

DESCRIPTION OF PROFESSIONAL COMPETENCE IN HIGHER EDUCATION STUDENTS

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Annotatsiya: Ushbu annotatsiya oliy ta'lim muassasasi talabalarining kasbiy kompetensiyasini ularning kelajakdagi samarali kasbiy faoliyatga tayyorligini ta'minlaydigan integrativ shaxsiy va professional sifat sifatida tavsiflaydi. Kasbiy kompetensiya motivatsion-qadriyat yo'nalishi, nazariy bilimlar tizimi, amaliy ko'nikmalar, ijtimoiy ahamiyatga ega shaxsiy fazilatlar va mulohaza yuritish va o'zini rivojlantirish qobiliyatining kombinatsiyasi bilan tavsiflanadi. Bu tanlangan kasbning ijtimoiy ahamiyatini anglash, olingan bilimlarni amalda qo'llash qobiliyati, professional va ijtimoiy ahamiyatga ega muammolarni hal qilishga tayyorlik va professional muhitda konstruktiv o'zaro ta'sir o'tkazish qobiliyatini o'z ichiga oladi.

Kalit so'zlar: Kasbiy kompetensiyani shakllantirish oliy ta'lim doirasida amalga oshiriladigan uzluksiz va maqsadli jarayon sifatida qaraladi, bu raqobatbardosh, mas'uliyatli va ijtimoiy faol mutaxassislarni tayyorlashni ta'minlaydi.

Annotation: This annotation describes the professional competence of higher education institution students as an integrative personal and professional quality that ensures their readiness for effective future professional activity. Professional competence is characterized by a combination of motivational-value orientation, a system of theoretical knowledge, practical skills, socially significant personal qualities, and the ability for reflection and self-development. It includes awareness of the social importance of the chosen profession, the ability to apply acquired knowledge in practice, readiness to solve professional and socially significant problems, and the capacity for constructive interaction within the professional environment.

Key words: The formation of professional competence is considered as a continuous and purposeful process carried out within the framework of higher education, ensuring the preparation of competitive, responsible, and socially active specialists.

The important component of preparing higher education students for professional activity is pedagogical creativity. Pedagogical creativity requires that a teacher possesses deep and broad knowledge, critically assimilates and applies that knowledge in new ways, has the ability to create innovations based on both knowledge and intuition, and simultaneously considers multiple options while selecting the most appropriate ones [52; p. 145].

In pedagogy, the program for the comprehensive development of the higher education system in 2017–2021 has served as an important methodological basis for advancing the professional training system of higher education students to a new level. The priority directions of this program include: forming targeted parameters for training highly qualified specialists; optimizing teaching areas and specializations in higher education institutions in accordance with regional and sectoral development plans and the requirements of ongoing territorial and sectoral programs; improving the educational process, curricula, and programs of higher education by widely implementing new pedagogical technologies and teaching methods; qualitatively



renewing the master's level scientific-educational process and introducing modern organizational forms; creating new-generation educational literature and integrating it extensively into higher education teaching, providing higher education institutions with modern educational, methodological, and scientific literature, including acquiring and translating the latest foreign publications, and regularly updating the resources of information centers; strengthening the scientific potential of higher education institutions, further developing science in higher education, enhancing its integration with academic science, increasing the effectiveness and efficiency of professors' and teachers' scientific research activities, and actively involving talented students in scientific work.

All authors who have studied the concept of "professional competence of an oligophrenopedagogue" identify the following competencies within its structure:

- Personal-motivational competence – the oligophrenopedagogue's value orientation, personal characteristics and qualities, and the development of a humanistic focus in their professional activity;
- Social-psychological competence – psychological and pedagogical knowledge, precise methodological principles for analyzing practical situations, and criteria for evaluating the effectiveness of the oligophrenopedagogue's actions;
- Diagnostic competence – the ability to professionally identify problems in speech development and determine the type of disorders; to identify gaps in knowledge and their causes; and to justify the selection of content and methods for teaching and correction;
- Correctional-educational competence – activities in special interventions aimed at reducing or eliminating deficiencies in speech development and forming specific competencies in children;
- Methodological competence – the oligophrenopedagogue's readiness to design and structure correctional-pedagogical activities;
- Communicative competence – the ability to establish professional interactions clearly and promptly, demonstrate initiative, and actively engage in cooperative activities with others;
- Reflective competence – the teacher's effort to correctly understand and purposefully regulate the thoughts, feelings, and actions of children with speech disorders during practical interactions; and during the planning of activities for children with speech disorders, the oligophrenopedagogue develops constructive correctional-educational goals and strategies to achieve them.

The highlighted aspects of the professional competence of an oligophrenopedagogue ensure the effective implementation of correctional activities and demonstrate the multifunctionality of the oligophrenopedagogue's work.

