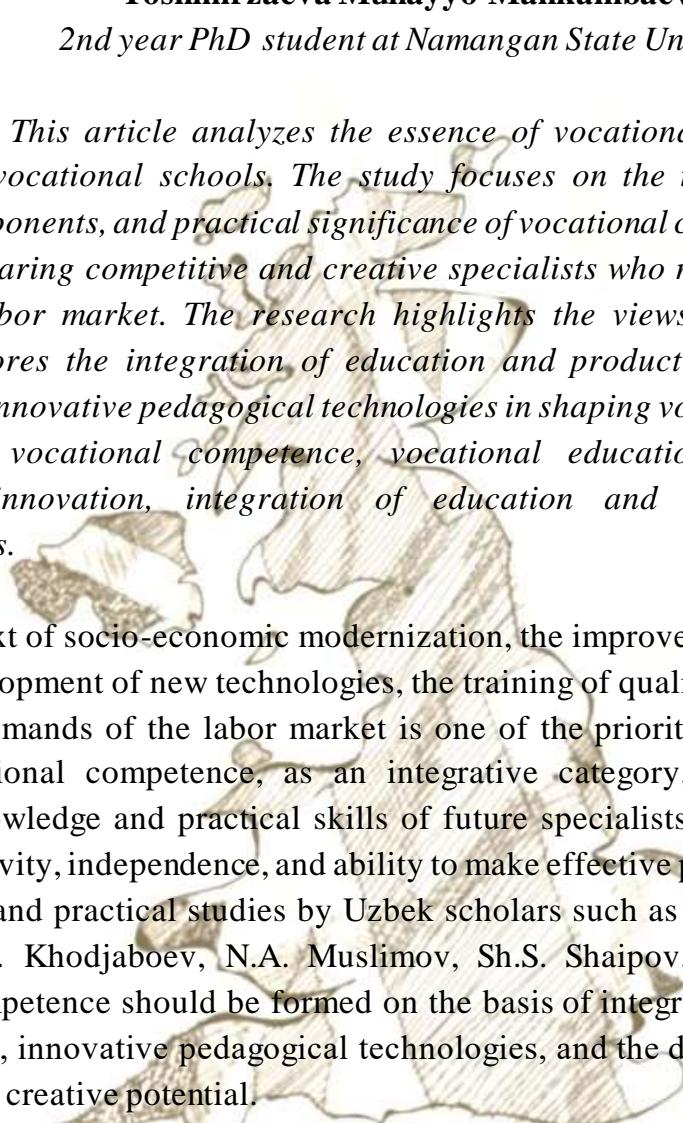


THE ESSENCE OF VOCATIONAL COMPETENCE OF FUTURE  
SPECIALISTS IN VOCATIONAL SCHOOLS**Toshmirzaeva Muhayyo Mahkambaevna**

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**Annotation.** This article analyzes the essence of vocational competence of future specialists in vocational schools. The study focuses on the theoretical foundations, structural components, and practical significance of vocational competence, emphasizing its role in preparing competitive and creative specialists who meet the requirements of the modern labor market. The research highlights the views of Uzbek and foreign scholars, explores the integration of education and production, and underlines the importance of innovative pedagogical technologies in shaping vocational competence.

**Keywords:** vocational competence, vocational education, professional skills, pedagogical innovation, integration of education and production, creativity, competitiveness.



In the context of socio-economic modernization, the improvement of production, and the rapid development of new technologies, the training of qualified specialists who can adapt to the demands of the labor market is one of the priority tasks of the education system. Vocational competence, as an integrative category, reflects not only the theoretical knowledge and practical skills of future specialists but also their personal qualities, creativity, independence, and ability to make effective professional decisions.

Theoretical and practical studies by Uzbek scholars such as U.N. Nishonaliyev, R.Kh. Djurayev, A.R. Khodjaboev, N.A. Muslimov, Sh.S. Shaipov, and others show that vocational competence should be formed on the basis of integration between education and production, innovative pedagogical technologies, and the development of students' intellectual and creative potential.

The processes of modernization of society, the improvement of production, and the introduction of new technologies require the training of highly qualified, competitive personnel. In this regard, the concept of vocational competence in the system of vocational education is becoming increasingly important. Vocational competence is not only the acquisition of theoretical knowledge and practical skills but also the ability to apply them creatively in professional activities, to make independent decisions, and to find effective solutions to problems.

Vocational competence is considered one of the central concepts in modern pedagogy, reflecting the integration of knowledge, skills, and personal qualities necessary for effective professional activity. In the context of vocational schools, competence is not only about mastering professional skills but also about the ability to adapt to socio-

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economic changes, use innovative technologies, and act creatively in various professional situations.

Researchers such as U.N. Nishonaliev, R.Kh. Djurayev, and A.R. Khodjaboev emphasize that the preparation of future specialists should be built on the principles of continuity, integration, and innovation. They argue that competence is a dynamic phenomenon, which develops continuously through the interaction of theoretical education, practical training, and personal development.

