

# International Standards and Norms for The Development of Students' Professional Competence

Juraqulov Jasur Javhar Ugli

Researcher at Bukhara State University

**Corresponding Author:** Juraqulov Jasur Javhar Ugli, Researcher at Bukhara State University

**Email:** jasurjuraqulov060894@gmail.com

## Abstract:

**Introduction:** The significance of professional competence in industrialised nations and its effects on educational quality and teachers' professional competencies are examined in this article. These days, cutting-edge methods and tools are essential to the process of training teaching staff. In addition to having academic knowledge, a teacher needs to be able to utilise contemporary teaching techniques and cultivate practical abilities. Professional competence is often described as the balance of attitudes, abilities, and knowledge. This article explores how this process is influenced in developed nations by the ideas of lifelong learning, teachers' ongoing professional development, and their use of new pedagogical technologies. It also explores how this process directly affects educational quality and the advancement of society.

**Materials & Methods:** This study's methodological framework was built on a systematic examination of the idea of professional competence. Legislative documents, educational research, and scientific literature were examined during the analysis. Surveys, interviews, and observations were used to gauge teachers' professional ability. The educational system in Uzbekistan was compared to the experiences of developed nations using comparative analysis. Pilot studies and experimental techniques were used to evaluate the efficacy of novel pedagogical strategies. The findings were used to create recommendations with a scientific basis for raising the standard of education in Uzbekistan.

**Results:** This article's results section discusses the idea of competence and its importance in the field of education. The cornerstone of teacher preparation programmes is competence, which is the integration of values, knowledge, and abilities. Along with knowledge and abilities, it also includes the capacity to communicate effectively, make wise choices in challenging circumstances, and adjust to ever-changing circumstances. The effective use of knowledge, abilities, and attitudes is necessary for a teacher to be competent in their career. The stages of teachers' professional development and their pedagogical mastery are also covered in the article.

**Conclusions:** The article's conclusion states that teachers must be proficient in a variety of teaching and assessment strategies, effectively manage their classrooms, and use contemporary technologies. These abilities support students' self-directed learning, autonomous thought, and active engagement.

**Keywords:** Professional competence; Education; Pedagogy; Strategy; Innovation; Knowledge; Personality

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## Introduction

Today, as the world increasingly utilizes human capital, abilities, and potential through the implementation of innovations, digital management systems, and information and communication technologies, challenges in the training of pedagogical personnel have become a factor slowing the growth of human capital quality. In our country, addressing the shortage of qualified personnel, including meeting the demand for teachers in general education schools, is an objective necessity. The need to develop mechanisms for solving these issues based on advanced international experience highlights the relevance of this research.

The content of the education system consists of the knowledge, skills, competencies, and methods of activity selected and integrated into the learning process to educate, develop, and train young people into highly qualified individuals. Just like professions in nature, society, and various fields, the teaching profession does not conclude with the completion of initial pedagogical education. Teachers are constantly subjected to evolving demands. A professional teacher must naturally respond to these changes by continuously enhancing their professional level. Teacher preparation should be considered a continuous process, encompassing the stages before employment, during the hiring process, and throughout their career [1].

In the developed countries of the world, the issue of educating a well-rounded individual has become a primary demand of the modern era. This is because revolutionary changes occurring in society cannot be implemented without transforming the individual. However, shaping a new person does not happen on its own; rather, it takes place in the process of renewing social relations. In this process, the school system plays a crucial role. With information technologies taking the lead in today's world, the need to update the school system and the content of education in developed countries has become essential. Traditional teaching methods and approaches have become outdated, increasing the demand for teaching methods and forms based on advanced pedagogical technologies.

## Materials & Methods

The standard of the educational system and pedagogical practices are very important in the current society. The experience of industrialised nations has demonstrated that the idea of professional competence is founded on the integration of practical skills and personal traits in addition to theoretical knowledge. These criteria form the precise basis of this research's methodological foundation. The notion of professional competence was examined in this study using a methodical approach, comparative analysis, empirical research techniques, and the fundamentals of pedagogical practice. Studying all facets of the teaching profession, including knowledge, abilities, and personal traits, in an interrelated way was made possible by the methodical approach. By means of comparative study, the Uzbek educational system was contrasted with the advanced experience of developed nations in developing pedagogical staff.

**Furthermore, the study methodology employed the following crucial techniques:**

- the study of scientific literature, educational research, and legislative texts revealed the fundamentals of professional competence;
- evaluating instructors' professional competency was done using surveys, interviews, and observations;
- comparative education, international experiences were examined in order to identify effective strategies that may be implemented in Uzbekistan;
- methodology of experimentation, pilot studies were conducted to assess the efficacy of novel teaching techniques and pedagogical improvements.

This research approach led to the development of findings on the needs of pedagogical staff in industrialised nations. The results provide a solid scientific basis for formulating suggestions meant to raise the standard of pedagogical instruction in Uzbekistan.

## Results

Before explaining the meaning of teacher competency, we must first define the concept of competency itself. Competency is a term widely used by different people in various contexts, which is why it has multiple

definitions. This term is primarily used in the fields of teacher training and professional activities. Competencies form the foundation of “competency-based” teacher education requirements and encompass the knowledge, skills, and values that a teacher trainee must demonstrate to successfully complete a teacher training program [2].

