



PAPER

FORMATION OF STUDENTS' COMPETENCES OF FLEXIBILITY IN PEDAGOGICAL ACTIVITY

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Abstract

The article discusses the issues of forming adaptive competences in pedagogical activity of future teachers being trained in pedagogical higher educational institutions, the need to quickly and effectively adapt to the rapidly changing educational environment, technologies, students' needs and societal demands, adaptive competences in pedagogical activity, today's rapidly changing society, reforms in the education system and new pedagogical technologies require a high level of adaptability from specialists working in this field, the introduction of new standards, methods, technologies every year to quickly adapt to innovations in education, rapid adaptation to these innovations, the importance of adaptive competences in pedagogical activity not only for personal professional growth, but also for improving the quality of education, helping students' personal and intellectual development, and at the same time effectively responding to societal needs.

Key words: profession, development, education, student, activity, competence, knowledge, skills, psychology, readiness, socialization, activity, innovation, approaches, technologies, adaptation, flexibility, analysis, necessity, environment, conditions.

Introduction

Today's globalization processes, the rapid development of information technologies and constant innovations in the field of education require new approaches to pedagogical activity. Reforms carried out in the education system, modern educational standards and innovative technologies require teachers to be adaptable, active and progressive in the changing environment.

Teachers are required to be able to quickly master new standards, methods and technologies introduced annually and put them into practice. At the same time, since the learning characteristics of each student are different, the teacher must be adaptable to the extent that he can provide an individual approach.

A teacher must effectively communicate not only with students, but also with parents, colleagues and administration, and be able to correctly

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respond to various social and professional situations. Therefore, adaptability is an integral part of modern pedagogical activity [1].

Today's globalization processes, the rapid development of information technologies and reforms in the education system require the organization of pedagogical activity on the basis of qualitatively new approaches. This requires the teacher to be adaptable, that is, to quickly and effectively adapt to changing conditions. From this point of view, the need for adaptive competencies in pedagogical activity is of particular importance. Speaking about the need for adaptive competencies in pedagogical activity, today's rapidly changing society, reforms in the education system and new pedagogical technologies require a high level of adaptability from specialists working in this field. In order to quickly adapt to innovations in education, new standards, methods and technologies are introduced every year. Teachers must quickly adapt to these innovations and put them into practice. Each student learns differently.

Main part

The competence of adaptability is the ability to quickly adapt to a rapidly changing environment, to be mentally and practically prepared, and to work effectively. An adaptable teacher can recognize their abilities and needs and show an individual approach. A teacher must communicate effectively not only with students, but also with parents, colleagues, and the administration. He is required to adapt his behavior and attitude in various situations. An adaptable teacher can make quick, expedient, and rational decisions in various unusual and difficult situations (for example, crisis, stress, conflict situations). This ability requires not only knowledge, but also mental stability and a positive outlook. Also, adaptability means the future teacher's readiness to constantly learn, work on himself, and undergo retraining if necessary. This is one of the main signs of professional maturity. Adaptability competencies in pedagogical activity play an important role not only for personal professional growth, but also in improving the quality of education, helping students' personal and intellectual development, and at the same time effectively responding to the needs of society [2].

Adaptability competency in pedagogical

activity is the teacher's ability to quickly and effectively adapt to the rapidly changing educational environment, technologies, students' needs, and societal demands.

This competency includes not only a set of knowledge and skills, but also psychological readiness, social activity, and innovative approaches. The need for adaptability:

1. Changes in the education system:
 - New educational standards;
 - Introduction of digital technologies;
 - Distance learning formats.
2. Student needs
 - Psychological approaches can be different.
3. Responding to problem situations:
 - Unruly behavior;
 - Inclusive education;
 - Teaching in a multicultural environment.

Adaptability competence is the ability of a person to quickly adapt to new conditions, updated requirements, to be mentally and practically prepared, and to work effectively. Adaptability means the readiness of a future teacher to constantly learn, retrain, and work on himself. This is an important sign of professional maturity.

Results and Discussions

Adaptability competencies in pedagogical activity are necessary not only for personal professional growth, but also for improving the quality of education, helping students develop, and responding to the needs of society.

The formation of this competency in a teacher determines his professional skills, successful work and educational effectiveness.

The importance of adaptability competencies in pedagogical activity

1. Ability to quickly adapt to innovations in education

New educational standards, pedagogical technologies, and information tools are constantly being updated. The teacher must be able to quickly adapt to these changes, learn them, and apply them in practice.

2. Taking into account the individual needs of students

Each student has individual characteristics. An adaptable teacher organizes the lesson process based

on the interests, abilities, and learning styles of children.

3. Adaptability in communication and collaboration

The teacher must effectively communicate not only with students, but also with parents, colleagues, and management. This dialogue can change depending on different situations, and the teacher must be able to behave correctly in such situations.

