

# PROFESSIONAL COMPETENCE OF THE TEACHER AND IMPROVEMENT OF PEDAGOGICAL SKILLS

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## Abstract

This article will talk about the peculiarities of adult education and the issues of applying a creative approach to adult education.

**Keywords.** Educational needs, adult education, creativity, competence.

## Introduction

In the global community, modern directions of professional development are advancing toward a world of education that recognizes the interdependence of peace and progress, such as “education that supports peace, human rights, and democracy,” “education that supports development,” and “education enabling the free and full development of the individual.” This global trend values “dignity and equal rights” from the perspective of both the individual and society, and promotes the right to choose education and access educational opportunities based on individual needs.

In the personnel training systems of developed countries, there is a growing emphasis on developing flexible (soft skills) competencies as transprofessional skills in a social environment through acmeological, innovative, competence-based, systemic, andragogical, integrative, axiological, and heutagogical approaches. Additionally, great importance is given to individualizing the content of professional-pedagogical education and enhancing creative competence in digital technologies and digital learning environments.

International documents adopted for adult education—such as the Hamburg Declaration on Adult Learning (1997); the UNESCO Declaration on the Content and Future of Adult Education; the Dakar Framework for Action: Education for All: Meeting our Collective Commitments (UNESCO); The Right to Education (UNESCO); the European Commission Declaration; Lifelong Learning in Europe: Moving Towards EFA Goals and CONFINTEA V; the Agreement on Cooperation in Professional Development and Qualification Enhancement of Teachers among the Member States of the Commonwealth of Independent States (Yalta, 2007); and the Marrakech Framework for Action: Harnessing the Transformative Power of Adult Learning and Education (CONFINTEA VII, Morocco, 2022)—establish international standards for aligning adult education with the needs of a technology-driven society.

In pedagogical research, thinking and creativity are considered to be closely interconnected, with the idea that every person's thinking is always—at least to some minimal extent—creative (A.V. Brushlinsky). Creativity is interpreted as the ability to identify and formulate problems, generate numerous ideas, demonstrate flexibility and originality, and analyze and synthesize problems (J. Guilford).

According to V.I. Andreev, a person's creativity manifests in various areas of human activity, especially where contradictions or problematic tasks are present, and where social or personal significance, originality, and novelty of the process or result are involved. A. Maslow views creativity as a distinct type among intellectual abilities—inherent to everyone, yet one that tends to diminish in personal activity under the influence of environmental factors.

In our country, the methodological development of the system of retraining and professional development, as well as the formation, enhancement, and diagnostics of teachers' professional competencies based on the principles of continuity and coherence, have been studied in the scientific works of J.G. Yuldoshev, R.Kh. Djuraev, N. Muslimov, O. Musurmanova, Kh. Ibragimov, B.S. Abdullaeva, U.K. Tolipov, Sh.Q. Mardonov, A.A. Khalikov, D.I. Yunusova, O.A. Qoysynov, A.D. Asqarov, A.S. Djuraev, S.Yu. Makhmudov, M.T. Mirsoliyeva, M.A. Yuldashev, G. Ibragimova, F. Zokirova, Sh. Pozilova, A.R. Aripdjanova, M.J. Shodieva, and N. Karimova.

The analysis of these studies shows that creativity has been examined in the following directions:

The first direction studies creativity through the products created, focusing primarily on the quantity, quality, and significance of the creative outputs.

In the second direction, creativity is studied as a process. Like any process, the creative process also has a beginning, duration, transformation, and accordingly, a certain conclusion. In this case, the focus is not on the creation of an objective or ideal creative product, but on identifying the various stages, levels, and types of the creative thinking process.

The third direction analyzes creativity as a capacity or ability.

The fourth direction links creativity with the process of self-activation and self-development of the individual, emphasizing the creativity of a self-activated specialist.

As a general conclusion of studies conducted in the early 21st century, R. Epstein introduced the concept of “creative competence” into science, defining it as the readiness to adapt and apply acquired knowledge and skills to various non-standard situations.

Creative competence is recognized as one of the key types of professional competence, and increasing attention is being paid to studying the specific features of creative competence across different fields and professions. For example:

- the creative competence of future mathematics teachers (I.S. Bekeshova),
- the creative competence of future philologist-educators as an integrated, multi-factorial personal capacity (I.Ye. Bryakova),
- students' creative competencies aimed at self-directed learning (A.M. Davtyan),
- the development of creative potential in in-service mathematics and informatics teachers through digital technologies (A.A. Aripdjanova),

• and the development of professional competence through a creative approach (N.S. Khojayarova), among others.

The concept of “competence” is a complex pedagogical category, and its structure can be divided into four main components:

1. Professional orientation
2. Professional competence
3. Personal qualities of professional significance
4. Psychophysiological characteristics relevant to the profession

Creative competence is characterized by such qualities as the ability to quickly perceive situations, rapid engagement with problems, speed of thinking, broad cognitive scope, analytical skills, critical thinking abilities, and the presence of innovative approaches in problem identification and solution generation.

As a process, creative competence reflects the professional growth of a teacher and gradually evolves into a value grounded in self-development, working on oneself, and the desire for independent learning.

In the field of social and humanitarian education, the creative competence of teachers is a constantly developing dynamic phenomenon, which typically follows a non-linear developmental trajectory. This is due to several factors, including:

- the teacher's efforts to improve their own qualifications and professional level,
- the awareness of their professional needs,
- the presence of both internal and external motivation, and
- the influence of various situations and processes, as well as material and moral factors.

In modern education, social and humanitarian sciences distinguish themselves by fostering developed civic consciousness and essential moral qualities in individuals and society, while also shaping in the younger generation the ability to objectively evaluate contemporary social phenomena. Pedagogically, these disciplines serve several important functions:

- the function of intellectual development of learners,
- the function of shaping socio-humanitarian thinking based on an intercultural approach, and
- the function of establishing social and humanitarian discipline in learners.

Social and humanitarian sciences are directed toward the formation of mentality, embodying the deep foundations of human behavior. They aim to instill stable moral, ethical, and cultural values in the consciousness of learners, thereby ensuring continuity in the civilizational, economic, national, moral, and intellectual life of society. These sciences help learners to:

- correctly understand truth,
- perceive and communicate information effectively, and
- appreciate the significance of the moral and spiritual dimensions of social life.

From this perspective, we arrive at the conclusion that the concept of competence acquires a clear and meaningful essence: it integrates psychological, pedagogical, and social resources (including skills and competencies) and represents the means and processes through which professional needs are fulfilled and mobilized.

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