An analysis of scientific approaches to the studied concept shows that professional competence of an oligophrenopedagogue is a complex formation developed on the basis of theoretical knowledge, practical skills, personal qualities, and social experience. It represents the specific ability to perform various professional tasks—diagnostic, methodological, psychological, correctional, social, and others—aimed at correcting speech disorders and enhancing the social opportunities of children with such disorders.

Based on the analysis of professional competence and the studies mentioned above, it is possible to define the essence of "socio-pedagogical competence." For example, Table 1 presents definitions of social competence from the works of A.V. Brushlinskiy, N.V. Kalinina, N.A. Lupanova, Ye.G. Ogarev, V.V. Svetkov, and N.S. Chaginal, which we applied in experimental-practical work. To clarify the content of the concept of "social competence," various perspectives were considered.

A review of these definitions shows that each has its own characteristics, yet their structures contain important common elements. In studying social competence, scholars include knowledge, social skills, abilities, and practical experience. An oligophrenopedagogue with a high level of



social competence demonstrates the ability to seek optimal solutions in social problem situations, strives for self-improvement, shows openness and resilience in interactions with children with disabilities, seeks innovation in correctional-pedagogical activities, and takes responsibility for their actions.

By analyzing and generalizing researchers' findings, it is possible to identify personal qualities that characterize the socio-oriented aspect of an oligophrenopedagogue's activity. These include: understanding the value and social significance of correctional-pedagogical activity; adaptive social thinking and behavior in unexpected professional and life situations; and the ability to take responsibility for making non-standard decisions concerning both themselves and the children they work with.

Key specialized methods in social interaction include the capacity for adaptability and empathy. Professionally significant personal qualities are always socially important, and they are essential for every oligophrenopedagogue. The development of a higher education student's socially significant personal qualities is therefore a fundamental condition for fostering their socio-pedagogical competence.

We can identify the main approaches to assessing the professional competence and social competence of an oligophrenopedagogue. When developing the integrative concept of "socio-pedagogical competence of higher education students," the following key principles can be applied:

- The development of socio-pedagogical competence in higher education students is a complex process;
- Understanding socio-pedagogical competence requires consideration from multiple perspectives. As the theoretical-methodological basis for the studied object, personal-oriented and activity-based approaches, as well as the theoretical aspects of correctional-pedagogical teaching, were selected.

The foundations of the personal approach are reflected in the works of V.V. Serikov, A.K. Markova, I.A. Zimnyaya, and I.S. Yakimanskaya, who interpret this approach as the acquisition of personal qualities by the subject during their life activities. The essence of personally oriented education lies in enabling learners to fulfill personal tasks.

According to A.K. Markova, implementing a personal approach involves not only taking into account the individual psychological characteristics of students but also the development of the psyche, cognitive processes, personal traits, and activity-based characteristics.

In I.S. Yakimanskaya's concept, the primary goal of personally oriented education is to create special conditions (social and pedagogical) for the purposeful disclosure and development of a child's individual-personal qualities, "culturalizing" them, and transforming their behavior into socially significant forms aligned with the socio-cultural norms established by society.

Key principles for determining pedagogical conditions for the formation of socio-pedagogical competence include:

- Ensuring personal development through the organization of practical activity;
- Providing a coordinating function in managing the process of forming socio-pedagogical competence;
- Shaping students' personal understanding of professional activity.

In the study, the personal approach in professional training assumes maximum consideration of students' individual characteristics, including their knowledge, skills, abilities, and practical experience.

As A.N. Leontiev notes, a person must be studied dynamically, and personal dynamics should be analyzed from two perspectives: the characteristics of the individual, including their development as continuous changes, both in terms of activity and over time.



According to the activity-based approach, personal development is directly linked to the activity in which the individual is engaged. The leading role of activity in the process of education and development is a core principle of the activity-based approach.

Implementing the activity-based approach involves organizing the educational process based on students' active engagement in practical activities. This ensures integrity, systematization, dynamism, and variability in the process of forming socio-pedagogical competence.

N.M. Nazarova's perspective is highly significant for our research, as she deeply reveals the pedagogical-psychological essence of correctional activity and its preventive and social orientation. She defines correctional activity as "a specially organized psychological influence applied to groups at high risk, aimed at restructuring underdeveloped psychological formations considered as psychological risk factors, and restoring the child's harmonious interaction with the environment."

N.Yu. Klemenko, analyzing the essence of socio-pedagogical competence, defines it as "a set of personal qualities that allow a specialist to freely adapt to society's requirements in a changing environment, using their capabilities as fully as possible within the context of professional activity." She also identifies the key parameters of socio-pedagogical competence: professional readiness, communicability, intelligence, professional ethics, emotional stability, readiness for psychological stress, compassion, and tolerance.

A.N. Vasileva, examining socio-pedagogical competence, highlights it as an indicator of a social specialist's professional preparedness and level of professional growth, identifying the necessary characteristics of their professional activity.

