



Differential Education–Based Methodology for Improving General Competence of Future Specialists

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Abstract

The methods of forming the general professional competence of future specialists based on differentiated education are shown in this scientific research work, as are the methods of using a differential approach in the formation of general professional competence of students, the model of forming the general professional competence of students in the process of differential education has been developed and scientifically based, and the criteria, indicators, and levels of students' general professional competence have been developed and scientifically based.

Keywords: *Differential Education; General Professional Competence; Model; Evaluation Criteria; Pedagogical Conditions; Future Specialists; Methodology*

Introduction

The highest value of a lawful democratic society based on market economy interactions is a man. The successes of social development are largely dependent on how well we can employ each person's potential for the growth of society. And this challenge cannot be handled without a thorough awareness of each member of society's potential opportunities and interests. A person's potential, on the other hand, is mostly defined by the quality and amount of development of his ability.

Every person in society should engage in such an activity, where his activity is at its peak and he strives to develop these qualities to the greatest extent possible. Only in this way can the problem of making the most use of each member of society's skills be tackled correctly. This requires the creation of suitable conditions for the manifestation and development of abilities. Differential schooling is the most essential of these criteria. So, from a social standpoint, one of the duties of educational differentiation is to manifest and optimize each learner's aims and talents.

The need for educational differentiation stems from the task of meeting the interests of all citizens in a society based on market economy interactions. To the extent that a person is accountable to society for the quantity and quality of his work, society is also accountable for meeting a person's interests that do not clash with society's interests.

Comprehensive personality development contributes to the formation of a selfless, creative, hardworking, socially active, spiritually, morally, and physically developed individual.

Only the legal, democratic civil society that is progressively growing in our country can properly solve this principle.

Scientific and technological growth necessitates the training of an increasing number of individuals to manage current equipment and advanced technologies and to apply them creatively.

Our country's modern manufacturing businesses necessitate the training of specialists with advanced degrees and secondary specialized education. According to economist research, one of the distinguishing elements of modern society's development in scientific and technological settings is the involvement of highly educated employees in production.

It is vital for learners to carry out clearly thought-through and goal-oriented activities in order to demonstrate and develop their interests and abilities in creative activities in the disciplines of science and technology or art. It is critical to complete this job using educational materials in a specific order. The size, nature, and organization of this material will be determined by the learners' interests, developmental level, and age. The interests of the majority of learners become more obvious as they get older.

The need to further accelerate the formation of general professional competencies of students in higher education institutions of economics on the basis of interactive teaching methods is clearly visible in order to ensure the implementation of the priority task of "continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" defined in the Action Strategy for the Further Development of the Republic of Uzbekistan. This necessitates the enhancement of the current methodical system, as well as the teaching-methodical support of students enrolled in "Vocational Education" courses based on a differential approach and educational-methodical support based on creative techniques.

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan" Decree No. PD-4947 dated September 6, 2019 "On additional measures to further improve the professional education system" Decree No. PD-5812, 2017 No. PD-2909 of April 20, 2017 "On measures to further develop the higher education system", No. PD-3151 of July 27, 2017 "On measures to further expand the participation of economic sectors and sectors to improve the quality of training of highly educated specialists" Decision No. PD-3775 of June 5, 2018 "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" and other regulatory legal documents related to this activity. This dissertation research will serve to a certain extent.

Main Part

In today's world, a multi-level vocational education system is a crucial step toward optimizing specialist training, meeting the educational needs of individuals and society, and differentiating vocational training. The major feature of ongoing professional training is a commitment to the principle of consistency, as well as dependence on the tradition to achieve educational goals.

The analysis of the activities of vocational education teachers being trained in higher education institutions reveals that future vocational education being prepared requires the teacher to have a deep knowledge of his subject based on rapidly developing educational trends and to be able to form the necessary competencies in training competitive specialists who meet the requirements of the modern market, in which the competencies will be used. It is necessary to develop the skill of consistent application in the activity.

In today's world, a country's level of growth is determined not only by its technological situation, but also by the professional competency of experts educated in higher education institutions.

