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## Teaching Competency in Modern Higher Education: Integrative Pedagogical Practices and Professional Growth

Taxirova Manzura Azimovna

Tashkent State Agrarian University

m.taxirova@tdau.uz

### ABSTRACT

Teaching competency is increasingly recognized as a core factor in ensuring the quality of higher education. Modern teachers are expected to combine subject knowledge with pedagogical flexibility, communicative effectiveness, technological literacy, and reflective skills. The purpose of this article is to examine the structure of teaching competency and to analyse practical pedagogical strategies that support its development. Special attention is given to integrative and practice-oriented teaching models that connect theory with classroom realities. The article discusses methodological competence, communicative interaction, assessment culture, and digital tools in teaching. It is argued that competency-based pedagogy improves student engagement and learning outcomes. The study concludes that systematic professional development and integrative instructional design are essential for strengthening teaching competency.

**Key words:** teaching competency, pedagogy, higher education, integrative teaching, professional development, instructional strategies.

### АННОТАЦИЯ

Педагогическая компетентность преподавателя всё чаще рассматривается как ключевой фактор обеспечения качества высшего образования. Современный преподаватель должен сочетать предметные знания с педагогической гибкостью, коммуникативной эффективностью, цифровой грамотностью и навыками профессиональной рефлексии. Цель данной статьи — рассмотреть структуру педагогической компетентности и проанализировать практические методические стратегии её развития. Особое внимание уделяется интегративным и практико-ориентированным моделям обучения, связывающим теорию и реальную учебную деятельность. В статье рассматриваются методическая компетентность, коммуникативное взаимодействие, культура оценивания и использование цифровых инструментов. Обосновывается, что компетентностный подход повышает вовлечённость обучающихся и результативность обучения. Делается вывод о



необходимости системного профессионального развития преподавателей и интегративного проектирования обучения.

**Ключевые слова:** педагогическая компетентность, высшее образование, педагогика, интегративное обучение, профессиональное развитие, методические стратегии.

## ANNOTATSIYA

Oliy ta'lim sifatini ta'minlashda o'qituvchi pedagogik kompetentligi muhim omil sifatida tobora ko'proq e'tirof etilmoqda. Zamonaviy o'qituvchi fan bilimlari bilan birga pedagogik moslashuvchanlik, samarali muloqot, raqamli savodxonlik va refleksiv ko'nikmalarga ham ega bo'lishi zarur. Mazkur maqolaning maqsadi — pedagogik kompetentlik tuzilmasini tahlil qilish va uni rivojlantiruvchi amaliy metodik strategiyalarni ko'rib chiqishdir. Integrativ va amaliyotga yo'naltirilgan o'qitish modellari alohida yoritiladi. Maqolada metodik kompetentlik, kommunikativ hamkorlik, baholash madaniyati va raqamli vositalardan foydalanish masalalari tahlil qilinadi. Kompetensiyaga asoslangan yondashuv talabalarning faolligini va o'quv natijalarini oshirishi asoslab beriladi. Xulosa sifatida, o'qituvchilarning uzluksiz kasbiy rivoji va integrativ ta'lim loyihalash muhimligi ta'kidlanadi.

**Kalit so'zlar:** pedagogik kompetentlik, oliy ta'lim, pedagogika, integrativ o'qitish, kasbiy rivojlanish, metodik strategiyalar.

## INTRODUCTION

Higher education today faces new academic, technological, and social challenges. Universities are expected to prepare graduates not only with knowledge but with practical competence, adaptability, and critical thinking. In this context, the role of the teacher becomes more complex and demanding. Teaching is no longer limited to information delivery; it includes facilitation, mentoring, instructional design, and competence development.

Teaching competency has therefore become a central concept in modern pedagogy. It reflects the teacher's integrated ability to organize meaningful learning, respond to diverse learner needs, and apply effective instructional strategies. Competent teaching supports not only knowledge acquisition but also student motivation and professional readiness.

This article aims to examine the components of teaching competency and to identify pedagogical practices that contribute to its development in higher education.

