

**Annotation****DEVELOPMENT OF PROFESSIONAL AND
COMPETENCIES OF STUDENTS AND HIGHER EDUCATION
INSTITUTIONS****Atamatov Abduxalil Salomovich**First Vice-Rector for Academic Affairs of the
Academy of Labour and Social Relations,

Doctor of Pedagogical Sciences (DSc), Associate Professor

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This article discusses the perspectives, challenges, and suggestions related to the qualification requirements of both employees and employers under the new economic conditions. The competency-based approach is aimed at addressing existing problems in the educational process, which remain unresolved in the theory and practice of vocational education technologies.

Keywords: competency-based approach, competence, competency, variability, lifelong learning

The scientific and technical development of the world and society, as well as large-scale reforms in education, science, and production sectors, are reflected in the application of innovative and integrative approaches to the content of education.

Scientific and leading educational technologies and information technologies are being developed and implemented into the educational process by international pedagogues, scholars, and practitioners. In addition, research is being conducted to improve educational standards and enhance the quality of education.

Despite the active support for innovative activities in the field of education by the state and society, the impact of such innovations on the quality of education remains insufficiently studied and unclear. The widespread nature of innovative activity, the lack of clear goals and objectives for the innovative development of education, and the absence of criteria for assessing the quality of innovative education are surprising and concerning.

The innovative development of educational institutions and the innovative activity of teachers have so far been evaluated based on a single criterion — “the more, the better.” However, such activities cannot continue without proper monitoring, analysis of results, and self-assessment by both teachers and administrators. In this context, pedagogical monitoring should play a crucial role as a tool to evaluate the impact of innovative activity on the quality of education.

The development of students’ professional training in higher education institutions based on innovative approaches aims to improve the quality of education and prepare specialists who can successfully compete in the labor market. This includes the use of modern methods and technologies, such as:

Competency-based approach: Focused on solving real professional problems and involving students in projects, tasks, and practical exercises to develop critical thinking, communication, teamwork, and digital literacy skills.

Blended learning: A combination of online and offline formats that allows students to study at their own pace while participating in interactive discussions, group work, and project-based learning.

Project-Based learning: Organizing learning around real-life projects that students must complete collaboratively helps them apply their knowledge and skills in practice and develop their professional competencies.

Use of digital technologies: To enrich the learning process and improve the effectiveness of professional training, it is essential to incorporate modern digital tools such as online courses, multimedia materials, virtual laboratories, collaborative platforms, and artificial intelligence.

Personalized learning: By utilizing adaptive learning systems and feedback mechanisms, educational programs and materials can be developed to consider students' individual characteristics, interests, and needs.

Lifelong learning and Self-Development: Encouraging students to continuously update their knowledge and skills, providing opportunities to participate in conferences, seminars, webinars, and other forms of professional development, as well as fostering self-discipline and self-assessment skills.

Interdisciplinary approach: Helping students see the interconnections among various fields of knowledge and integrate diverse skills to find innovative solutions to complex problems.

Assessment and Monitoring of Learning: Implementing modern assessment and monitoring methods such as portfolios, automated tests, online examinations, and performance analytics enables educators and students to effectively track progress and determine future directions of development.

Collaboration with the professional community: Strengthening cooperation with representatives of the professional field—including employers, experts, and alumni—for experience exchange, practical support, and collaboration.

Flexibility of educational programs: Designing and regularly updating curricula that respond to labor market demands, new scientific and technological advancements, and changes in the professional environment.

Conclusion:

Integrating innovative approaches into the professional training of university students significantly enhances the quality of education and prepares them for successful careers in the modern world. However, it is essential to remember that innovations must be tailored to the specific conditions and needs of each educational institution and be adequately supported by administrators and faculty members.

