



DEVELOPING TEACHERS' COMPETENCES TO WORK EFFECTIVELY WITH STUDENTS IN BLENDED EDUCATIONAL SETTINGS

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Abstract. *Developing teachers' competencies for effective work with students in blended learning environments is one of the current directions of modern pedagogy. This article analyzes the blended learning model and its features, as well as the communicative, technological and psychopedagogical competencies of teachers. The study also provides methodological recommendations for developing the necessary skills for teachers.*

Keywords : *blended learning, pedagogical competence, communicative skills, digital technologies, effective teaching, innovative education.*

1. Introduction

Blended learning is becoming increasingly popular as a result of the integration of digital technologies and traditional teaching methods. This form of education requires teachers to acquire not only subject knowledge, but also new competencies. Effective teacher competencies are an important factor in improving the quality of the educational process and increasing student engagement.

The main goal of this study is to identify the main areas of development of teachers' competencies for effective work with students in blended learning environments and to develop recommendations for their development.

2. Research methods

The following methods were used in this study:

Style	Description
Theoretical analysis	Scientific literature on blended learning and teacher competence was studied.

Style	Description
Questionnaire	The results of surveys conducted among teachers and students were analyzed.
Experiment	The effectiveness of lessons using blended learning was evaluated.
Sharing experiences	The opinions and best practices of experienced educators were studied.

Based on these methods, the level of competence of teachers in blended learning settings and areas for their development were determined.

3. Results

3.1. The relationship between blended learning and teacher competencies

In a blended learning model, a teacher must have the following core competencies:

- **Pedagogical competence** – selecting and applying teaching methods that are appropriate to the needs of students.
- **Communicative competence** - effective communication with students and increasing their engagement.
- **Technological competence** – the effective use of modern digital platforms and applications.
- **Psychological competence** - increasing student motivation and implementing an individual approach.

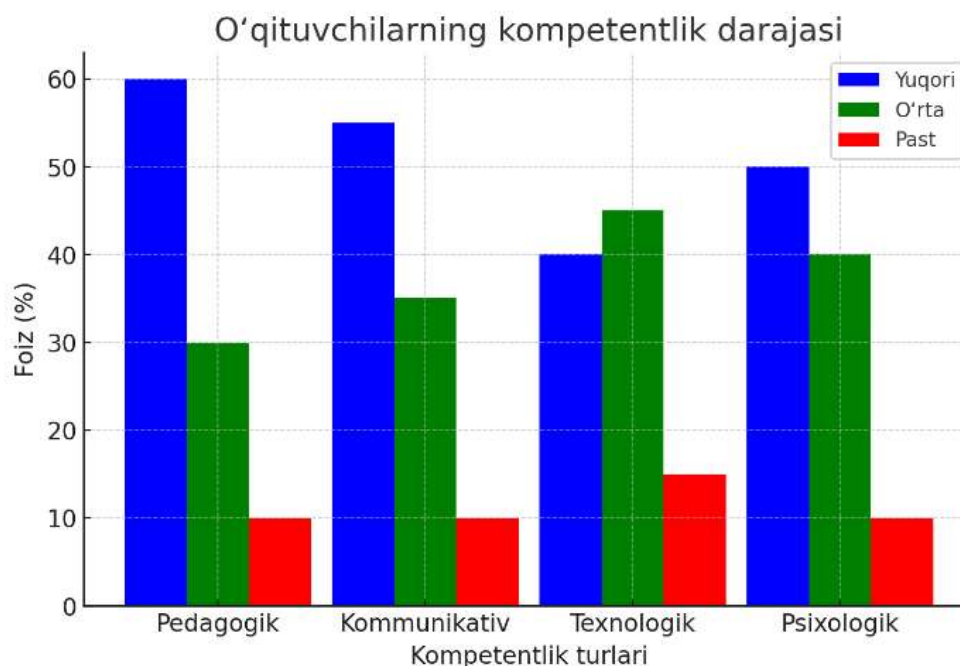
3.2. Analysis of the level of effective work competencies of teachers

As part of the study, a survey was conducted among 100 teachers, and the results were as follows:

Competency type	High level (%)	Average level (%)	Low level (%)
Pedagogical	60%	30%	10%
Communicative	55%	35%	10%

Competency type	High level (%)	Average level (%)	Low level (%)
Technological	40%	45%	15%
Psychological	50%	40%	10%

Figure 1: Distribution of teachers by level of competence



The diagram above shows the levels of pedagogical, communicative, technological and psychological competence of teachers. As can be seen, technological competence is at a lower level than in other areas.

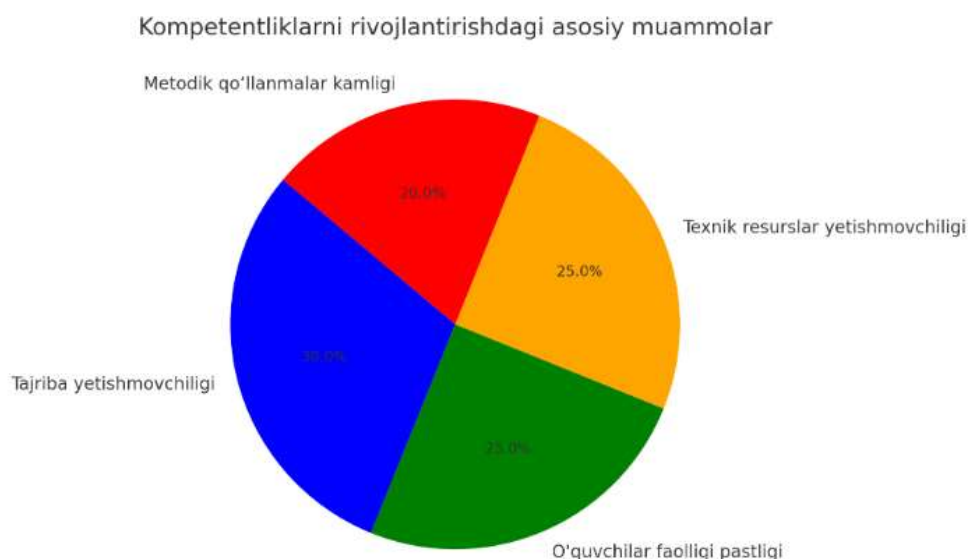
3.3. Main obstacles to competence development

The following problems have been identified in the development of teachers' competencies:

- **Lack of sufficient experience** – teachers are not sufficiently skilled in working with digital technologies.
- **Difficulties in increasing student engagement** – lack of strategies to motivate students.
- **Lack of technical resources** – schools and universities have limited access to modern platforms.

- **Lack of methodological guides** – there are not enough resources for teachers on blended learning methodologies.

Figure 2: Key challenges in competency development



This pie chart shows the main challenges in developing competencies. The biggest challenge is the lack of sufficient experience among teachers (30%).

4. Discussion

The following strategies are recommended to develop teachers' effective performance competencies:

1. **Digital education training for teachers** - organizing special courses to increase technological literacy.
2. **Introduction of innovative pedagogical methods** - widespread use of gamification, project-based learning, and reflective methods.
3. **Developing effective communication between teachers and students** – developing interactive discussions and teamwork techniques.
4. **Effective use of digital resources** - incorporating online learning platforms and programs into the classroom.

5. Conclusion

In blended learning environments, it is important to develop teachers' competencies to work effectively with students. Research findings show that developing pedagogical, communicative, technological, and psychological competencies is a crucial factor in improving educational effectiveness. These competencies can be developed through special training for teachers, the introduction of innovative methods, and the effective use of resources.

6. References

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