

FORMATION OF KEY COMPETENCIES OF A TEACHER AS A CONDITION FOR IMPROVING THE QUALITY OF EDUCATION

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Absract

The article examines the formation of key teacher competencies as a fundamental condition for improving the quality of education. Professional competence is presented as a combination of knowledge, skills, and personal qualities necessary for effective teaching. Emphasis is placed on the importance of intellectual, communicative, informational, reflective, and constructive competencies, as well as the integration of innovative methods and technologies. The development of teacher competencies is viewed as essential for meeting modern educational demands and ensuring student success.

Keywords: teacher competence, key competencies, quality of education, professional development, competency-based approach

The professional competence of a teacher is one of the key factors determining the quality of education and reflects the level of a teacher's readiness to carry out effective professional activity in the context of a transforming educational environment. In today's conditions of educational modernization, enhancing teachers' competence is regarded as a necessary condition for the sustainable development of schools, their ability to respond to contemporary challenges, and to ensure high levels of student achievement and personal development. Professionalism and pedagogical mastery are currently understood not only as profound subject knowledge but also as the ability to apply modern teaching methods, use digital technologies, demonstrate communicative flexibility, and engage in pedagogical reflection. The comprehensive development of all components of professional competence enables teachers not only to fulfill their formal responsibilities but also to approach the learning process creatively, adapt to changes, implement innovations, and thereby contribute to improving the overall quality of education.

The professional competence of a teacher is an integrative personal characteristic that encompasses a set of professional knowledge, skills, and abilities, as well as individual and personal qualities that ensure effective and results-oriented pedagogical activity. This concept reflects a synthesis of theoretically grounded and practice-oriented readiness of the teacher to perform educational, instructional, and developmental functions within the



framework of professional activity. Thus, professional competence serves as an essential indicator of the level of pedagogical mastery and professionalism, characterizing the teacher's ability to make well-founded pedagogical decisions, build productive interaction with all participants in the educational process, and adapt to the constantly evolving educational environment.

The formation of key teacher competencies is an essential condition for improving the quality of education, and participation in professional development programs contributes to the enhancement of pedagogical and professional skills, as well as personal and social qualities. However, the practical application of new knowledge is hindered by challenges such as teaching methodology, selection of learning materials, heavy workloads, and low student motivation. Additional difficulties arise from financial and geographical barriers, especially for teachers in remote areas. Effective competency development requires not only high-quality programs but also state support that takes into account socio-economic conditions.

A teacher who successfully fulfills their pedagogical responsibilities and continuously produces excellent teaching and learning outcomes is considered professionally competent. One of the most important aspects of a teacher's professionalism and pedagogical proficiency is their professional competence. The following categories of professional competence can be identified in this context:

1. Intellectual and pedagogical competence refers to the ability to apply professional knowledge and experience to effectively carry out educational and instructional tasks, as well as the teacher's readiness to implement innovations.
2. Communicative competence is a vital professional quality that includes well-developed speech skills and the ability to interact effectively with others.
3. Information competence refers to a teacher's awareness of themselves, their students, parents, and colleagues, which is essential for building effective educational interaction.
4. Reflective competence refers to a teacher's ability to exercise self-control, maintain emotional stability, reflect on their own actions, and manage their behavior in professional activities.
5. Constructive competence refers to the ability to shape the student's personality, as well as to select and organize educational content in accordance with their age and individual characteristics.



The quality of modern education directly depends on the level of key professional competencies developed in a teacher, which include pedagogical culture, innovative thinking, the ability to reflect, the use of technology, and the development of skills necessary to prepare students for the challenges of the 21st century. Teaching competence involves not only subject knowledge and mastery of teaching methods but also the ability to apply this knowledge in complex professional situations by relying on psychosocial resources. Special emphasis is placed on qualities such as leadership, ethics, readiness for collaboration, digital literacy, and the capacity for continuous professional growth. Levels of professional development are identified from subject mastery to the implementation of pedagogical innovations, which requires a systematic approach to teacher training. The integration of new technologies and innovative teaching methods is considered an essential part of professional competence, contributing to the effectiveness of the educational process and the development of skills in students that meet the demands of the modern world.

Key competencies of teachers and students form the foundation of modern education, and their purposeful development is a necessary condition for improving the quality of the educational process in accordance with the needs of individuals, society, and the state. In the context of the shift to a competency-based approach, the quality of education is no longer measured by the amount of knowledge acquired but by the level of formation of universal skills that enable effective action in various life situations. To foster key competencies in students, a teacher must possess a high level of professional competence, which includes both general and subject-specific skills. The classification of key competencies, such as value-semantic, general cultural, cognitive, informational, communicative, social-labor, and personal self-development competencies, emphasizes their universal nature and importance for successful social integration. Improving the quality of education is directly related to the level of pedagogical mastery, which involves not only subject expertise but also the ability to organize learning using modern technologies, take into account motivation, individual characteristics of students, and their social experience. In a constantly changing society, competence as an integral personal quality becomes the main indicator of a successful educational process.

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