



DEVELOPING STUDENTS' PROFESSIONAL AND PEDAGOGICAL COMPETENCE IN HIGHER EDUCATION INSTITUTIONS

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Abstract. This article provides an in-depth analysis of the process of developing professional and pedagogical competence among students in higher education institutions. It explores the essence, structure, stages, and effective methods involved in this process. The paper emphasizes that, in accordance with the modern educational requirements, the preparation of pedagogical personnel must integrate not only theoretical knowledge but also practical skills and the ability to utilize information and communication technologies. Furthermore, the significance of moral and communicative culture in pedagogical activity is also highlighted. The article presents detailed information about the stages of developing professional and pedagogical competence in higher education and discusses contemporary pedagogical methods employed to enhance this development.

Keywords: - Professional and pedagogical competence, higher education, pedagogical activity, theoretical knowledge, practical skills, pedagogical technologies, information and communication technologies (ICT), moral culture, communicative culture, student training, innovative methods.

INTRODUCTION

Nowadays, globalization, the rapid development of information and communication technologies, and the dynamic changes in the labor market require new approaches in the education system. In particular, ensuring quality in the training of pedagogical personnel and introducing outcome-based approaches to education have become of crucial importance. From this perspective, one of the primary responsibilities of higher education institutions is to equip students not only with deep theoretical knowledge but also with practical skills and competencies, preparing them for professional pedagogical activities.

Especially for students pursuing pedagogical degrees, the formation of professional and pedagogical competence is one of the key factors that determines the quality of their future performance. A person with pedagogical competence not only masters their subject matter but also establishes effective communication with students, integrates innovative technologies into their work, and organizes educational processes efficiently. This plays a vital role in preparing modern, competitive specialists who meet the demands of contemporary education.

The following statement by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, underscores the importance of this issue: "On the path to building the New Uzbekistan, our greatest support will be knowledgeable and highly qualified professionals. Therefore, every teacher must be not only a transmitter of knowledge but also a person capable of nurturing a well-rounded individual."

This approach makes the task of training modern and competitive pedagogues in higher education institutions even more pressing. A teacher with professional and pedagogical competence contributes to the development of students' independent thinking, critical approach, social activity, and ability to find their place in society. Moreover, enhancing the quality of education and developing a fully competent teacher requires the harmonious development of all components of professional and pedagogical competence—namely, theoretical knowledge, practical skills, professional beliefs, moral values, and communicative culture.

As the primary implementers of this process, higher education institutions are now focusing on preparing students for modern pedagogical environments through the use of innovative educational and methodological approaches. Special attention is given to cultivating pedagogues who are independent thinkers, creative, and socially responsible. Therefore, the formation of professional and pedagogical competence is not merely preparation for a teaching career, but a multifaceted process that fosters a student's holistic personal development and lays the foundation for success in life and professional activity.

This study provides a comprehensive analysis of the essence, methodological foundations, stages, and practical solutions involved in the development of professional and pedagogical competence.

Stages of Developing Professional-Pedagogical Competence in Students

The process of training future pedagogical personnel in higher education institutions is implemented in a step-by-step manner. Each stage plays a crucial role in the student's professional development and preparation for pedagogical activity. These stages are systematically organized as follows:

The first stage – the knowledge stage – is characterized by the formation of theoretical preparation. At this stage, students acquire deep theoretical knowledge in core subjects such as pedagogy, psychology, methodology, and didactics. They become familiar with the goals and objectives of the educational process, as well as child psychology, pedagogical theories, and educational concepts. This stage establishes the foundation of knowledge necessary for professional-pedagogical activity.

The second stage – the skill formation stage – involves the application of theoretical knowledge in practice. During this phase, students begin to form initial pedagogical skills through practical sessions, laboratory classes, lesson observations, and participation in seminars and training sessions. They start performing practical tasks such as lesson planning, classroom management, and analyzing problematic situations.

The third stage – the qualification stage – includes direct participation in pedagogical practice. Students begin conducting lessons, assessing student performance, and organizing educational processes. This stage helps them strengthen their professional qualifications and gain experience in conducting effective pedagogical activity by taking into account the individual and group characteristics of learners.

The fourth stage – the creative activity stage – develops students' independent thinking, ability to work with innovative approaches, and capacity to solve creative pedagogical problems. At this stage, students apply modern pedagogical technologies, develop educational projects, design methodological materials, and seek novel solutions to pedagogical challenges. They

engage in pedagogical activity not only as implementers but also as designers, analysts, and innovators.

The stages of forming professional-pedagogical competence must be interconnected, consistent, and based on a systematic approach. Each stage plays a unique role in shaping students into competent, competitive, and creative teachers.

CONCLUSION AND RECOMMENDATIONS

The formation of professional-pedagogical competence is a continuous and integrated process in modern higher education institutions, aimed at equipping students not only with theoretical knowledge but also with practical skills, personal and pedagogical qualities. This process serves as a fundamental basis for students preparing for the teaching profession, ensuring their effectiveness in future pedagogical activities. Therefore, higher education institutions must consistently prioritize the development of these competencies.

Firstly, it is recommended to structure educational curricula on a modular basis. A modular system creates opportunities for independent learning and helps integrate theoretical knowledge with practical skills. Each module defines specific pedagogical and professional objectives, thereby enhancing the effectiveness of the learning process.

Secondly, greater emphasis should be placed on strengthening pedagogical practice. Through practical training sessions, lesson observations, and pedagogical internships, students can test their theoretical knowledge in real-world settings, solve problems, and develop pedagogical skills. This significantly improves their professional readiness.

Thirdly, involving students in scientific research is a key strategy for developing their critical thinking abilities and innovative approaches. Participation in research activities, exploration of pedagogical issues, and the search for new solutions foster a deeper interest in their profession and raise their professional competence.

Fourthly, integrating international experience into modern pedagogical processes plays an important role. Adopting globally recognized effective pedagogical technologies, methods, and innovations, and adapting them to the national education system, contributes to further improving the quality of education.

In general, by implementing the aforementioned recommendations, higher education institutions can more effectively cultivate professional-pedagogical competence in their students. In turn, this contributes to improving the quality of education in the country and helps train innovative and effective educators. Additionally, ongoing reforms, the widespread adoption of modern technologies, and a comprehensive approach focused on the development of pedagogical skills play a crucial role in the advancement of the higher education system.

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