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# Innovative strategies for enhancing the pedagogical competence of Russian language teachers

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**Abstract.** The article discusses an important issue in higher education: the significance of innovative teaching and the role of educational innovation. It emphasizes that innovative teaching methods come to life and are implemented by educators, who act as agents of change. Human element plays a crucial role in adopting and spreading these innovations, as teachers not only put them into practice, but also improve and modernize them through their daily work. This dynamic process highlights the critical importance of teacher creativity and flexibility in driving educational progress.

**Keywords:** Profession, psychologist, pedagogical activity, competence, academic activity.

## Introduction

Nowadays, the questions “Who can be a good professional and what should an ideal professional be?” are not to find answers to these questions, but rather to show practical ways to achieve professional growth and become a master in one’s field. Professional flexibility is an important part of pedagogical competence.

Professional flexibility and skills are essential for young professionals starting their careers. A wise saying among our people says that “a person has a desire to learn, but without a qualified and experienced teacher, their interest will fade” [1, 186]. This is not just an empty phrase. We need teachers and mentors who are passionate about guiding students towards their field. Educating a student in science takes a lot of effort from the teacher.

To engage students effectively, teachers need to go beyond simply delivering information [2, 190]. They need to act as empathetic mentors and psychologists, providing constructive feedback and encouragement. This is essential for creating a supportive learning environment where students feel valued and motivated to participate. Criticism and indifference can be discouraging, but positive reinforcement and attention can help

students feel motivated to actively engage in the learning process.

## Literature review and methods

Within the framework of this study, various works were considered that explore the issue of developing pedagogical competence among Russian language teachers. These works include those by V.Nesterova, A.Belkin, A.Markova, J.Jalalov, L.Schneider, H.Brown and others. The authors focus on the psychological aspects of developing teacher’s pedagogical competence in the modern world.

Methodologically, methods such as analysis, synthesis, induction, deduction, generalization, and a systematic approach were used.

## Results and discussion

Education today is a crucial aspect of future success. The primary goal is to prepare students to thrive in a democratic society and a competitive economy. Teachers play a vital role in cultivating independent and critical thinkers, who are prepared for lifelong learning, collaboration, and innovation.

The introduction of new technologies is a significant aspect in achieving these goals. Competency-based education, a

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globally recognized model, focuses on developing active citizenship, critical thinking, and essential skills for life. This approach emphasizes knowledge acquisition as well as the development of soft and hard skills that are essential for success in the modern world.

It is clear that every graduate of a pedagogical institution faces a number of challenges when starting a career in their field [3, 2724]. These include the unfamiliarity with the team, undiscovered abilities, new leadership requirements, attitudes towards new colleagues, unfamiliarity with students, and different teaching styles. This is part of the challenge of integrating students into higher education. Interpersonal dynamics play a significant role in these challenges. These difficulties are not only present for recent graduates as they transition to their professional roles, but they also occur at different stages of life-long learning and professional development.

Today, there is a major discrepancy between the requirements for teachers' pedagogical activities and the level of education of graduates from higher educational institutions. Additionally, there are imbalances between the current teacher training system and the professional and creative qualities of future educators.

The model of developmental education has been recognized by the pedagogical community worldwide as competency-based learning. In our country, state educational standards and curricula are being developed using a competency-based approach. This approach promotes students' independence, initiative, rational use of media and information technology, conscious choice of a profession, healthy competition, and intercultural skills [4].

Today, the concepts of competence and competency have become popular in education. Competence has become a central problem in modern research, according to scientific, pedagogical, and psychological sources. Competence is a complex concept that is common to all disciplines, including professional knowledge and skills, as well as diligence, patriotism, kindness, compassion, generosity, respect for traditions and personal beliefs. The choice of a socially responsible profession is crucial.

In the new century, globalization is rapidly spreading to all spheres of society, imposing new challenges on the educational community. This has led to an increase in the number of teachers and social demands for their work [5, 436]. Pedagogical activity is a form of social activity that is organized specifically for educational purposes.

The interaction between teachers and students is crucial for effective pedagogical work. Professional and pedagogical competence is one of the essential conditions for successful teaching. Based on the study of professional teacher training in continuing education, a set of requirements for professional and personal development has been established.

Professional pedagogical competencies can be conditionally divided into the following categories:

1. Communicative competence - the ability to effectively communicate with others, particularly by mastering and using the native language in communication.

2. Socio-active civic competence - an understanding of involvement in events and processes in society.

### Conclusion

Comenius considered teaching to be a very important profession. He believed that only a highly cultured, educated, and moral person could be a good teacher. The success of education, he argued, depends primarily on the teacher's culture, knowledge of teaching methods, enthusiasm for the job, and love for children. He stated that no one can teach what they do not know. Teachers can only educate and develop others if they themselves are developed, educated, and knowledgeable. They will only be able to teach if they continuously work on their own personal growth and knowledge. In recent years, there has been an increased focus on improving teachers' professional training as an area of pedagogical research. In particular, the scientific and theoretical foundation for the concept of person-centered productive education lies in the organization, communication, diagnosis, guidance, assessment of activity outcomes, pedagogical reflection, and socialization of individuals within the limits of their abilities in the process of personalized education.

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