Z.I. Kolycheva's research is notable and contemporary, understanding socio-pedagogical competence as "a student's personal method of forming socio-pedagogical problem-solving skills, as expressed through interaction with pedagogical reality from the perspective of the professional activity subject." She identifies the core socio-personal qualities forming socio-pedagogical competence: independence, work ability, initiative, reflexivity, cooperation skills, and readiness for self-development.

According to L.A. Yadvirshi, socio-pedagogical competence enables a specialist not only to conduct educational work in an open social environment and work effectively but also to be socially adaptive—understanding and responding to rapidly changing social realities, creating conditions necessary for their own development, and foreseeing what is required to achieve educational goals while preventing errors and failures.

Research on the preparation of higher education students shows that this issue is closely related to a competency-based approach. For example, N. Nazarova's doctoral dissertation "Theory and Practice of Professional Training of Surdopedagogues" clarifies the goals and objectives of training surdopedagogues, explores specific aspects and components of their professional competence, and approaches to developing the content of integrated academic disciplines for training defectologists [71, 72].

We define socio-pedagogical competence as "the real ability to establish a link between knowledge and situation, to identify and apply optimal social, personal, and pedagogical measures appropriate for solving the problems of children with speech disorders."

Considering the complex, integrative nature of socio-pedagogical competence and the results of analysis, the socio-pedagogical competence of higher education students is structured as the interconnection of four components: social-personal, cognitive, professional-activity, and analytical-reflective.

Components of Socio-Pedagogical Competence in Higher Education Students:

1. Social-Personal Component: Recognizing a child with speech disorders as a valuable individual motivates the oligophrenopedagogue's socially oriented activity. This component includes the content, motives, goals, and needs of the socially oriented professional activity. It also involves qualities such as openness, communicability, responsibility, initiative, self-



confidence, creative imagination, adaptive social thinking and behavior, psychological resilience in unexpected life situations, and goal-directedness when working with children with disabilities or systemic speech disorders.

2. Cognitive Component: At the cognitive level, it involves knowledge of individuals with speech disorders, focusing on their personality, value, and positive qualities. This orientation enhances all knowledge-related processes in higher education students, forming socio-pedagogical insight: the ability to analyze children's behavior, understand the motives behind it, and see oneself and one's activity through the children's perspective. The cognitive component includes socio-pedagogical knowledge necessary for understanding and supporting children with speech disorders.

Professional-Activity Component: The professional-activity component of socio-pedagogical competence is based on a system of specialized knowledge and consists of socio-pedagogical professional skills and competencies. This set of professional-activity skills enables higher education students to:

- Knowledge: justify the social significance of their profession; analyze socially significant problems and processes; design, organize, and coordinate interactions among specialists in solving social-professional tasks; organize collaborative activities and interpersonal interactions within the educational environment; perform professional duties in accordance with principles of professional ethics; conduct self-diagnosis, independent learning, and self-education.
- Mastery: acquire methods and technologies for solving socio-pedagogical tasks, methodologies for interactions among specialists in various types of institutions; plan their work and define socially oriented tasks; analyze the results of pedagogical activities.
- Practical Experience: solve social-professional tasks collaboratively with other specialists; study various methods, techniques, and approaches of pedagogical activity.

This component allows higher education students to adapt their behavior appropriately in various unexpected situations.

Analytical-Reflective Component: The analytical-reflective component is expressed in: conscious monitoring of one's professional activity results; fostering collaboration and co-creative engagement among all participants in the educational process; inclination toward self-analysis; and the ability to forecast professional activities and interpersonal interactions.

Tasks in Developing Socio-Pedagogical Competence:

- Develop in future oligophrenopedagogues a socially and professionally valuable attitude toward their chosen profession;
- Equip future oligophrenopedagogues with the socio-pedagogical knowledge required to work with children with disabilities;
- Develop professional skills for interaction with children, parents, and pedagogical specialists;
- Form students' social ability for reflection and objective self-assessment of their professional activity.

In the context of modern inclusive education, every teacher must possess socio-pedagogical competence.

Integrative Significance: The analysis shows that socio-pedagogical competence in higher education students (oligophrenopedagogues) can be defined as an integrative personal quality that ensures readiness to perform socio-pedagogical functions. These functions include understanding the individual-personal and behavioral characteristics of children with speech disorders, analyzing their socially significant problems and social interactions, educating, teaching, and providing social protection to promote positive socialization, and developing professional activity experience.

Theoretical and Practical Basis: The development of socio-pedagogical competence is studied from the perspective of the integration of theoretical knowledge and pedagogical



experience. Pedagogical practice plays a key role in this process, as it strengthens real-world interactions in correctional-pedagogical activities and allows future oligophrenopedagogs to assess and understand their readiness for independent professional activity.

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