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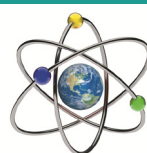
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# ENHANCING THE PROFESSIONAL COMPETENCE OF ENGLISH LANGUAGE TEACHERS

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**Abstract:** The enhancement of English language teachers' professional competence is a key priority in the development of modern education systems. Professional competence encompasses a combination of pedagogical knowledge, methodological skills, personal qualities, and the ability to effectively apply innovative teaching approaches in the educational process. This article examines contemporary approaches to improving the professional competence of English language teachers, including innovative, acmeological, axiological, creative, reflective, and technological perspectives. Particular attention is paid to the role of continuous professional development, reflective practice, and creative pedagogy in improving teaching effectiveness and ensuring high-quality language education. The study highlights the importance of integrating theory and practice, promoting value-based education, and fostering teachers' readiness for innovation. The findings suggest that a systematic and multidimensional approach to professional competence development contributes to the formation of highly qualified, adaptable, and competitive English language teachers capable of meeting the demands of modern educational environments.

**Key words:** professional competence, English language teachers, innovative approach, creative pedagogy, reflective practice, professional development, educational technology.

**Annotatsiya:** Ingliz tili o'qituvchilarining kasbiy kompetentligini oshirish zamonaviy ta'lim tizimlarini rivojlantirishning asosiy ustuvor yo'nalishlaridan biridir. Kasbiy kompetentlik pedagogik bilimlar, metodik ko'nikmalar, shaxsiy sifatlar hamda ta'lim jarayonida innovatsion yondashuvlarni samarali qo'llash qobiliyatining uyg'un majmuasini o'z ichiga oladi. Mazkur maqolada ingliz tili o'qituvchilarining kasbiy kompetentligini takomillashtirishning zamonaviy yondashuvlari, jumladan, innovatsion, akmeologik, aksiologik, kreativ, refleksiv va texnologik yondashuvlar tahlil qilinadi. O'qitish samaradorligini oshirish va til ta'limining yuqori sifatini ta'minlashda uzluksiz kasbiy rivojlanish, refleksiv amaliyot hamda kreativ pedagogikaning o'rni alohida yoritiladi. Tadqiqot nazariya va amaliyotni integratsiyalash, qadriyatlarga yo'naltirilgan ta'limni rivojlantirish hamda o'qituvchilarda innovatsiyalarga tayyorlikni shakllantirish muhimligini ta'kidlaydi. Olingan natijalar shuni ko'rsatadiki, kasbiy kompetentlikni rivojlantirishga tizimli va ko'p o'lchovli yondashuv yuqori malakali, moslashuvchan va raqobatbardosh ingliz tili o'qituvchilarini shakllantirishga xizmat qiladi, ular zamonaviy ta'lim muhitining talablariga javob bera oladi.

**Kalit so'zlar:** kasbiy kompetentlik, ingliz tili o'qituvchilari, innovatsion yondashuv, kreativ pedagogika, refleksiv amaliyot, kasbiy rivojlanish, ta'lim texnologiyalari.

**Аннотация:** Повышение профессиональной компетентности учителей английского языка является одним из ключевых приоритетов в развитии современных образовательных систем. Профессиональная компетентность включает совокупность педагогических знаний, методических навыков, личностных качеств и способности эффективно применять инновационные подходы к обучению в образовательном процессе. В статье рассматриваются современные подходы к совершенствованию профессиональной компетентности учителей английского языка, включая инновационный, акмеологический, аксиологический, креативный, рефлексивный и технологический подходы. Особое внимание уделяется роли непрерывного профессионального развития, рефлексивной практики и креативной педагогики в повышении эффективности обучения и обеспечении высокого качества языкового образования. Исследование подчеркивает важность интеграции теории и практики, продвижения ценностно-ориентированного образования и формирования готовности учителей к инновациям. Полученные результаты свидетельствуют о том, что системный и многомерный подход к развитию профессиональной компетентности способствует формированию высококвалифицированных, адаптивных и конкурентоспособных учителей английского языка, способных отвечать требованиям современной образовательной среды.

