



## THEORETICAL AND FUNDAMENTAL ASPECTS OF ASSESSING TEACHERS' PROFESSIONAL COMPETENCE

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**Annotation:** This article analyzes the theoretical and fundamental aspects of assessing teachers' professional competence. The study identifies the structural components of competence based on pedagogical diagnostics, competency-based approaches, and the paradigm of teachers' professional development. The cognitive, operational-technological, communicative, reflective, and axiological components of professional competence are theoretically explained. Moreover, the impact of assessment effectiveness on teachers' practical activity, pedagogical decision-making, and the improvement of educational quality is examined. The theoretical foundations provide opportunities for developing modern assessment tools and for conducting a systematic evaluation of teachers' professional growth.

**Keywords:** teacher, professional competence, assessment, theoretical foundations, competency-based approach, pedagogical diagnostics, professional development, reflection, quality of education.

**Introduction.** In the modern education system, assessing teachers' professional competence is an important tool for ensuring the quality of pedagogical processes and supporting teachers' professional development. Professional competence is an integrated set of theoretical knowledge, practical skills, methodological preparedness, and personal-axiological qualities that determine a teacher's ability to organize the educational process effectively.

Scientific sources show that assessment is not merely a tool for measuring final outcomes, but also a significant means for analyzing pedagogical activity, shaping teachers' professional development, and improving the quality of teaching (Black & Wiliam, 1998; Deci & Ryan, 1985). Competency-based approaches and pedagogical diagnostic methods make it possible to conduct a comprehensive evaluation of teachers' professional activities, which helps identify strategies for professional advancement and improvement.

Therefore, identifying the theoretical and fundamental aspects of assessing teachers' professional competence and developing a systematic approach is a key priority in increasing pedagogical effectiveness and ensuring the stable development of educational quality in contemporary educational institutions. Assessment technologies integrated with digital platforms enable teachers to design learner-centered instruction, monitor learner progress in real time, and provide constructive feedback. Furthermore, when assessment methods align with learners' needs for autonomy, competence, and relatedness, intrinsic motivation is strengthened.

In Uzbekistan's educational policy, updating competency-based approaches and assessment systems has also been defined as a priority direction. The Law "On Education" and

the National Curriculum emphasize the importance of transparency in assessment and the implementation of peer-assessment and self-assessment mechanisms.

Modern assessment technologies serve to shape and strengthen teachers' professional competence. Formative assessment helps teachers analyze instructional processes, transform mistakes into growth points, and enhance learners' intrinsic motivation. Summative assessment supports teachers' pedagogical decisions through external incentives and outcome-oriented evaluation.

The term *competence*, derived from Latin, refers in Uzbek to meanings such as "well-informed," "experienced," or "proficient." Thus, a competent person is someone who possesses the knowledge and abilities necessary for reasoning and performing effectively in a particular field. The concept of *competency* encompasses a teacher's education, skills, abilities, and experience, and represents the level at which one can perform a specific type of task. Although similar, competence denotes the presence of knowledge, while competency reflects the level at which that knowledge is applied in practice.

The term entered the field of education from labor psychology, where competency was associated with successful behavior in non-standard situations involving informal communication, solving ill-defined problems, interpreting conflicting information, and applying integrated theoretical knowledge in dynamic contexts. Alex Moore's concept of "multiple abilities" also aligns with competency, suggesting that the diversity of individual learning styles constitutes a multidimensional capacity for action. According to G. V. Nikitina, competencies can be classified according to several criteria:

- general human competencies (mathematical, communicative, informational, social, ethical, etc.);
- competencies by types of activity (work, study, play, professional);
- competencies by object of activity (technology, nature, humans);
- competencies by spheres of social life (domestic, civic, cultural);
- competencies in domains of knowledge (mathematics, humanities);
- competencies by industry (transport, communication, defense);
- competencies by abilities (pedagogical, psychological, creative, technical).

B. S. Gershunskiy, from the perspective of the philosophy of education, emphasizes that professional competence is not merely a value, a system, or a process; rather, it is the outcome of mastering the values that emerge in educational activities and hold critical significance for economic, ethical, and intellectual development. Competence requires continuous renewal of knowledge, acquisition of new information relevant to current demands, reprocessing accumulated knowledge, and applying it to practice. A competent specialist can apply learned methods to solve problems, select optimal solutions, and demonstrate critical thinking.

Thus, the concept of competency includes key characteristics such as mobility of knowledge, flexibility of methods, and critical thinking.

In the modern education system, teachers' professional competence is not limited to preparedness for professional activity or the possession of theoretical knowledge. Rather, it is a multi-component, integrative, dynamic, and reflective system that enables teachers—as subjects of pedagogical activity—to achieve their goals successfully. As the educational paradigm shifts from knowledge-oriented to outcome-oriented, learner-centered, and activity-based models, the concept of competence becomes more complex. Globalization of the

educational process, constant improvement of international assessments (PISA, PIRLS, TALIS), and new indicators for measuring learner competencies require teachers not only to teach but also to act as facilitators, mentors, creators, analysts, and researchers.

Consequently, professional competence is not measured solely by methodological preparedness or classroom management skills; rather, it is examined in connection with pedagogical thinking, cultural-intellectual capacity, adaptability to the digital environment, and the ability to design individual learning trajectories.

In recent years, international experts have interpreted competence as a three-level construct:

**Basic competencies** – general professional culture, didactic and psychological knowledge, communication and organizational skills.

**Professional-practical competencies** – the ability to design, manage, monitor, and evaluate the educational process, and to foster learners' cognitive engagement.

**Metacompetencies** – reflective thinking, readiness for self-development, problem-solving in unexpected educational situations, critical self-evaluation, and conducting research activities.

This structure shows that teacher competence is a continuously developing process strengthened through self-assessment, planning of professional growth, and reflective analysis.

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