At this point, we will discuss these and related ideas. The concept of “competence” entered the field of education as a result of psychological research. Therefore, “competence” refers to how a specialist behaves in unconventional situations, responds to unexpected circumstances, engages in communication, adopts new approaches in interactions with opponents, completes uncertain tasks, utilizes information filled with contradictions, and possesses a strategy for navigating continuously evolving and complex processes.

Professional competence does not merely refer to the acquisition of specific knowledge and skills by a specialist but rather implies the integration and application of knowledge and actions across independent domains. Additionally, competence requires continuously enriching professional knowledge, learning new information, understanding key social demands, searching for, processing, and effectively applying new data in one’s activities. The English term “competence” literally means “ability”. In a broader sense, it refers to “the effective application of theoretical knowledge in practice, demonstrating a high level of professional skills, expertise, and talent” [3].

**Some key characteristics of competence include:**

1. Competence encompasses one or more skills, and mastery of these skills leads to competence.
2. Competence is related to three main areas – knowledge, skills, and attitudes – which serve as the basis for evaluating effectiveness.
3. Competencies have a practical aspect, meaning they can be observed and demonstrated.
4. Since competencies can be observed, they can also be measured. A teacher’s competence can be assessed through their activities. Pedagogical competencies sometimes require an equal balance of knowledge, skills, and attitudes, but this is not always the case. Some competencies may be more knowledge-based, while others may focus primarily on skills or performance.

Some scholars view “competence” as a combination of knowledge, skills, and behavior, considering it a means to enhance effectiveness. It is also defined as the ability to perform a specific role and the possession of a sufficient level of qualification.

The professional competence movement began in the 1960s with David McClelland, who moved away from the traditional concept of competence based on knowledge, skills, and attitudes. Instead, he focused on personal traits, characteristics, and motivations (that is, people’s stable qualities). This approach aimed to identify key factors that distinguish outstanding performance from average performance.

The term “competence” first appeared in 1970 in Craig C. Lundberg’s article “Planning the Executive Development Program” [4]. Later, in 1973, David McClelland further developed this concept in his work “Testing for Competence Rather Than for Intelligence”. The term was later popularized by Richard Boyatzis and many other researchers.

Competence is not only about knowledge and skills; it includes the ability to meet complex demands, which requires the use and mobilization of psychosocial resources (including skills and attitudes) in a specific context. Competence plays a crucial role in an educator’s pursuit of excellence.

To tackle the complex challenges of today’s world, teachers must possess a broad range of competencies. Teaching competence is an integral part of an effective educational process and aims to contribute to the well-being of a particular country or the world as a whole.

Teachers are the key figures in the educational process. The success of education and upbringing depends on their preparation, knowledge, and level of effectiveness.

**The pedagogical mastery and continuous teaching competencies of professional teachers include:**

- performing complex pedagogical tasks;

- having fluent speech, good mental and physical health, stability, and tolerance;
- A willingness to work with the younger generation, strong communication and observational skills, maintaining etiquette and tact, possessing rich imagination, and demonstrating leadership abilities [5].

During their professional careers, teachers pass through the following levels of professional growth to achieve the acme of professional competency.

**1<sup>st</sup> level:** pedagogical ability – characterized by detailed knowledge of the subject;

**2<sup>nd</sup> level:** pedagogical skill – perfected teaching skill;

**3<sup>rd</sup> level:** pedagogical creativity – marked by implementation of new methods and techniques into educational activities;

**4<sup>th</sup> level:** pedagogical innovation – distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education [6].

**K. Angelovski defines the structure of a teacher’s professional competence through pedagogical mastery, which is divided into four groups:**

1. The ability to “translate” the objective educational process into specific pedagogical tasks – This includes studying the individual and the group, identifying their readiness to actively assimilate new knowledge and design, fostering the development of the group and individual students, determining the complex of educational, training, and developmental tasks, specifying them, and prioritizing the main task.
2. The ability to build and implement a logically complete pedagogical system – This involves comprehensive planning of learning tasks and making well-grounded choices of forms, methods, and tools for organizing the educational process.
3. The ability to establish and apply relationships between the components and factors of education – This includes creating necessary conditions (material, moral, psychological, organizational, etc.), activating the student’s personality, and fostering their development.
4. The ability to record and evaluate the results of pedagogical activity – This involves introspection and analysis of the learning process and the teacher’s performance, as well as defining a new set of dominant and subordinate tasks [7].

## Conclusions

**Ideally, educators should demonstrate the following competencies:**

- 1) Effective Classroom Management – Maximizing efficiency, maintaining discipline and a positive moral environment, supporting teamwork, planning, engaging in effective communication, focusing on results, assessing growth dynamics, and continuously implementing flexible adaptations. Various strategies should be employed to foster positive relationships, collaboration, and goal-oriented learning. Educators must organize, allocate, and manage time, space, and activities efficiently to engage students in meaningful tasks where all participate equally and actively.
- 2) Effective Teaching Methods – Integrating diverse perspectives, theories, cognitive approaches, and research methods into subject instruction. Students should be actively engaged in the learning process through diverse teaching strategies that develop their critical thinking, problem-solving, and practical skills. This also enhances their responsibility for identifying and utilizing learning resources effectively.
- 3) Effective Assessment – Utilizing formal tests, short quizzes, in-class assignments, student presentations and projects, as well as standardized achievement tests. Assessment strategies should encourage students to engage in self-evaluation, help them recognize their strengths and weaknesses, and motivate them to set personal learning goals.
- 4) Technology Skills – Understanding when and how to use modern educational technologies, as well as

having the ability to choose the most appropriate type and level of technology to maximize student learning.

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