Professional competence is the acquisition of knowledge, skills, and abilities required for professional activity by an expert, as well as their high-level practical application.

Professional competence does not imply a specialist acquiring distinct information and abilities, but rather the acquisition of integrated knowledge and actions in each autonomous direction. Furthermore, competency necessitates continuous professional knowledge enrichment, learning new information, recognizing crucial societal requirements, discovering new information, processing it, and being able to apply it in one's work.

The following examples illustrate professional competence:

- In complex procedures;
- Performing uncertain obligations;
- Using conflicting information;
- Being able to have an action plan in an unexpected situation.

Specialist with professional competence:

- Constantly enriches his knowledge;
- Learns new information;
- Deeply understands the requirements of the era;
- Seeks new knowledge;
- Processes them and uses them effectively in his practical work.

Significant efforts are being made in our country to modernize the education system, especially higher education. It is critical to complete the tasks outlined in the President of the Republic of Uzbekistan's Decree No. PD-5847 of October 8, 2019 "On approval of the concept of development of the Republic of Uzbekistan's higher education system until 2030".

The decree specifies priority directions for systematic reform of higher education in the Republic of Uzbekistan, bringing the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities to a new level in terms of quality, modernization of higher education, social sphere, and economic sectors based on advanced educational technologies to a new level. For development purposes, at least ten higher education institutions in the republic are included in the list of higher education institutions in the first 1000 places of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nearer Education, or Academic Ranking of World Universities), including the National University of Uzbekistan and Samarkand State University, which is included in the list of the first 500 higher education institutions:

- Gradual transition of the educational process to the credit-module system in higher education institutions;
- Introduction of advanced higher education standards based on international experiences, including a

gradual transition from education focused on acquiring theoretical knowledge to an educational system focused on the formation of practical skills in educational programs;

- Raising the quality of higher education content, as well as establishing a highly qualified personnel training system that will contribute to the long-term development of the social and economic sectors, and finding a place in the labor market, are critical and cannot be postponed.

Also, introducing a new form of professional education in our country, harmonizing professional education programs with the levels of the International Standard Classification of Education (ISCO) recognized by UNESCO, integrating the National Qualification System into the educational process, based on educational programs corresponding to level 3 of the International Classification 9—establishing educational institutions that prepare personnel at the primary professional level Urgent tasks, including the establishment of educational institutions that train personnel at the level of secondary special professional education integrated with the educational system and operate under the supervision of higher education institutions, have been identified.

It necessitates the formation and growth of a system of academicians' and teachers' necessary competencies for carrying out the aforementioned responsibilities. State educational standards for higher vocational education are currently being implemented, and innovations in educational content and technology intended at enhancing the quality of training for future vocational education teachers are being widely implemented.

According to N.A.Muslimov and K.M.Abdullaeva, competence is the degree of independent and creative application of acquired theoretical knowledge, skills, and competencies to practice that is developed during the student's practice process and post-higher education activities.

Competence is defined as the capacity to successfully apply knowledge, skills, personal qualities, and practical experience in a particular field.

E.F.Zeer studied the most comprehensive psychological forms of an individual's professional development and development characteristics of professional competence in the context of professional self-management in contemporary socio-economic conditions. He evaluates professional competence as one of the primary components of the structure of professional activity and defines it as a person's orientation, significant professional qualities, and psychophysiological traits.

According to the research of T.M.Sorokina, a teacher's professional competence consists of both theoretical and practical preparation for pedagogical activities. Her teaching competence is one of the pillars of his professionalism, which is the foundation of his pedagogical work.

Competence is the ability of a future educator to acquire the knowledge, skills, and abilities necessary for the implementation of professional activities of personal and social significance and to employ them in professional settings. In this location, the essence of the term "competence" is completely manifested in two ways:

- Competence – a set of personal qualities of a specialist;
- In the form of basic requirements of the professional field.

