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Fundamental Theoretical Aspects Of Didactic Competence In The Context Of The Educational Process

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ABSTRACT

The article examines the importance of didactic competence in higher education, emphasizing its role in fostering students' creative thinking and enhancing education quality. Special focus is given to the competency-based approach, enabling the effective resolution of professional and pedagogical tasks. Key strategies for developing didactic competence include ICT integration, reflective practices, and project-based learning. The study highlights the significance of integrating knowledge, skills, and personal qualities to prepare students for independent professional activities.

Keywords: didactic competence, competency-based approach, self-directed learning, creative thinking, pedagogical practice.

INTRODUCTION

The development of students' creative abilities, their need for knowledge, as well as the formation of skills for independent thinking and problem-solving, are critical tasks of higher education, especially in the context of the accelerated modernization of the economy. According to state standards, graduates must possess skills for independent decision-making, scientific justification of their activities, and the ability for continuous self-improvement. Independent learning, which enhances the quality of education, plays a key role in achieving these goals.

The competency-based approach, which fosters the development of creative abilities and the acquisition of effective strategies, is aimed at achieving socially significant qualities and professional competence in students. The term "competence," as noted by UzNU (2002), refers to knowledge and experience in a specific field. Zeer and Zavodchikov (2007) define competence as actions directed toward professional activity, while research by Ohio State University highlights the skills and abilities necessary for work (Ivanov, 2007). According to

R. Myers, a specialist's competence is expressed in their ability to effectively apply knowledge in practice (Ivanov, 2007).

LITERARY ANALYSIS AND METHODOLOGY

Competence, according to M.M. Shalashova (2008), represents an integrative quality reflecting a specialist's ability to solve professional and life problems based on knowledge, experience, and personal resources. V.V. Serikov emphasizes that competence in pedagogy is ensured through mastering the fundamentals of professional activities aimed at implementing highly effective pedagogical technologies.

Modern educational challenges require the development of students' didactic competence, which includes creating conditions for creative and critical thinking, as well as effectively organizing the educational process. V.I. Grinev defines didactic competence as the readiness to address the tasks of creative teaching. I.G. Shamsutdinova views it as the ability to quickly make well-founded and accurate decisions.

Researchers such as A.G. Bermus, M.A. Choshanov, and O.E. Lebedev highlight the importance of updating knowledge, integrating professional and personal qualities, and the ability to act under conditions of uncertainty. The competence of students is assessed based on their academic and extracurricular achievements, including the defense of qualification works, participation in research, competitions, and internships.

Scientific studies show that "competence" encompasses professional and personal qualities, including the ability to apply knowledge and skills in practice and solve tasks independently. Competence is developed through self-directed learning, which enhances problem-solving skills and prepares competitive specialists.

RESULTS AND DISCUSSION

Self-directed learning enables future professionals to effectively utilize their intellectual potential, acquire knowledge, and apply it in practice. It is accompanied by collaboration with instructors, mastery of curriculum materials, and fosters students' ability to achieve set goals.

Particular importance is given to senior students' professional internships, which require a revision of programs and evaluation of students' activities, including their professional and organizational skills. Additionally, the methodology for teaching foreign languages needs to be modernized to integrate students into the professional environment.

Efforts to develop evaluation criteria for graduates' competence are conducted in line with state educational standards, encompassing the mastery of disciplines, successful certification, and defense of qualification works.

Many argue that the listed indicators are insufficient for a comprehensive assessment of graduates' competence, as it is closely linked to the intellectual and psychological characteristics of the individual. A comprehensive evaluation of these parameters allows for a more accurate determination of competence levels.

Competence encompasses the personal qualities of an individual, including knowledge, skills, and experience that ensure effective task performance in a specific field. Competency, in turn, reflects the presence of a set of competencies that meet the requirements and indicates a

person's attitude towards various activities.

The development of students' qualities related to work and personal influence requires a high level of competence. As Y. V. Makhova notes, didactic competence is a generalized characteristic of professionalism and an important component of professional competence [7].

Competence is a combination of knowledge, skills, and experience that enables effective action in a particular area. It integrates personal characteristics and situational factors, providing the ability to make independent decisions. The scientific literature extensively uses the concepts of professional, pedagogical, and didactic competence.

The term "didactics" originates from the Greek word *didaktikos*, meaning "teaching." John Amos Comenius, in his work *The Great Didactics*, described it as the universal art of teaching. Modern pedagogy views didactics as the theoretical foundation for organizing the educational process.

Didactic competence refers to the ability to solve tasks related to students' education and development. The formation of competence requires a reconsideration of pedagogical philosophy, strategies, and tactics. For example, education becomes a tool for modeling human life, learned through project-based learning and collaboration. This fosters the development of students' creativity and independence, preparing them for active professional engagement.

The creative level of didactic competence is characterized by an individual approach of the teacher to organizing the educational process. By applying modern theories and modeling technologies, the teacher develops and improves methods, participates in innovations, and adapts to changes. This level promotes the development of students' independence. Thus, didactic competence includes the ability of a teacher to solve complex pedagogical problems arising in the learning process.

The essence of didactic competence is expressed in the student's ability to organize the process of teaching a foreign language based on knowledge and skills in the field of higher education didactics, as well as their readiness for creative transformations.

Shitkin highlights key qualities of didactic competence: profound knowledge of the subject, psychological-

pedagogical foundations, and teaching methods. However, its development remains insufficiently studied, as noted by researchers such as S. N. Gorycheva, M. P. Endzin, Y. V. Makhova, V. V. Serikov, E. V. Khramova, and others. Among foreign researchers like R. P. Milrud and E. V. Sinyavskaya, their works summarize teachers' didactic abilities.

E. B. Balakirev considers improving didactic competence as a fundamental task of professional training. E. I. Burdina associates it with the development of creative potential within the system of continuous education. Studies by N. V. Borisova, M. P. Bobrova, and others focus on developing practical skills for secondary school teachers.

Students' didactic competence is a comprehensive characteristic of their professional mastery, manifested in the ability to organize and manage the learning process.

CONCLUSION

The modern education system requires a reconsideration of approaches to developing students' professional qualities, with particular attention paid to fostering their didactic competence. The competency-based approach becomes a key factor in preparing competitive specialists capable of effectively adapting to contemporary challenges.

Didactic competence plays a crucial role in shaping students' professional and personal qualities. It enables them to solve complex pedagogical tasks, develop and improve educational technologies, and actively participate in innovative activities. Research indicates that a combination of independent learning, reflection, project-based approaches, and the integration of information and communication technologies contributes to the development of skills necessary for successful professional performance.

Achieving a high level of didactic competence requires systematic knowledge updates, the integration of theoretical training with practical experience, and the creation of conditions for creative and critical thinking. Professional practice and collaboration with instructors hold special significance, as they allow students to gain deeper mastery of didactic foundations and promote their further application in practice.

Thus, a comprehensive approach to developing didactic competence in educational institutions ensures the

preparation of specialists capable of effectively addressing professional tasks, adapting to changes, and actively evolving in their professional fields.

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