analytical, and communicative competencies. Research highlights that professional competence requires the harmonious development of the following components:

Didactic competence – mastery of modern teaching technologies and instructional strategies

Psychological-pedagogical competence – consideration of students' age-related and individual characteristics

Reflective competence – ability to analyze one's professional activity and adapt to change

Communicative competence – collaboration, effective communication, and conflict management

Innovative competence – implementation of new methods and use of digital pedagogy

Professional competence does not imply the acquisition of isolated knowledge and skills but rather the integration of interdisciplinary knowledge and actions. It requires continuous enrichment of professional expertise, the ability to seek, process, and apply new information, and awareness of social and educational demands. The core components of professional competence include:

1. Social competence – ability to actively participate in social relations and communicate effectively in professional activities
2. Special competence – readiness to organize pedagogical activities, solve professional tasks rationally, and continuously develop knowledge, skills, and abilities
3. Personal competence – continuous professional growth, self-improvement, and realization of personal potential
4. Technological competence – mastery of advanced educational technologies and effective use of modern tools and equipment
5. Extreme competence – ability to make appropriate decisions and act effectively in emergency situations and pedagogical conflicts

Teachers' professional competence serves as a criterion for assessing their professional preparedness and maturity. It reflects the ability to apply pedagogical knowledge, skills, and abilities effectively in real educational practice. Researchers emphasize that innovative activity

and reflective culture are among the most important indicators of a teacher's professional maturity. In recent years, practice-oriented education, STEAM education, case study methods, project-based learning, and media pedagogy have been recognized as the most effective tools for competence development. Additionally, assessment methods such as rubrics, diagnostic technologies, portfolios, and monitoring systems are considered scientifically grounded approaches for evaluating teachers' professional growth dynamics.

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