According to G.M.Kodjaspirova, "a qualified teacher must possess certain pedagogical competencies". "Competence is a general ability based on acquired knowledge, experience, values, and intentions". Competence is not synonymous with knowledge or abilities; competence is not synonymous with being a scientist or an educated individual.

Skill is a descriptor that can be acquired by observing action, competence – conduct, and skills in a particular setting.

The system of competencies in the sphere of education is comprised of basic, metasubject, and interdisciplinary competencies. It is defined as the capacity to perform complex multifunctional tasks and effectively solve problems.

Competence is a requirement of a specialist's educational instruction for effective activity in a particular field. Competence is the acquisition of activity-related competencies by an individual.

In light of the preceding, we have developed our own working definition of competence. Competence is the incorporation and mastery of a person's interrelated characteristics, including his personal attitude and activity area.

The research problem analysis demonstrates that R.H.Joraev, A.R.Khodjaboev, N.A.Muslimov, K.T.Olimov, Sh.E.Kurbanov, Z.K.Ismailova, E.Ruziev, E.T.Choriev, N.S.Sayidakhmedov, A.A.Abdukadirov, Sh.S.Sharipov, M.F.Khakimova, O.A.Koysinov, Sh.Kadirov, K.Abdullaeva, D.O.Khimmataliev, J.Hamidov, S.A.Usmonov, M.Kh.Baybaeva, D.F.Jalalova, Sh.Kulieva, M.Tashov and many other scientists conducted scientific research work.

On the basis of the analysis, it can be stated that competency-based professional education is tailored to the needs of the labor market, with a primary emphasis on training specialists in accordance with employer and labor market demands.

According to pedagogical experiences, a group of pedagogical scientists classify and systematize competencies in different ways (V.A. Slastenin, E.F. Zeer, i.e.):

Value-Meaningful Competence – this competence describes the student's worldview related to the ideas of value, his ability to see and understand the world around us, to be oriented towards it, to be aware of his role and goals, to choose purposeful and meaningful knowledge for his actions, to make decisions.

Multicultural Competence – a variety of issues that a student should be cognizant of, having knowledge and experience in their respective activities. These are the characteristics of national and universal human culture, human life and the spiritual and moral foundations of humanity, the role of science and religion in human life and their impact on the world, and competences in the areas of daily and cultural-leisure, such as mastering efficient methods for organizing free time. Students' ability to engage in independent creative activity increases during the learning process, while the teacher's need to transfer knowledge drastically decreases.

Problem-business and role-playing games that emphasize the development of creative abilities, creative abilities, and creative-cognitive activity are one of the promising solutions to this issue. Games encourage cognitive activity, critical and analytical thinking, rational and responsible discussions, the development of communication skills, and the capacity to defend one's position among students.

When completing tasks in the form of a game, students practice what they have learned, assess their abilities, evaluate their accrued experience, synthesize their findings, and draw conclusions.

Information Competence – independent search, analysis, and selection of necessary information using real objects (television, telephone, fax, computer, printer, modem, photocopier) and information technologies (audio and video recordings, e-mail, mass media, Internet), storage, and transfer skills formation.

Communicative Competence – includes knowledge of required languages, methods of communicating with others, distant individuals and events, teamwork skills, and ownership of various social positions within a team. Students can introduce themselves, compose letters, questionnaires, applications, ask questions, conduct discussions, etc.

Social and Labor Competence – in the field of social and labor (rights of the consumer, buyer, client, and producer), in civil and public activities (performing the roles of citizen, observer, voter, and representative), in the field of family relations and responsibilities, in economic and legal matters, professional self means having the knowledge and experience to determine one's own fate. This competency includes, for instance, the ability to analyze the situation on the labor market, to act in accordance with personal and public interests, and to possess ethics in labor and civil relations. Students will acquire the minimally necessary social engagement and functional literacy skills for modern life.

Self-Improvement Competence emphasizes the acquisition of techniques for physical, mental, and intellectual self-development, as well as emotional management and self-sufficiency. This refers to the ongoing development of one's own knowledge, personal qualities, psychological literacy, thinking culture, and behavior, all of which are essential for the modern individual. This competency encompasses personal hygiene, medical care, sexual literacy, and an internal ecological culture. It also contains additional features related to the fundamentals of life safety.

