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Technolog For Forming Pedagogical Competencies Of Future Teachers In The Process Of Continuous Pedagogical Practice

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Abstract: This article examines the essence, structure, and mechanisms of forming pedagogical competencies of future teachers through continuous pedagogical practice. The study highlights the role of modern educational technologies, competency-based approaches, reflective practice, mentoring, and digital tools in strengthening professional readiness. The article analyzes challenges faced by student-teachers during school-based practice and proposes methodological strategies for improving the process. The results demonstrate that integrating innovative teaching technology into continuous pedagogical practice creates favorable conditions for the development of pedagogical, methodological, communicative, and reflective competencies required for a qualified modern teacher.

Keywords: Pedagogical competence; continuous pedagogical practice; future teachers; reflective practice; mentoring; digital technologies; competency-based approach; methodological skills; professional development; teacher training; pedagogical technology.

Introduction: In the context of rapid educational modernization and global socio-economic changes, the preparation of highly qualified teachers has become a strategic priority in many countries. The effectiveness of the teacher training system directly depends on the quality of pedagogical competencies formed during pre-service education. Continuous pedagogical practice plays a fundamental role in this process, as it provides an opportunity for student-teachers to apply theoretical knowledge in real educational environments, master professional skills, and develop a personal pedagogical style.

Modern teacher education emphasizes a competency-based approach aimed at developing the ability to solve pedagogical tasks independently and creatively. Therefore, technological support for forming pedagogical competencies is essential to ensure systematic, purposeful, and effective professional growth of future teachers. Technologies such as interactive teaching tools, digital resources, reflective analysis, mentoring, and micro-teaching contribute significantly to the student-teacher's professional development.

This article explores the technologies and methods that enhance the formation of pedagogical competencies during continuous pedagogical practice, identifies shortcomings, and offers solutions for improving teacher training programs.

ESSENCE OF PEDAGOGICAL COMPETENCE IN MODERN TEACHER EDUCATION

Pedagogical competence refers to a complex system of knowledge, skills, values, and personal qualities that enable teachers to plan, organize, and evaluate teaching effectively. Scholars view pedagogical competence as a multidimensional construct consisting of several components:

1 Didactic competence – the ability to design and implement lessons, select teaching methods, and evaluate learning outcomes.

2 Methodological competence – proficiency in subject-specific teaching strategies.

3 Communicative competence – effective verbal and non-verbal communication with students, colleagues, and parents.

4 Digital competence – the ability to use educational technologies and digital platforms.

5 Reflective competence – the capacity to analyze one's own teaching practice, identify strengths and weaknesses, and make improvements.

6 Classroom management competence – skills in maintaining discipline, motivation, and productive learning environments.

Continuous pedagogical practice provides a real context for developing these competencies and serves as a bridge between theory and practice. Continuous pedagogical practice is a structured and ongoing training process that allows future teachers to gradually adapt to teaching responsibilities. It includes observation, lesson planning, teaching practice, reflection, and collaboration with mentors.

Functions of continuous pedagogical practice:

• Application of theoretical knowledge to actual teaching situations.

• Acquisition of classroom management and lesson design skills.

• Development of collaborative and communicative abilities.

• Formation of professional identity and self-confidence.

• Improvement of reflective and analytical thinking.

Through immersive participation in real classroom environments, student-teachers become familiar with learners' needs, school culture, curriculum requirements, and assessment systems.

Modern interactive methods—such as problem-based learning, debate, case analysis, role play, “Think-Pair-Share,” and cooperative learning—enhance student-teachers’ ability to engage learners and apply learner-centered strategies.

Digital and ICT-Based Technologies- digital competence is vital for 21st-century teachers. Platforms such as Google Classroom, Zoom, Moodle, Kahoot, Quizizz, and LearningApps help future teachers:

• create digital learning resources,

• conduct online assessments,

• organize collaborative learning,

• analyze learner progress.

Lesson Planning and Micro-Teaching Technology. Micro-teaching enables student-teachers to practice short, structured lessons and receive feedback. It helps in refining:

• objective-setting,

• instructional sequencing,

• time management,

• evaluation strategies.

Mentoring and Coaching Technology- mentoring provides methodical and emotional support. Experienced teachers guide student-teachers in:

• selecting teaching methods,

• solving classroom challenges,

• analyzing mistakes,

• building professional confidence.

Reflective Practice Technology- reflection is essential for professional growth. Student-teachers engage in:

• reflective journals,

• self-evaluation checklists,

• video analysis of lessons,

• post-lesson discussions.

This technology helps identify areas for improvement and develop metacognitive awareness.

Portfolio Technology- the teaching portfolio includes lesson plans, observation notes, assessments, reflective writings, and feedback. It allows monitoring the dynamics of competence development.

CHALLENGES IN FORMING PEDAGOGICAL COMPETENCIES

Despite its importance, continuous pedagogical practice faces several problems:

Limited methodological preparation- many student-teachers lack sufficient knowledge of modern teaching methods before entering schools.

Weak classroom management skills: managing diverse learners and maintaining discipline can be difficult for beginners.

Insufficient digital literacy: Some students struggle to integrate digital tools effectively.

Insufficient mentorship quality: not all schools provide consistent and supportive mentoring.

Inadequate reflection: without structured reflection, student-teachers fail to analyze their strengths and weaknesses.

These challenges highlight the need for technological and methodological improvements in teacher education programs. To enhance the effectiveness of continuous pedagogical practice, the following strategies should be implemented:

• Integrating micro-teaching and simulation-based practice before school placements.

• Strengthening digital literacy courses in teacher preparation.

• Providing training for mentors to ensure consistent support.

• Using video-feedback technologies for reflective practice.

• Organizing collaborative learning communities among student-teachers.

• Applying competency-based assessment tools during practice.

• Expanding the use of e-portfolios to track development.

These strategies help create a systematic and supportive environment for the growth of pedagogical competencies.

CONCLUTION

The formation of pedagogical competencies is a key factor in preparing future teachers for successful professional activity. Continuous pedagogical practice, when supported by modern educational technologies, provides unique opportunities for developing methodological, didactic, communicative, digital, and reflective competences. The integration of interactive teaching methods, digital platforms, mentoring, micro-teaching, and reflective practice fosters professional readiness and shapes a competent teacher capable of meeting modern educational demands.

Improving the technological and methodological foundations of pedagogical practice ensures high-quality teacher education and contributes to the development of an effective, innovative, and learner-centered educational system.

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