**Ключевые слова:** профессиональная компетентность, учителя английского языка, инновационный подход, креативная педагогика, рефлексивная практика, профессиональное развитие, образовательные технологии.

## INTRODUCTION

Improving the professional competence of prospective English language teachers is considered one of the priority directions of modern education. This process not only increases the effectiveness of foreign language teaching but also creates conditions for teachers' continuous professional growth and social adaptability. The development of professional competence is a complex, multistage, and systematic process that requires the application of contemporary pedagogical approaches.

## LITERATURE REVIEW

One of the key approaches in developing teachers' professional competence is the innovative approach. Until recently, concepts such as innovative education, innovative activity, and innovative processes were rarely used in pedagogical literature. Innovative education encompasses a set of activities aimed at creating, mastering, applying, and disseminating new ideas. It provides learners with opportunities to develop skills for generating original ideas, norms, and rules, as well as for accepting and applying advanced ideas developed by others. The concept of "innovative education" was first introduced in 1979 by the Club of Rome. The technologies used within this framework are referred to as innovative educational technologies or educational innovations.

Educational innovations represent forms, methods, and technologies that are applied to solve existing problems in education through new approaches and that ensure more effective outcomes than traditional practices. Innovative processes in education include changes in educational concepts, curricula, teaching methods, instructional strategies, and educational management. At their core lie two interrelated pedagogical objectives: the study, generalization, and dissemination of advanced pedagogical experience, and the implementation of scientific achievements into educational practice. Innovative activity not only enhances the competitiveness of higher education institutions but also contributes to the professional mastery, creativity, and research orientation of teachers. Therefore, innovative activity is closely connected with teachers' scientific-methodological work and students' creative engagement in the learning process.

Another significant approach is the acmeological approach, derived from the Greek word *akme*, meaning "peak" or "highest point." Acmeology is a scientific field that studies the laws of adult development, particularly the attainment of professional excellence and peak performance. The foundations of acmeology were laid by Charlotte Bühler and later developed by N. A. Rybnikov, who defined it as the science of mature human development. Acmeology emerged as an interdisciplinary field integrating natural, social, humanitarian, and technical sciences and is closely linked to pedagogy and psychology. In teacher education, the acmeological approach serves as a new paradigm aimed at preparing specialists capable of achieving professional excellence. Various branches of acmeology—such as pedagogical, social, managerial, creative, and synergetic acmeology—play an important role in training highly qualified professionals.

The axiological approach focuses on values and value-oriented education. Axiology, as a philosophical discipline, studies the nature, structure, and dynamics of values and value systems. Introduced into scientific discourse in the late nineteenth century by scholars such as E. Hartmann and P. Lapi, axiology examines categories such as value, valuation, and value systems, as well as their relationship with social development. In education, the axiological approach emphasizes the formation of value-based consciousness, ethical responsibility, and professional attitudes, which are essential components of teachers' professional competence.

## RESEARCH METHODOLOGY

The creative approach has gained increasing importance in modern pedagogy. Creativity is understood as an individual's ability and readiness to generate new ideas and original solutions. In recent years, the concept of creative pedagogy has emerged as an independent field within pedagogical sciences. It is based on methodological ideas drawn from the history of pedagogy, general and professional pedagogy, psychology, teaching methodologies, educational technologies, and professional ethics. Creative pedagogy aims to engage students who demonstrate low motivation or find learning uninteresting, as well as to promote creative thinking and encourage students' creative activity through effective strategies and tools. Teacher creativity is reflected in a creative approach to organizing professional activity and is increasingly conceptualized as pedagogical creativity, defined as the ability to generate new ideas and effectively solve pedagogical problems beyond traditional frameworks. Cultural perspectives on creativity also differ: Western interpretations emphasize novelty and non-traditional thinking, whereas Eastern views associate creativity with moral renewal and the revival of goodness.