## ВВЕДЕНИЕ



Современное высшее образование сталкивается с новыми академическими, технологическими и социальными вызовами. От университетов ожидается подготовка выпускников, обладающих не только знаниями, но и практической компетентностью, адаптивностью и критическим мышлением. В этих условиях роль преподавателя значительно расширяется. Обучение уже не ограничивается передачей информации — оно включает фасилитацию, наставничество и педагогическое проектирование.

Педагогическая компетентность становится ключевым понятием современной педагогики. Она отражает интегрированную способность преподавателя организовывать содержательное обучение и применять эффективные методики. Компетентное преподавание способствует не только усвоению знаний, но и развитию учебной мотивации и профессиональной готовности студентов.

Цель статьи — рассмотреть структуру педагогической компетентности и определить методические практики её развития.

## **KIRISH**

Zamonaviy oliy ta'lim yangi akademik va texnologik talablar bilan tavsiflanadi. Universitetlar bitiruvchilarni nafaqat bilimli, balki amaliy kompetent, moslashuvchan va tanqidiy fikrlay oladigan mutaxassis sifatida tayyorlashi kerak. Bu sharoitda o'qituvchi roli kengaymoqda. O'qitish faqat ma'lumot berish emas, balki yo'naltirish va ta'limni loyihalashni ham o'z ichiga oladi.

Pedagogik kompetentlik zamonaviy pedagogikaning asosiy tushunchalaridan biridir. U samarali ta'lim jarayonini tashkil etish va mos metodlarni qo'llash qobiliyatini bildiradi. Kompetent o'qitish talabalar motivatsiyasi va kasbiy tayyorgarligini ham rivojlantiradi.

Ushbu maqolaning maqsadi — pedagogik kompetentlik tarkibini va uni rivojlantirish usullarini tahlil qilishdir.

## **MAIN PART**

Teaching competency is a multidimensional professional quality. It includes pedagogical knowledge, instructional skills, communication ability, assessment literacy, and reflective practice. These elements function together in real teaching situations and cannot be effectively developed separately.

Methodological competence is one of the core components. It includes lesson planning, objective setting, material selection, and method choice. A competent teacher adapts instructional techniques according to learner level and context. Student-centered and task-based approaches have shown strong effectiveness in modern classrooms. They promote active participation and deeper understanding.



Communicative competence is equally important. Teaching is built on explanation, questioning, feedback, and dialogue. Effective classroom communication creates psychological safety and encourages participation. Structured interaction tasks and guided discussion improve learning quality and engagement. Integrative teaching practices significantly strengthen teaching competency. When teachers connect subject content with real-life and interdisciplinary contexts, learning becomes more meaningful. Project work, case studies, and problem-based tasks help students apply knowledge rather than only reproduce it. Such approaches also require higher instructional planning skills from teachers. Besides digital competence has become an essential dimension of teaching competency. Educational technologies support visualization, interaction, and flexible access. However, effective teachers use technology pedagogically, not mechanically. The value lies in instructional design, not tools themselves.

Assessment competence has also changed in modern pedagogy. Traditional testing measures isolated knowledge, while competence requires performance-based evaluation. Portfolios, presentations, practical tasks, and reflective reports provide more valid measurement of learning outcomes. Professional growth is a continuous condition of teaching competency. Peer observation, collaborative planning, action research, and reflective practice support improvement. Institutional methodological support plays a major role in sustaining development. Moreover, here motivation is another important factor. Competent teaching increases student motivation because it demonstrates relevance and application. When learners understand the purpose of tasks, they engage more actively.

## CONCLUSION

Teaching competency is a central professional quality in modern higher education. It integrates methodological knowledge, communication skills, assessment literacy, technological awareness, and reflective practice. Competent teaching creates meaningful learning environments and supports student development.

Integrative and practice-oriented pedagogical strategies significantly enhance teaching effectiveness. Continuous professional development and methodological innovation remain necessary conditions for strengthening teaching competency. Educational institutions should consider competency-based teaching as a strategic priority.

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