STRATEGIES FOR DEVELOPING THE PROFESSIONAL-SCIENTIFIC COMPETENCE OF EDUCATORS WITHIN THE CONTEXT OF ESG STANDARDS

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ANNOTATION. The global transition toward sustainable development has placed Environmental, Social, and Governance (ESG) standards at the center of institutional reform across virtually every sector, including higher education and pedagogical science. While ESG frameworks were originally developed for corporate governance and investment decision-making, their principles - environmental responsibility, social accountability, and transparent governance - are increasingly relevant to the professional formation of educators, and the emerging demand for ESG-literate specialists is already reshaping expectations toward university teaching staff [4].

KEYWORDS: ESG standards, professional-scientific competence, teacher-researchers, pedagogical modernization, research governance, sustainable education, scientific-methodological potential.

INTRODUCTION. Teacher-researchers are expected not only to generate pedagogical knowledge but also to embody and transmit values of sustainability, ethical responsibility, and evidence-based governance in their scientific and instructional practice. In the Republic of Uzbekistan, recent state policy on modernizing teacher training and continuous professional development [1; 2] provides an institutional basis for such reform, yet the mechanisms through which ESG principles can be systematically integrated into the professional-scientific competence of educators remain insufficiently theorized. This gap creates a pressing need for strategies that connect ESG imperatives with concrete pathways of competence development for teacher-researchers.

PURPOSE OF THE STUDY. The purpose of this thesis is to identify and substantiate a set of strategies for developing the professional-scientific competence of educators in alignment with ESG standards, and to demonstrate how these strategies can be operationalized within the broader conceptual model of modernizing the scientific-methodological potential of teacher-researchers.

SCIENTIFIC NOVELTY. The novelty of the proposed approach lies in reframing professional-scientific competence not as a purely cognitive-methodological construct, but as a tripartite competence encompassing environmental literacy in research design, social responsibility in the dissemination and application of pedagogical findings, and governance-oriented rigor in research ethics and institutional accountability, building on recent competency-based frameworks for sustainability-oriented teacher development [6]. This reframing allows ESG standards to function as an organizing framework for competence development rather than as an external compliance requirement.

PROPOSED STRATEGIES. Four interrelated strategies are proposed. First, curriculum-embedded strategy: integrating ESG-related modules — sustainability-oriented research methodology, ethical data governance, and socially responsible pedagogy — into doctoral and postdoctoral training programs for educators, in line with evidence that global-competence integration strengthens quality-education outcomes [8]. Second, institutional strategy: establishing ESG-aligned research governance structures within universities, including transparent evaluation criteria, ethics committees, and accountability mechanisms for teacher-researchers' scientific output, supported by the broader institutional ESG infrastructure already emerging around academic organizations [5]. Third, collaborative-networking strategy: fostering cross-institutional and international research partnerships

that expose teacher-researchers to global ESG-informed practices and comparative benchmarks, as demonstrated by comparative studies of sustainability competence among university teaching staff [7]. Fourth, reflective-practice strategy: cultivating continuous professional self-assessment tools that allow educators to monitor their own alignment with environmental, social, and governance dimensions of scholarly work throughout their career trajectory, echoing findings on the role of self-directed striving toward scientific-pedagogical mastery [3].

EXPECTED RESULTS. The implementation of these strategies is expected to produce measurable improvements in three areas: (1) the quality and ethical rigor of research conducted by teacher-researchers, (2) the social relevance and applicability of pedagogical innovations to sustainable development goals, and (3) the institutional transparency and accountability of research governance within higher education institutions. Collectively, these outcomes support the broader goal of modernizing the scientific-methodological potential of the pedagogical workforce.

CONCLUSION. Aligning the professional-scientific competence of educators with ESG standards offers a coherent and forward-looking pathway for the modernization of pedagogical research culture. The four strategies proposed — curricular, institutional, collaborative, and reflective — provide a practical foundation for embedding sustainability, social responsibility, and good governance into the everyday scientific practice of teacher-researchers, and constitute a structural component of the broader conceptual model developed within this dissertation research.

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