## ANALYSIS AND RESULTS

The reflective approach is another essential component of professional competence development. Reflection involves not only self-awareness and self-assessment but also an understanding of how others perceive one's personal qualities, emotions, and cognitive processes. Reflective innovative practice fosters teachers' creative potential by encouraging a critical and creative attitude toward their own professional activity, learners, and problem-solving situations. Through reflection, previous experiences are re-evaluated and reinterpreted, enabling educators to identify new challenges and relationships within educational institutions. As a result, teachers emerge as authors, developers, researchers, users, and promoters of new pedagogical technologies, theories, and concepts.

The idea of technologizing the education system first emerged in the early twentieth century in Western Europe and the United States during periods of social reform aimed at improving educational effectiveness and creating favorable conditions for individual socialization. This concept gained theoretical grounding in the 1930s with the introduction of the notion of pedagogical technique, or educational technique, into educational discourse. At that time, pedagogical technique was understood as a set of methods and tools designed to organize instructional activities in a precise and effective manner. The use of instructional and laboratory equipment, visual aids, and demonstrative teaching materials was considered a key factor in increasing educational efficiency.

In the 1950s, the use of technical teaching aids became a defining element of what later came to be known as educational technology. Research during this period focused on expanding access to education through technical means, improving the capacity of instructional tools, enhancing information transmission, and individualizing learning. Consequently, technical tools themselves became the primary object of research, alongside the organizational aspects of technologizing the educational process.

By the early 1960s, programmed instruction emerged as a crucial factor in defining the essence of educational technology. Programmed instruction emphasized the systematic and sequential presentation of knowledge as an integrated whole rather than fragmented information. This approach was initially proposed by the Joint Committee on Programmed Instruction and Teaching Machines in the United States. Programmed education included clearly defined learning objectives, appropriate assessment criteria, and a structured description of the learning environment, thereby reinforcing the systematic nature of the educational process.

A significant shift in educational theory occurred with the emergence of the competence-based approach. One of its key proponents, J. Raven, emphasized that professional competence extends beyond technical skills to include social, organizational, and political behavior. According to Raven, professional inadequacy in modern society often arises not from a lack of subject knowledge but from individuals' inability or unwillingness to respond effectively to social and organizational challenges beyond their immediate job responsibilities. Thus, competence is understood as an integrated set of abilities enabling individuals to function effectively in complex professional and social contexts.

The development of professional competence is particularly effective when implemented through problem-based learning, which views professional activity as a holistic system. This approach integrates elements of real professional practice into the educational process, enabling learners to develop experience in solving new problems and performing systematic activities. As a result, learners acquire not only knowledge but also the capacity for independent decision-making and adaptability.

A comparison between traditional and competence-oriented approaches to education reveals fundamental differences.

While traditional education focuses on the formation of knowledge, skills, and abilities, the competence-based approach prioritizes the development of competencies directly related to real professional activity. In traditional models, education is organized primarily through classroom-based instruction, with teachers acting as information providers and evaluators, and students as passive recipients. In contrast, competence-oriented education emphasizes individual, pair, and group work, problem-solving activities, and modular learning. Teachers assume the roles of facilitators, consultants, and partners, while learners become active collaborators, researchers, and creators.

Assessment practices also differ significantly. Traditional assessment focuses on measuring the acquisition of knowledge and skills through tests and examinations, whereas competence-based assessment evaluates the development of professional competencies, personal qualities, and learners' ability to apply knowledge in practical contexts. Educational management within the competence-based framework is oriented not merely toward maintaining institutional functioning but toward continuous development and improvement.

Analysis of these characteristics allows for the identification of key conditions necessary for the effective implementation of a competence-based approach. Knowledge is presented as the product of inquiry, critical thinking, and creativity in interdisciplinary and integrated forms. Teachers adopt a democratic and collaborative

stance, supporting learners' initiatives and personal development. Students actively engage in cooperation, mutual support, and shared responsibility. Group-based learning environments foster interpersonal communication, collaborative problem-solving, and creative engagement, while rigid behavioral norms are replaced by flexible evaluation of learners' individual progress.

