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STRUCTURAL-FUNCTIONAL MODEL OF THE SYSTEM FOR IMPROVING PEDAGOGICAL MASTERY

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Abstract: This article explores the structural-functional model of the system for improving pedagogical mastery. Pedagogical mastery is considered a complex professional quality that includes subject knowledge, methodological competence, pedagogical communication, creativity, reflective thinking, and the ability to apply innovative educational technologies effectively. The article analyzes the main components of the model, including target, content, organizational, technological, functional, and result-oriented components. Special attention is paid to the role of continuous professional development, methodological support, mentoring, reflective analysis, and digital learning tools in enhancing teachers' professional competence. The study emphasizes that the structural-functional model provides a systematic approach to improving pedagogical mastery and contributes to increasing the quality and effectiveness of the educational process.

Keywords: pedagogical mastery, structural-functional model, professional competence, teacher development, methodological competence, innovative technologies, reflective thinking, continuous professional development, educational quality, pedagogical skills.

In modern education, the professional development of teachers has become one of the most important factors in improving the quality of the educational process. The rapid development of science, digital technologies, social relations, and innovative teaching methods requires teachers to constantly improve their professional knowledge, methodological skills, pedagogical culture, and creative abilities. In this context, pedagogical mastery is not limited to the ability to explain educational material. It includes the teacher's capacity to organize the learning process effectively, communicate with students, select appropriate teaching methods, apply modern technologies, evaluate learning outcomes, and continuously improve professional activity.

Pedagogical mastery is a dynamic and constantly developing professional quality. It is formed through theoretical knowledge, practical experience, methodological training, reflective analysis, and continuous self-development. Therefore, the process of improving pedagogical mastery should be organized on the basis of a clear pedagogical model. A structural-functional model makes it possible to determine the main components, functions, conditions, and expected results of this process.

The relevance of this topic is determined by the need to develop a systematic approach to improving teachers' professional competence. In many cases, professional development activities are organized separately from teachers' real pedagogical needs. As a result, the effectiveness of such activities may decrease. A structural-functional model helps to connect the goals, content, methods, technologies, and results of professional development into a unified system.

The structural-functional model of the system for improving pedagogical mastery is an integrated pedagogical framework aimed at ensuring the continuous professional growth of teachers. This model is based on the interaction of several components: target, content, organizational, technological, functional, and result-oriented components. Each component performs a specific task, but all of them function in unity.

The target component determines the main purpose of the system. The primary goal is to improve teachers' pedagogical mastery by developing their professional, methodological, communicative, digital, creative, and reflective competencies. This component also includes specific

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objectives, such as improving teachers' ability to design lessons, use interactive methods, organize student-centered learning, apply assessment tools, and analyze their own pedagogical activity. The target component gives direction to the entire model and determines the expected outcomes.

The content component reflects the knowledge, skills, values, and professional qualities that should be developed in teachers. It includes modern pedagogical theories, innovative teaching approaches, methods of organizing interactive lessons, educational psychology, assessment strategies, digital learning resources, classroom management, and pedagogical communication. The content of professional development should be closely connected with the real needs of teachers and the requirements of modern education.

The organizational component describes the forms and conditions for implementing the model. It includes professional development courses, seminars, workshops, master classes, mentoring, coaching, peer observation, methodological consultations, independent learning, and practical teaching activities. Effective organization requires a favorable educational environment, regular methodological support, cooperation between teachers and mentors, access to digital resources, and opportunities for professional exchange. This component ensures that the improvement of pedagogical mastery is systematic and continuous.

The technological component includes the methods, tools, and educational technologies used in the process of professional development. Modern teachers need to master problem-based learning, project-based learning, case-study methods, collaborative learning, reflective training, digital platforms, multimedia tools, and formative assessment technologies. These technologies help teachers enrich their teaching practice and create an active learning environment.

The functional component explains the main functions of the system. The diagnostic function identifies teachers' professional needs, strengths, weaknesses, and methodological difficulties. The motivational function encourages teachers to engage in continuous professional growth. The educational function provides teachers with new theoretical and methodological knowledge. The developmental function supports the formation of creativity, professional thinking, and pedagogical competence. The corrective function helps eliminate shortcomings in pedagogical activity through feedback and support. The reflective function develops teachers' ability to analyze their own work. The evaluative function determines the effectiveness of the system and measures professional growth.

The result-oriented component reflects the expected outcomes of the model. As a result of implementing the structural-functional model, teachers should demonstrate a higher level of pedagogical mastery. They should be able to plan lessons effectively, use innovative teaching methods, organize student-centered learning, communicate productively with students, apply digital technologies, assess learning outcomes objectively, and analyze their professional activity critically. The final result is an increase in the quality and effectiveness of education.

The effectiveness of the structural-functional model depends on the unity of its components. If the goal is clearly defined but the content is not properly selected, the system cannot produce the expected results. Similarly, if modern teaching technologies are introduced without methodological support, teachers may face difficulties in applying them effectively. Therefore, all components of the model should operate in close connection.

One of the most important aspects of improving pedagogical mastery is reflective thinking. A teacher who is able to analyze his or her own activity can identify mistakes, evaluate results, and improve future lessons. Reflection helps teachers become more conscious, responsible, and creative in their professional activity. For this reason, reflective analysis should be an essential part of any professional development system.

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Another important factor is motivation. Teachers' professional growth depends not only on external requirements but also on their internal desire for self-improvement. A motivated teacher searches for new methods, studies advanced experience, uses digital tools, and tries to make lessons more effective. Therefore, the system for improving pedagogical mastery should create conditions that support teachers' professional interests and personal initiative.

Digital technologies also play an important role in the modern system of professional development. Online platforms, electronic resources, webinars, virtual classrooms, and digital assessment tools expand teachers' opportunities for learning and collaboration. However, technology itself does not guarantee high-quality education. It becomes effective only when it is used purposefully and methodologically correctly.

In conclusion, the structural-functional model of the system for improving pedagogical mastery is an important scientific and methodological basis for organizing teachers' continuous professional development. This model allows the professional growth process to be planned, organized, implemented, monitored, and evaluated systematically.

The model includes target, content, organizational, technological, functional, and result-oriented components. Each component has its own role, but their effectiveness is achieved only through mutual connection and practical integration. The implementation of this model helps develop teachers' professional competence, methodological culture, creative activity, reflective thinking, and ability to use innovative educational technologies.

Improving pedagogical mastery is one of the main conditions for increasing the quality of education. A teacher with a high level of pedagogical mastery can organize the educational process effectively, support students' individual development, create a positive learning environment, and prepare learners for modern social and professional life. Therefore, the structural-functional model should be considered an effective mechanism for developing teachers' professional potential and improving the educational process.

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