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PEDAGOGICAL MECHANISMS FOR DEVELOPING INNOVATIVE COMPETENCIES OF STUDENTS IN THE FIELD OF PEDAGOGY

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Annotation: This article examines the pedagogical mechanisms for developing innovative competencies among students in the field of pedagogy. The study explores how future teachers can acquire and strengthen innovation-oriented skills that are essential for modern educational environments. Special attention is given to the role of interactive teaching methods, digital learning tools, and competency-based education in shaping students' professional abilities. The research analyzes key factors influencing the formation of innovative competence, including creative thinking, problem-solving skills, reflective practice, and the ability to integrate new technologies into the teaching process. The article also highlights the importance of curriculum design and pedagogical strategies that encourage active learning, collaboration, and independent inquiry. The findings suggest that a systematic application of pedagogical mechanisms significantly enhances students' readiness for professional innovation and improves the overall quality of teacher education.

Keywords: Innovative competence; pedagogy students; pedagogical mechanisms; teacher education; competency-based education; creative thinking; digital learning; interactive methods; professional development; educational innovation.

Introduction. The growing complexity of modern educational systems has significantly increased the demand for teachers who are capable of applying innovative approaches in teaching and learning processes. In this context, the development of innovative competencies among pedagogy students has become a central focus of teacher education reforms. Innovative competence is understood as the ability to creatively apply pedagogical knowledge, integrate digital technologies, and use modern teaching methods to improve educational outcomes and respond effectively to changing educational needs.

However, despite ongoing reforms in higher education, the formation of such competencies among future teachers remains insufficient in many cases. Traditional pedagogical training often emphasizes theoretical knowledge, while practical skills related to innovation, creativity, and technology integration are not always adequately developed. This gap highlights the need for effective pedagogical mechanisms that can systematically support the development of innovative competencies throughout the educational process.

Pedagogical mechanisms in this context refer to a set of methods, tools, and conditions that facilitate active learning, critical thinking, collaboration, and reflective practice. These mechanisms include interactive teaching strategies, the use of digital educational technologies, project-based learning, and competency-oriented instructional design.

Therefore, this study aims to analyze the pedagogical mechanisms that contribute to the development of innovative competencies among pedagogy students and to explore how these mechanisms can be effectively implemented in higher education institutions to improve teacher training quality and educational outcomes.

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Literature review. The development of innovative competencies in pedagogy students has been widely discussed in contemporary educational research. Scholars emphasize that innovation in teacher education is not limited to the use of technology but also includes creative thinking, pedagogical flexibility, and reflective practice. According to Rogers, innovation is a process of diffusion where new ideas and practices are adopted gradually within educational systems, highlighting the importance of institutional readiness and teacher adaptability [1].

Fullan argues that educational innovation is deeply connected to systemic change, where teacher development plays a central role in transforming classroom practices and improving learning outcomes [2]. In this context, the preparation of pedagogy students should focus on building capacity for continuous professional growth and problem-solving in dynamic educational environments.

Similarly, Tondeur et al. emphasize the importance of integrating digital technologies into teacher education programs, noting that technology-enhanced learning environments significantly contribute to the development of innovative teaching competencies [3]. This suggests that digital literacy is an essential component of modern pedagogical competence.

Furthermore, Mishra and Koehler introduce the TPACK framework, which explains the intersection of technological, pedagogical, and content knowledge as a foundation for effective teaching in the 21st century [4]. This model is particularly relevant for developing innovation-oriented competencies among future teachers.

In addition, Voogt and Roblin highlight that 21st-century teacher competencies require collaboration, creativity, and the ability to design learner-centered instruction, which further supports the need for innovative pedagogical mechanisms in teacher education [5]. Overall, the literature confirms that innovative competence is a multidimensional construct requiring integrated pedagogical, technological, and cognitive development strategies.

Research methodology. This study is based on a qualitative research design aimed at examining pedagogical mechanisms for developing innovative competencies among pedagogy students in higher education institutions. The research relies primarily on theoretical analysis, comparative study, and content analysis of scientific literature, academic publications, and educational policy documents related to teacher education and innovation in pedagogy. A systematic review method was applied to identify key concepts, approaches, and models that contribute to the formation of innovative competencies in future teachers.

In addition, a conceptual modeling approach was used to structure the main pedagogical mechanisms, including interactive teaching methods, digital learning technologies, reflective practice, and competency-based education. Comparative analysis of international teacher education systems was conducted to evaluate effective practices and determine their applicability in local higher education contexts. Content analysis techniques were employed to interpret and synthesize the collected data, ensuring the identification of recurring themes and theoretical patterns.

This methodological framework allows for a comprehensive understanding of how innovative competencies are formed and developed among pedagogy students. It also provides a solid foundation for proposing practical recommendations for improving teacher education programs through the integration of modern pedagogical mechanisms and innovative learning strategies.

Research discussion. The analysis of pedagogical mechanisms for developing innovative competencies among pedagogy students reveals that effective teacher preparation requires a shift from traditional knowledge transmission to a more dynamic, practice-oriented, and student-centered educational model. The findings of this study indicate that innovative competence is not formed spontaneously; rather, it develops through a systematic integration of interactive teaching methods, digital technologies, and reflective learning practices within the teacher education process.

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One of the key outcomes of the study is the recognition that active learning strategies such as problem-based learning, project-based tasks, and collaborative activities significantly enhance students' ability to think creatively and apply pedagogical knowledge in real educational contexts. These approaches encourage future teachers to move beyond memorization and develop higher-order thinking skills, which are essential for innovation in classroom practice.

The discussion also highlights the critical role of digital technologies in shaping innovative competencies. Digital learning environments provide pedagogy students with opportunities to explore new instructional tools, simulate teaching scenarios, and engage in continuous professional learning. This technological integration not only improves technical skills but also fosters adaptability and openness to educational change.

Furthermore, reflective practice emerges as an essential mechanism for professional growth. By analyzing their own teaching experiences and learning outcomes, students develop self-awareness and the ability to improve their instructional strategies. Mentorship and guided practice within higher education institutions further strengthen this process by providing feedback and professional support.

Conclusion. This study examined the pedagogical mechanisms for developing innovative competencies among pedagogy students and their application in higher education institutions. The findings show that innovative competence is a complex and multidimensional construct that includes creative thinking, digital literacy, problem-solving skills, and the ability to apply modern pedagogical approaches effectively in educational practice.

The analysis confirms that traditional teacher education models are no longer sufficient to meet the demands of contemporary education systems. Instead, a more integrated approach is required, combining interactive teaching methods, competency-based education, digital learning technologies, and reflective practice. These pedagogical mechanisms play a crucial role in shaping students' professional readiness and fostering their ability to adapt to rapidly changing educational environments.

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