From a human-centered perspective, the entire educational process—from goal-setting to outcome evaluation—is carefully designed to reflect the meaningful structure of pedagogical activity. In collective and individual thinking technologies, the developmental environment is viewed as a natural social space in which educational and professional problems are addressed through collective, interpersonal, and professional interactions. Learners gain experience in resolving real-life problem situations, thereby enhancing both cognitive and social competencies.

The essence of the competence-based approach lies in fostering learners' abilities for independent knowledge acquisition, reflection, creativity, self-regulation, and self-development. This approach aligns closely with self-development theories, which serve as a theoretical and methodological foundation for constructing didactic models of professional competence formation.

The psychological approach further enriches this framework by distinguishing between closely related but conceptually distinct notions such as human being, personality, and individuality.

A human being is defined by biological characteristics, including upright posture, developed brain functions, and the capacity for conscious interaction with the environment. A personality emerges through social interaction, labor, and communication, with social essence as its defining feature. Individuality represents the unique combination of personal traits that distinguishes one person from another.

Personal development involves overcoming contradictions, managing emotional tension, exercising willpower, and mastering effective strategies for self-regulation and growth. These processes occur through mechanisms such as imitation, identification, reflection, learning, and independent knowledge acquisition. The satisfaction of needs through purposeful activity leads to the emergence of higher-level needs, driving continuous personal and professional development.

In contemporary society, the andragogical approach has gained particular relevance. Modern professionals can no longer rely solely on the knowledge acquired during their initial higher education.

Rapid changes in labor markets and professional requirements necessitate continuous learning, retraining, and professional development. Andragogy, which emphasizes lifelong learning and learner-centered education, addresses the theoretical and practical aspects of adult education.

The foundations of adult education were laid in the nineteenth century, alongside industrial and social development in Europe and the United States. In the twentieth century, adult education became an object of scientific inquiry, particularly in relation to psychological development across the lifespan. By the mid-twentieth century, scholars began to examine the didactic and methodological principles of adult learning, leading to the recognition of andragogy as a distinct field of study.

The term andragogy was first introduced in 1833 by the German scholar Alexander Kapp. Its modern development is closely associated with the work of Malcolm Knowles, whose influential publication the modern practice of adult education: andragogy versus pedagogy (1970) established andragogy as an independent scientific discipline. Unlike traditional pedagogy, andragogy emphasizes the active role of the learner. The educator's primary function is to support adults in updating existing knowledge, acquiring new competencies, and adapting to the demands of an information-based society.

## CONCLUSION

In the context of rapid social, technological, and educational transformations, enhancing the professional competence of English language teachers emerges as a critical and strategic objective of modern education systems. Professional competence is not limited to the acquisition of subject knowledge or methodological skills; rather, it represents an integrated and dynamic combination of pedagogical expertise, personal qualities, value orientations, creative potential, reflective abilities, and readiness for continuous professional development. The effectiveness of foreign language education largely depends on how successfully these components are developed and harmonized within the teacher's professional identity.

The analysis demonstrates that the formation of professional competence is most effective when approached as a systematic and multidimensional process grounded in contemporary pedagogical paradigms. Innovative, acmeological, axiological, creative, reflective, technological, competence-based, psychological, and andragogical approaches do not function independently but complement and reinforce one another. Together, they create a holistic framework that supports teachers' professional growth, self-realization, and adaptability to changing educational environments. Such integration ensures that teachers are not merely recipients of pedagogical knowledge but active creators and implementers of new educational ideas and practices.



From a human-centered and psychological perspective, professional competence development is inseparable from personality formation and self-regulation. Teachers' professional growth is driven by continuous learning, reflection, and the ability to manage internal and external challenges. In this regard, the andragogical approach gains particular significance, as it addresses the specific characteristics of adult learning and emphasizes lifelong education as a prerequisite for professional relevance in a rapidly changing world.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari





# MAKTABGACHA VA MAKTAB TA'LIMI

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