4. Ability to make decisions in complex situations

Various complex and unusual situations may arise in the educational process. For example, conflicts, stressful situations, technical problems. In such situations, an adaptable teacher can make quick and rational decisions.

5. Openness to professional development

The educational environment, which is constantly changing, requires the teacher to be open to innovative approaches, to accept innovations and to effectively implement them in practice. New pedagogical technologies, digital platforms, and competency-based approaches are all becoming integral parts of the pedagogical activity.

An adaptable teacher is not against such changes, but rather analyzes, studies, and strives to qualitatively enrich the educational process, striving to apply them in practice [8]. This helps to form such potentials as acquiring modern knowledge, independent thinking, analyzing information, and striving for novelty in students [7].

From this point of view, the ability to quickly adapt to innovations in education is not only a personal advantage of a teacher, but also an important factor in the successful implementation of reforms in the general education system.

In the modern education system, each student has different personal characteristics, interests, and learning styles [6]. Therefore, an individual approach is required from the teacher. An adaptable teacher can create a comfortable and effective learning environment for each student, taking into account their level of intellectual development, psychological state, type of thinking, and attitude to learning [9].

For example, some students learn best through visual information, while others prefer to learn through listening or practical activities. The ability of a teacher to correctly assess these

differences and present educational material in various forms and use interactive methods are important manifestations of an individual approach.

Individual approach plays an important role in improving educational efficiency, increasing student motivation, developing personal skills and ensuring active participation [3]. Therefore, within the flexibility competence, a deep understanding of the needs of each student and the selection of appropriate methods is one of the main indicators of pedagogical skills.

Pedagogical activity is not just teaching, but also a social process that requires constant communication and cooperation. The ability of a teacher to effectively communicate with students, parents, colleagues, and administration directly affects his professional success [10].

An adaptable teacher can effectively communicate with different people in different situations. For example, in communication with students, the teacher uses positive, motivating, and understandable methods, and in communication with parents, he acts as a kind and reliable partner. The ability to creatively collaborate with colleagues, exchange experiences, and work in a group is also an important aspect of adaptability.

Also, the ability to behave appropriately in any problematic or conflicting situation, control emotions, and establish a constructive dialogue are the strengths of an adaptable teacher [4]. Such abilities help to maintain a healthy and positive educational environment and strengthen mutual trust between all participants.

It is natural for various complex, unexpected and stressful situations to arise in the process of pedagogical activity. For example, conflicts with students and parents, technical problems in the educational process, atypical behavior or disagreements within the team are among such situations. In such cases, the emotional stability and ability to make rational decisions of the teacher are of decisive importance.

An adaptable teacher is able to quickly assess various situations, analyze their causes and consequences, and strive to find logical and constructive solutions. In searching for a way out of the situation, he takes into account not only his own interests, but also the interests of the student, the team and the educational institution.

This indicates his professional responsibility and maturity.

Flexibility in decision-making depends not only on knowledge and experience, but also on the ability to draw conclusions in problematic situations, take into account different points of view, manage stress and use emotional intelligence. This ensures that an adaptable teacher acts as a stable, effective and reliable specialist.

The modern education system requires from the teacher not only the existing knowledge and skills, but also openness to constant development and innovation [5]. An adaptable teacher strives to work on himself, to update his knowledge and skills in accordance with the changing educational environment. He must develop step by step with advanced technologies in education, new methodological approaches and the latest innovations in the field of science.

Openness to professional development is a tendency to attend refresher courses, actively participate in seminars and conferences, and to conduct independent study and analysis. Such a teacher uses new knowledge and skills not only for himself, but also to increase the effectiveness of his educational process.

In addition, openness to professional development also develops the teacher's ability to think critically, analyze himself and make thoughtful decisions. This strengthens his role in the educational process and serves to involve him in leadership, scientific research and creative activities. In short, openness to professional development is an important competency that reflects the adaptability of a teacher's personality, the ability to master innovative opportunities, and professional stability. An adaptable teacher constantly works on himself, is open to new knowledge and skills, and participates in refresher courses. This increases his professional maturity.

Conclusion

Adaptability competencies are very important in pedagogical activity. These competencies serve to form a teacher as a modern, competitive and effective specialist. Today, it is precisely adaptable teachers who can play a leading role in implementing qualitative changes in the education system.

The need for adaptability competencies in pedagogical activity has become one of the main requirements of today. Because in order to operate in a rapidly changing society, in the updated content and methods of education, a teacher must constantly update his knowledge and skills, be able to adapt to new conditions.

Adaptability in pedagogy plays an important role not only in professional growth, but also in improving the quality and effectiveness of education. A teacher who has these competencies: can make quick decisions, create a stable learning environment, correctly understand the needs of students, and meet the requirements of modern education.

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