In the modern educational paradigm, vocational competence is considered as the integration of knowledge, skills, abilities, and personal qualities that ensure the professional readiness of the individual. It reflects not only the professional training of future specialists but also their socio-cultural and moral development.

Integration of education and production is a decisive factor in achieving these outcomes. Dual education models, interactive teaching methods, and competency-based learning approaches are recognized as the most effective strategies for forming professional competence in vocational schools.

### **Structure of Vocational Competence**

Vocational competence consists of several interconnected components that ensure the comprehensive development of future specialists:

Cognitive component – fundamental theoretical knowledge in general education and specialized subjects.

Practical component – skills and abilities necessary for performing professional tasks in real production conditions.

Personal qualities – responsibility, discipline, creativity, initiative, and communication skills that shape the professional image of the specialist.

Socio-cultural component – commitment to national and universal values, moral integrity, and the ability to act as an active member of society.

According to the views of Uzbek scholars (U.N. Nishonaliev, R.Kh. Djurayev, A.R. Khodjaboev, N.A. Muslimov, Sh.S. Shaipov, and others), vocational competence should be formed on the basis of integration of education and production, the use of innovative pedagogical technologies, and the development of the creative and intellectual potential of students.

The analysis of the conducted research shows that on the problems of improving the preparation of vocational education specialists for professional activity based on an integrative approach, pedagogical scientists of our Republic - U.N. Nishonaliyev [110], R.Kh. Djuyaev [49], A.R. Khodjaboev [190], N.A. Muslimov [85], Q.T. Olimov [136], Sh. Kurbanov [201], Z.K. Ismoilova [79], R.K. Cho'liyev [44], H.F. Rashidov [46], N.S. Sayidahmedov [136], O. Abdukuddusov [16], Sh.S. Shaipov [196], A.I. Avazboev [22], Q. Abdullaeva [102], J. Khamidov [44], D.F. Jalolova [106], Sh. Scientific research has been carried out by Kulieva [199], M. Toshov [106] and many other scientists.

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Pedagogical theory has great potential in the field of integration, and the tendency to integrate the problems of approaching the educational process as a whole phenomenon has found its expression in the research of such scientists as R. Safarova [148], E.O. Turdikulov [165], N.N. Azizkhodjaeva [36], U. Musaev [89], A.S. Belkin [29].

A.R. Khodjaboev developed the pedagogical foundations of the educational and methodological support of a teacher of labor and vocational education and showed ways to apply them in practice. A number of factors and conditions that ensure the process of forming and training the personality of a vocational education teacher have been identified and justified, and a description of the educational process as a system has also been revealed [189].

In vocational guidance, the free and independent choice of a profession by young people is considered as a scientific and practical system, in which it is emphasized that it is necessary to take into account the individual characteristics of the individual and the needs of the market economy. In educational institutions, it is necessary to reveal the possibilities of applying the acquired knowledge, practical skills and qualifications, general labor training of students in a specific area of the market economy. At the same time, teachers of general education subjects should familiarize students with labor processes, technologies, taking into account the characteristics of the subject on a programmed basis, in a logical sequence, and provide them with broader information about the economic potential of our country [42].

In the studies of U.N. Nishonaliyev, the process of training teachers of labor education was studied in full, divided into historical periods, and an innovative approach to the personality of a teacher of vocational education was analyzed [22].

Currently, in our republic, training of engineering teachers for secondary specialized and vocational education institutions has been established in higher educational institutions. On this basis, higher educational institutions are tasked with the formation of professional knowledge, practical skills and qualifications in future vocational education teachers, the training of specialists who are able to creatively approach education, independently find solutions to problems, draw conclusions based on independent thought, and directly participate in the production process.

R.Kh. Dzhuyaev's fundamental research reflects the theoretical and methodological aspects of training vocational and labor education teachers [45].

Also, N.A. Muslimov, O.A. Abdukuddusov, N.N. Azizkhodjaeva, O.Q. Tolipov, Sh.S. Shaipov, O.Q. Haydarova, Q.M. Abdullaeva, S.A. Usmonov, Sh.H. In the research of Kulieva, V.V. Latyushin, V.I. Danilova, U.I. Inoyatov and other scientists, the socio-pedagogical, methodological, technological and innovative foundations of the process of training future teachers of vocational education have been widely studied.

In particular, in their scientific works, such problems as:

- formation of professional competence,

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- effective use of pedagogical technologies,
- development of communicative competence,
- creation of methodological systems based on an innovative approach,
- ensuring continuous education and integration,
- development of professional culture are analyzed, and their solutions are scientifically based.

Thus, the issue of forming professional competence of future specialists in vocational schools has been studied by many scientists in our republic from various theoretical, methodological and practical perspectives, and research in this area continues.

The research concludes that vocational competence is a complex and multifaceted concept that ensures the professional readiness of future specialists in vocational schools. It is formed through the harmonious integration of knowledge, skills, abilities, and personal qualities, enabling graduates to be competitive in the labor market, socially active, and capable of contributing to the socio-economic development of the country. Strengthening the link between education and production, applying competency-based approaches, and developing innovative teaching methods are considered the main directions for improving vocational competence in the current stage of educational reforms.

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