



DEVELOPING STUDENTS' SPECIAL COMPETENCIES IN TEACHING THE THEORY OF PEDAGOGICAL EDUCATION

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Introduction

In recent years, large-scale reforms aimed at modernizing and improving the national education system in accordance with contemporary requirements have been implemented in our country. In particular, enhancing the quality of pedagogical education and introducing advanced approaches and didactic principles in the training of professional pedagogical personnel have become one of the priority directions of state policy. In this context, ensuring the effectiveness of the educational process and developing students' skills and readiness for professional activity play a crucial role.

In the current era of globalization and increasing competition, the content of pedagogical education has undergone profound changes, and the competency-based approach has been recognized as a leading strategic priority. Students who have thoroughly mastered the theory of pedagogical education are expected not only to acquire strong theoretical knowledge but also to develop special competencies necessary for the successful organization and implementation of professional pedagogical activities.

In the modern education system, the primary focus in training specialists is no longer limited to the acquisition of theoretical knowledge but is increasingly oriented toward the ability to apply acquired knowledge in practice. From this perspective, the formation of special (professional) competencies among students studying in the field of pedagogical education is of particular importance. These competencies ensure the future teacher's success in professional pedagogical activity.

When discussing special competencies, it is essential to refer to the theory of pedagogical education, as it represents a theoretical system that scientifically examines the content, forms, means, and outcomes of the educational process. The theory of pedagogical education analyzes the key structural components of the teaching-learning process, defines the methodological foundations for organizing effective education, and provides a scientific

ABSTRACT

This article analyzes the content, principles, and effective methods of developing students' special competencies in the process of teaching the theory of pedagogical education. The pedagogical foundations for preparing students for professional activity through interactive approaches, digital technologies, practical training, and pedagogical simulations are examined. Particular attention is paid to the development of methodological, communicative, ICT, and reflective competencies as key components of future teachers' professional readiness.

basis for pedagogical practice. Within educational theory, the competency-based approach occupies a significant place.

The competency-based approach is one of the most relevant approaches in modern pedagogical theory, focusing not only on the acquisition of knowledge but also on the formation of competencies required for professional activity. Within this approach, the following types of competencies are distinguished:

- **Professional competence** – a set of professional knowledge and skills;
- **Methodological competence** – the ability to plan, design, and organize the educational process;
- **Social and communicative competencies** – skills related to teamwork, expression of ideas, and effective communication.

Education organized on the basis of the competency-based approach ensures students' professional, personal, and social development and enables the preparation of flexible specialists who can adapt to the demands of the modern labor market.

Thus, in its development, the theory of pedagogical education encompasses various approaches and methodologies, each aimed at improving educational effectiveness. In this context, special competencies can be defined as follows.

Special competencies represent an integrated system of knowledge, skills, abilities, and personal qualities that enable the effective performance of specific tasks in pedagogical activity. They are formed and developed based on the distinctive characteristics of the teaching profession.

Currently, the national education system is undergoing modernization, and the main directions of its restructuring have been identified, including ensuring global competitiveness of education, aligning it with contemporary social and global trends, and fostering a well-rounded and socially responsible individual. In this regard, the model of the teacher is being transformed into that of a highly responsible and competent professional characterized by communicative flexibility, socially significant values, and adherence to ethical norms of social consciousness.

According to experts, the initial steps in developing competencies involve the formation of so-called *life skills*, such as solving personal problems, coping with stress, time management, understanding instructions and following rules, preparing documentation, processing and systematizing textual and digital information, writing and speaking skills, conducting professional communication, demonstrating initiative, proposing non-standard solutions, and reasonably defending one's own viewpoint, along with mastering the teaching of one's subject.

The tasks of the educational process are addressed at the interpersonal level through close interaction in the following relationships: student–student, student–group, and student–teacher.

For students enrolled in pedagogical education programs, the following special competencies are considered essential:

1. Methodological competence

The ability to design the educational process, analyze and plan lessons, and effectively use didactic tools.

2. Communicative competence

The ability to establish effective communication with learners, manage conflicts, and demonstrate a high level of pedagogical speech culture.

3.Information and communication technology (ICT) competence

The ability to use electronic pedagogical resources, work with online learning platforms, and create digital educational content.

4.Organizational and managerial competence

The ability to create a positive psychological classroom environment, manage the educational process, and apply monitoring and assessment systems.

5.Professional and reflective competence

The ability to analyze one's own professional activity, identify and eliminate shortcomings, and demonstrate a continuous commitment to self-development.

Various methods can be employed to develop special competencies. In teaching the theory of pedagogical education, the following methods have proven to be highly effective:

- **Interactive methods**, such as brainstorming, blitz surveys, pair work, and debates, which enhance student engagement and develop critical thinking skills;
- **Practical training**, including lesson scenario design, development of methodological guides, and training sessions focused on solving pedagogical situations;
- **Simulation and role-playing activities**, in which students engage in practical pedagogical scenarios, thereby developing their reflective and communicative competencies;
- **Elements of digital pedagogy**, including video lesson analysis, test creation on online platforms, and the use of virtual laboratories.

The advantages of applying the competency-based approach in the educational process include practice-oriented learning, increased readiness for professional activity, the development of independent learning and research skills, adherence to the principle of individualized learning, and the transformation of students into active subjects of the educational process.

In conclusion, the formation of special competencies in teaching the theory of pedagogical education not only enhances the quality of teacher training but also strengthens the professional mastery of future educators. The use of interactive methods, integration of digital technologies, implementation of practical training, and adoption of a reflective approach represent some of the most effective ways to develop students' professional competence

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