Didactic Competence – comprises the organization of the student's autonomous work on the basis of the teacher's didactic training in the organization of the educational process, as well as the formation and development of didactic knowledge and skills in the course of independent work. Students should independently organize the work process and implement an innovative strategy, etc., in this process.

General Professional Competence – comprises a collection of professional knowledge and skills that permit the positive and effective resolution of issues pertaining to professional activity.

From this perspective, one of the most pressing duties is the formation of general professional competencies in future specialists.

In relation to the transition to new educational standards in educational institutions, training highly competent personnel is currently one of the most pressing issues. In contemporary educational institutions, a number of requirements are placed on the personality of the teacher; however, in the course of our research, we focused on the differential formation of general professional competence.

Vocational education teacher in the direction "5111000-Vocational education" is a professional who is able to work successfully and autonomously, utilize didactic materials effectively, and make independent, socially responsible decisions regarding production and life tasks.

Multi-professional competences are evaluated as professional qualities that ensure a modern vocational education teacher's ability to communicate effectively, succeed in professional activities, hold a position in professional communication, form their own opinions and assert them.

The teacher's ability to organize the learning process (didactic process) effectively is an essential aspect of the teaching process. In the current study on this topic, the primary objective is to ascertain the position of general professional competence within the structure of teachers' professional-pedagogical competence, to define the concept of "general professional competence", and to conduct a theoretical analysis.

Numerous teachers and psychologists examine the issue of professional skills formation from the perspective of the activity approach—the unity of personality, mind, and activity, and the relationship

between activity and communication processes (K.A.Abulkhanova–Slavskaya, B.G.Ananov, A.A.Bodalev, V.V.Davidov, L.S.Vygotsky, P.Ya.Galperin, I.A.Zimnyaya, A.A.Leontev, S.L.Rubinstein and others). The study of professional and pedagogical competence is an actual field of activity of a number of scientists (D.J.Sharipova, N.A.Muslimov, O.A.Koysynov, N.V.Kuzmina, I.A.Zimnyaya, A.K.Markova, V.N.Vvedensky, M.I.Lukyanova, A.V.Khutorskoi, G.S.Sukhobskaya, O.N.Shakhmatova, V.A.Slastenin).

In professional and pedagogical competences, N.V.Kuzmina identifies five elements or categories of competence: specific pedagogical, methodological, socio–psychological, differential psychological, and self–psychological. Methodological competence encompasses the methodologies of knowledge and skill formation for students.

In his writings, K.Angelovsky emphasizes the importance of pedagogical skills to the structure of a teacher’s professional competence. This pedagogical competency can be divided into four categories:

1. Ability to “translate” the content of the objective education process into specific pedagogical tasks: studying the individual and the team to determine their readiness to acquire new knowledge actively, and developing the team and individual students on this basis; separation of the complex of educational, educational, and developmental tasks, their clarification, and priority tasks;
2. Capability to design and implement a pedagogical system that is logically complete: comprehensive planning of educational duties; rational selection of organizational forms, methods, and means;
3. Ability to identify and establish relationships between the components and factors of education, and to implement them: creation of the necessary conditions (material, spiritual, psychological, organizational, etc.); activation of the student’s personality and development of his activity; etc;
4. Capacity to record and evaluate results of pedagogical activity: familiarization with and analysis of the educational process and results of the teacher’s activity; designating a new complex of dominant and subordinate tasks.

Upon examining the scientific literature on the formation of the general professional competence of the practicing teacher, we discovered that this issue has not received sufficient attention. On this topic, the scientific research works of S.N.Goryacheva, M.P.Endzin, Yu.V.Makhova, V.V.Serikov, and E.V.Khramova are devoted to the development of a teacher’s general professional competence.