The issue of managing education quality has been theoretically analyzed in connection with general, vocational, and higher education institutions (Sh.E. Qurbanov, U. Begimqulov, Ya. Ismadiyarov, R. Ishmukhamedov, E. Seytkhalilov, A.R. Khodzhabayev, A.V. Shin, and others), resulting in the development of theoretical, organizational, and methodological foundations and technologies for such management. However, in order for monitoring outcomes to form the basis of innovative activity, it is necessary to predict and design them in advance. Only in this case will monitoring acquire a manageable, systematic, and developmental character, positively influence innovations, and guide their evolution. Merely strengthening the controlling function can create conditions that discredit innovative development. To ensure that pedagogical monitoring influences the control, innovative

development of higher education, and the quality of education, it is necessary to address a range of methodological, organizational, pedagogical, and administrative issues.

Analysis of Studies Related to the Investigated Issue. The analysis of works dedicated to the problem under study (K.A. Abulkhanova-Slavskaya, B.S. Gershunskiy, V.I. Zagvyazinskiy, V.V. Kraevskiy, N.D. Nikandrov, V.M. Polonskiy, V.A. Slastenin, V.G. Ryndak, P.G. Shchedrovitskiy) generally demonstrates that the issues of improving innovative activity based on modern tools for diagnosing education quality have not been sufficiently developed.

Currently, the features of managing higher education institutions through education quality monitoring, key parameters and characteristics of management, and major approaches to improving educational, practical, and scientific-methodological activities have been studied. Special attention has been paid to understanding the significance of education modernization and technologization, the unity of theory and practice in managing pedagogical systems, and research combining the design and management of regional education systems.

In the works of foreign researchers, an institutional approach is identified, in which education quality is seen as compliance with educational standards (L. Vlasceanu, A. Vroeijenstijn, M. Diaz, J. Donaldson, G. Kells, K. Thune). Other approaches focus on studying the requirements of educational service recipients, as well as the factorial analysis of resources influencing education quality. Among the foreign scholars addressing the impact of innovations on the quality of training personnel are M. Porter, M. Thomas, T.V. Tzichan, and others.

However, in studies addressing the issue of monitoring students' independent learning hours within the educational process, various conceptual approaches are applied. Some link monitoring with educational effectiveness, others with specific types of educational institutions, and a third group with experimental platforms or professional development systems for educators. The relationship between monitoring activities as a tool for improving education quality and the management of innovations in education — including new forms of organizing learning, educational technologies, and innovations in institutional governance — remains largely undefined. The analysis of research in this field reveals the insufficient development of the issue related to designing and implementing a pedagogical monitoring system for innovative activity.

The need to increase the efficiency of innovative activity within the education system has generated a demand for close cooperation and integration between professional and higher education. Common goals — such as the continuity of education, its quality, and the labor market's need for competitive specialists — highlight the necessity of forming a new educational system. However, within this system, monitoring (particularly of students' independent learning hours) is usually conducted without considering the interaction and integration of its structural components.

The analysis of education quality monitoring and the theory and practice of innovations in education revealed a fundamental contradiction between the increasingly rapid development of theory and practice. It became apparent that innovations and their outcomes do not always have a stable positive impact on the processes of education modernization and quality improvement.

This core contradiction is linked to several other issues:

1. On the one hand, there is rich and diverse practical experience in education quality monitoring, and on the other hand, a lack of monitoring for innovative educational activity.
2. The wide implementation of monitoring the quality of students' independent work in higher education institutions is not accompanied by simultaneous monitoring of its impact on education quality.
3. Traditional requirements for education quality control in higher education institutions contradict the need to transform its content, technologies, and efficiency.
4. Despite the existence of national policy documents in higher education that define new goals, objectives, and requirements, the reform process continues without a coherent and consistent regulatory-legal framework.
5. There is a growing need for a qualitatively new level of personnel training, which is not yet fully met by the current training conditions.
6. The necessity of ensuring continuity in education is hindered by inadequate conditions for personal development within the educational system.
7. While there is a recognized need for implementing innovative educational technologies, institutions remain insufficiently equipped with new-generation educational and methodological resources.

Resolving these contradictions is impossible without innovative activity associated with updating the system for professional training of personnel in higher education institutions and developing the corresponding management system.

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