



**SELF-ASSESSMENT AS A MECHANISM FOR ENHANCING TEACHERS'
SELF-EDUCATION: THE POTENTIAL OF DIGCOMPEDU**

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Abstract. The paper examines self-assessment as a key mechanism for enhancing teachers' self-education in the context of digital transformation of education. Particular attention is given to the potential of the DigCompEdu framework as a structured tool for supporting teachers' professional development. The study explores how self-assessment contributes to increasing teachers' awareness of their professional needs, identifying competence gaps, and organizing individual learning trajectories. It is argued that the integration of self-assessment practices based on DigCompEdu enables a shift from fragmented to systematic self-educational activity. The findings highlight the role of reflective practices and digital competence frameworks in improving the quality and effectiveness of teachers' professional development, particularly in preschool education. The study is based on a pedagogical experiment involving preschool teachers.

Keywords: self-assessment, teachers' self-education, digital competence, DigCompEdu, professional development, preschool education, digital transformation.

Introduction

In the context of the rapid digital transformation of education, the requirements for teachers' professional competencies are undergoing significant changes. The integration of digital technologies into educational practice not only expands teaching opportunities but also increases the need for continuous professional development. This is particularly relevant for preschool education, where teachers must combine pedagogical sensitivity with the effective use of digital tools in a dynamic and often resource-limited environment.

One of the key conditions for ensuring sustainable professional development is the ability of teachers to engage in continuous self-education. However, in practice, self-educational activity often remains unsystematic, situational, and dependent on



external requirements rather than internal motivation. This creates a gap between the increasing demands of digital transformation and the actual level of teachers' professional development.

In this regard, the concept of self-assessment becomes particularly significant. Self-assessment can be considered not only as a diagnostic procedure but also as a mechanism that activates reflective thinking, promotes awareness of professional needs, and supports the planning of individual development trajectories.

The purpose of this study is to explore the potential of self-assessment as a mechanism for enhancing teachers' self-education and to substantiate the role of the DigCompEdu framework as a tool for structuring this process in preschool education.

Theoretical Background

Self-assessment is widely recognized in pedagogical research as an essential component of professional development. It is closely related to such concepts as reflection, self-regulation, and autonomous learning. Through self-assessment, teachers are able to critically analyze their professional activity, identify strengths and weaknesses, and make informed decisions about further development.

Thus, self-assessment can be considered a key mechanism that transforms self-education from a passive and externally driven process into an active and internally motivated one. It provides the basis for conscious professional growth and supports the development of a reflective and autonomous professional identity.

DigCompEdu as a Self-Assessment Tool

In the modern educational landscape, the need for structured tools that support teachers' professional development has led to the emergence of competence-based frameworks. One of the most comprehensive and widely recognized among them is the European Framework for the Digital Competence of Educators (DigCompEdu). This framework provides a systematic description of the knowledge, skills, and attitudes required for effective integration of digital technologies into educational practice.

Unlike traditional approaches that focus primarily on technical skills, DigCompEdu emphasizes the pedagogical dimension of digital competence. It considers how digital tools can be meaningfully integrated into teaching, assessment, communication, and professional collaboration. This makes the framework particularly relevant for teachers who need not only to use technology but to apply it in a pedagogically justified way.

An important feature of DigCompEdu is its potential to function as a self-assessment tool. The structure of the framework allows teachers to evaluate their level



of competence across different areas and to identify specific aspects that require further development. This creates a basis for informed and goal-oriented self-education.

The use of DigCompEdu for self-assessment supports several key processes in teachers' professional development. First, it promotes awareness by helping teachers to understand their current level of digital competence. Second, it facilitates the identification of professional gaps, making it possible to focus on specific areas that need improvement. Third, it supports the planning of individual learning trajectories, enabling teachers to organize their self-education in a more structured and systematic way.

In this sense, DigCompEdu can be viewed not only as a framework for assessment but also as a tool for managing professional development. It transforms self-assessment into an active process that guides teachers' self-education and enhances its effectiveness.

Self-Assessment as a Mechanism

The integration of self-assessment tools into teachers' professional practice significantly changes the nature of self-education. When self-assessment is absent, professional development often takes a fragmented form, characterized by occasional participation in training activities without a clear connection to individual needs. In contrast, the presence of a structured self-assessment mechanism enables teachers to approach their development more consciously and systematically.

Self-assessment based on frameworks such as DigCompEdu encourages reflective thinking. Teachers begin to analyze not only what they know and can do, but also how effectively they apply their competencies in practice. This reflective dimension is essential for meaningful professional growth, as it allows teachers to move beyond routine actions and engage in continuous improvement.

Moreover, self-assessment contributes to the development of autonomy in professional learning. Teachers become less dependent on external requirements and more capable of independently identifying their learning needs and selecting appropriate resources. This is particularly important in the context of digitalization, where access to educational content is abundant, but its effective use requires critical evaluation and self-regulation.

Another important aspect is the role of self-assessment in increasing motivation. When teachers clearly understand their progress and see tangible results of their efforts, their engagement in self-education becomes more stable and internally driven. Thus, self-assessment acts as a mechanism that not only structures but also sustains self-



educational activity.

Empirical Insights

The practical application of DigCompEdu as a self-assessment tool was explored in the context of a pedagogical experiment involving preschool teachers. The results indicate that the use of structured self-assessment contributes to positive changes in teachers' self-educational activity.

In particular, teachers demonstrated increased readiness for professional self-development, more active use of digital educational resources, and a growing awareness of the need to improve their digital competencies. These changes suggest that self-assessment plays a crucial role in activating and directing self-educational processes.

The findings also show that teachers began to approach their professional development more systematically. Instead of relying on occasional learning opportunities, they engaged in more purposeful and consistent self-education. This confirms the idea that self-assessment serves as a mechanism that transforms the nature of professional learning.

Discussion

The findings of the study confirm that self-assessment can be considered a key mechanism for enhancing teachers' self-educational activity in the context of digital transformation. The use of the DigCompEdu framework contributes to the development of a more conscious and structured approach to professional growth, enabling teachers to better understand their competencies, identify professional gaps, and organize their learning process more effectively.

Importantly, the results demonstrate that self-assessment not only supports reflective thinking but also plays a regulatory role in professional development. The integration of structured self-assessment tools leads to increased readiness for professional development, more active use of digital resources, and a higher level of awareness of digital competence requirements. These changes indicate a shift from fragmented and externally driven learning to a more autonomous and sustainable model of teachers' self-education, which is essential in the context of ongoing digitalization.

Conclusion

In conclusion, self-assessment based on competence frameworks such as DigCompEdu represents an effective mechanism for structuring and enhancing teachers' self-education, contributing to the development of sustainable and reflective professional practices in the context of ongoing digitalization.

The findings of the study also highlight the practical value of integrating structured self-assessment tools into teachers' professional development systems. The use of DigCompEdu enables teachers to better identify their professional needs, plan individual learning trajectories, and engage in more consistent and purposeful self-education. This approach can be effectively applied in preschool educational organizations to support continuous professional growth and improve the overall quality of teaching practice.

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