Many scientists who study the problem of teacher competence use either the term “professional competence” or term “pedagogical competence”, or both, and sometimes combine these terms when analyzing scientific literature. The following is our definition of pedagogical competencies. Consequently, pedagogical competence is a systematic phenomenon, the essence of which is the system unit of the teacher’s pedagogical knowledge, experience, characteristics, and qualities, which entails the effective implementation of the pedagogical activity, the purposeful organization of the pedagogical communication process, and the teacher’s personal development and improvement.

Our scientific research focuses on the issue of general professional competence, which is an integral component of the professional–pedagogical competence of teachers. General professional competence is the primary component of the concept of “professional–pedagogical competence” held by prospective educators.

In Khutorsky’s classification, for instance, multi–professional competencies are a component of educational and cognitive competencies (goal–setting, planning, analysis, reflection, and self–evaluation of educational and knowledge activities). I.A. Zimnyaya distinguishes the following categories of competences: competences of activity: play, teaching, and work; means and methods of activity: planning, designing, modeling, forecasting, research activity; and orientation to various types of activity.

Based on the analysis conducted, we have defined “general professional competence” as follows: General professional competence is a component of a teacher’s professional–pedagogical competence, which includes prior planning of educational materials, visual aids and tools, clear, expressive, and consistent presentation of educational material, interest in learning, and a set of abilities to stimulate spiritual and emotional desires, increase educational knowledge, and activate.

According to N.V.Kuzmina, general professional competence is a component of professional–pedagogical competence and is included in methodological competences pertaining to the methods of pupil ability formation. The number of relevant scientific sources for the study of the general professional competence of the teacher suggests that pedagogy has not sufficiently addressed this issue.

In conclusion, the general professional competence of the future specialist is an essential component of professional competence as a generalized complex characteristic of the level of professionalism, which manifests in the nature of the future specialist’s subjectivity in the organization of the labor process.

Conclusion

At the conclusion of the dissertation, the following major conclusions were formulated to confirm the theoretical and practical significance of studying the problems of enhancing the general professional competence of students enrolled in “Vocational Education” courses at an economics institution of higher education through differential education:

1. The research revealed that one of the most pressing issues in pedagogy is the formation of general professional competence in students enrolled in “Vocational education” programs at institutions of higher education for economics;
2. It has been demonstrated that the most important methodological conditions for the formation of general professional competence in students enrolled in “Vocational Education” programs at economics universities are approaches based on systematic, individual–oriented, and differentiated education;
3. The concept of “universal professional competence of students of higher education institutions of economics” was interpreted as an individual quality as well as a professional talent that assists in carrying out educational and educational activities;
4. In the study, it was determined that the differential organization of education is an effective method for developing the general professional competence of students enrolled in “Vocational Education” courses at an institution of higher education for economics;
5. Improving the general professional competence of prospective specialists through the organization of their differential education necessitates an orderly and systematic organization of the student’s work based on an individual trajectory, according to the research;
6. When organizing differentiated education, the teacher divides the group of students into typological groups; selects appropriate strategies; it has been demonstrated that it is necessary to develop educational tasks based on these groups;
7. On the basis of differentiated education, the conducted experimental research not only contributed to the effective formation of students’ general professional competencies in “Vocational education” courses at an economics university’s higher education institution, but also improved the quality of their professional training.

In the research, economics based on differential education cannot claim to be a complete solution to the problem of the formation of students’ general professional competence in Vocational Education institutions of higher education, but it does provide one of the possible solutions.

At the conclusion of our research, we recommend the implementation of the following in the educational process:

1. The formation of general professional competence in specialists is an ongoing process based on a differential educational approach;
2. As a means of enhancing the general professional competence of students, it is necessary to employ differentiated instruction and group work effectively;
3. If the professional competence of future specialists is organized on the basis of each student's educational trajectory, educational efficiency can be attained;
4. In the organization of differentiated education, the teacher must adhere to the criteria for dividing the student group into typological groups and, based on these criteria, devise educational tasks appropriate for these groups;
5. In the organization of differentiated education, it is necessary to consider both the productive (learning capacity) and methodological (implementation methods reflecting individual teaching style) aspects of intellectual activity.

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