

Article

# Training Competitive Specialists in the Context of Enhancing the Quality of Innovative Education

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**Abstract:** *This article focuses on the justification of reform the education system of the Republic of Uzbekistan with a view of the strong connection of university research to the needs of social and economic infrastructure. The article also examines the concept of “teacher professional competence”, its impact on the quality of education, pedagogical culture and its impact on the educational process.*

**Kew words:** *education system, teaching and cognitive activity of students, teaching competence, teaching culture, professional skills, qualification*

**Introduction.** In a developing economy, the demand for competitive personnel is continuously growing. The training of competitive specialists largely depends on education.

The development of modern education, continuous professional development, and retraining of personnel should be a strategic priority for the Republic of Uzbekistan on its path to becoming one of the competitive and dynamically developing countries in the world. The training of highly qualified specialists is also emphasized in the State Program for the Development of Education in the Republic of Uzbekistan, which focuses on enhancing higher education quality, developing innovative education integrated with intensive research activities, establishing a close connection between university research and the needs of the social sector and the economy, and improving educational and information technologies [7].

These tasks require the activation of the scientific and pedagogical functions of university faculty, leading to the need for enhancing their qualifications and improving their preparation for various aspects of the educational system [1].

The existing educational model, characterized by market-consumer technological features in both developed and developing countries, is gradually becoming exhausted. The consumer standards it represents are not only unattainable for other countries but also indicate that maintaining them in the countries where they operate necessitates a shift towards a new type of development. The upcoming civilization, a post-industrial society, must primarily be resource-efficient. People's lives will be regulated by new values and ideals. Eco-friendly technologies are already becoming the main wealth of any country. This marks the beginning of the emergence of a new civilization, which demands new innovative approaches to training competitive specialists across all fields

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of education and professions, particularly in finance. This undoubtedly raises questions regarding the development of the professional activities of educators.

### **Analysis and Results.**

#### **I. Teacher competence in higher education**

In the professional activities of university faculty, tasks must be addressed related to determining what they should know in the context of globalization according to their responsibilities, how they will apply this knowledge in the educational, pedagogical, and research processes, and what personal qualities they should possess to ensure that innovative knowledge and skills yield maximum results, namely:

- Formation of a holistic understanding of managing the educational process in higher education institutions;
- Development of psychological and pedagogical knowledge about students' educational and cognitive activities as an object of management;
- Mastery of skills to manage students' educational and cognitive activities;
- Development of significant personal qualities in faculty that ensure scientific, educational, and collaborative engagement with students as subjects of pedagogical activity.

Solving these tasks forms the basis for preparing faculty to manage students' educational and cognitive activities, which, in turn, influences the development of competence and the corresponding mastery of university educators.

The competence of an educator as a subject of management is characterized by their readiness to fulfill their functions, as well as a harmonious unity of their social attitudes and psychological-pedagogical preparedness.

The term "competence" is related to the definition of "competency", referring to someone who is "knowledgeable, informed, and authoritative" in a scientific field. Various dictionaries [9], despite differing in their specific content, provide two common interpretations of the word: "scope of questions" and "knowledge and experience in a particular area", along with "awareness" and "knowledgeable".

However, we believe that a more accurate origin of "competence" is from the Latin term "competentia", which means "belonging by right" and is interpreted as follows:

- The scope of authority of a particular body or official;
- The range of issues in which this individual has knowledge and experience [6].

Taking the above into account, we can conclude that the concept of "competence" is, on one hand, the scope of authority that defines the responsibility of an official in solving practical tasks; and on the other hand, the knowledge, skills, experience, awareness, readiness, and ability of the official to exercise that scope of authority effectively.

Professional competence is often viewed both as a process and as a result of a specialist's or employee's activities in educational work at a university. We see the primary path to forming professional competence not merely as mastering a specific, ever-evolving set of knowledge, skills, and abilities, but rather as a holistic mastery of the wealth of professional culture in line with societal development trends.

Therefore, professional competence should be viewed through the level of effectiveness of the educator's activities. Professionalism is indeed a qualitative activity, a mastery expressed in high performance evaluations. It should be noted that the measure of an educator's mastery of contemporary content and modern methods for solving professional tasks, as well as productive ways of implementing them, must be prioritized in their work.

By analyzing the presentations of educators at theoretical seminars in higher education institutions, one can conclude that:

- Issues of competence can be considered in the context of accreditation and the quality of education.

Regarding the first point, they highlight the accreditation of teaching and administrative staff at higher education institutions, emphasizing the assessment of managerial competence. The authors identify the following components of the professional status of educators:

- Managerial readiness (self-management activities, productivity of management activities, research activities in the field of financial management);
- Implementation of management functions (informative-communicative, regulatory-communicative, etc.);
- Disclosure of components of management activities (communicative, design, organizational);
- Management style (liberal, democratic, authoritarian);
- Achievement of management goals (maintenance, provision, modelling, forecasting, implementation).

## II. The quality of education in higher education

Regarding the second issue—quality of education—the emphasis is placed on the influence of competence on educational quality and the development of students' skills or knowledge competencies. In addressing these questions, A.K. Markova [8] also considers the aforementioned changes, but in the context of their enhancement, which deserves particular attention when ensuring competence. However, it should not be overlooked that sufficient competence must also include the following: social and professional status, professionally significant personal characteristics, that is, the level of individual adaptation to pedagogical activities; practical and theoretical readiness, as well as knowledge of teaching methods for skill development.

In the improvement of innovative and technological education, all intensive factors are increasingly important. One of the most crucial factors is the effective use of every minute of instructional time. Special attention should be paid to the productive use of hours allocated for lectures. We believe that the lecture, as a form and method of teaching, retains its leading role. It serves as the beginning and foundation for the successful development of a sequential process. In the context of reducing the number of lectures, it is essential to shift from the task of "reading the material" to the task of "teaching students to read the material," and from the goal of "providing information and imparting knowledge" to the goal of "equipping students with cognitive strategies and a system for navigating the studied course" [5].

Therefore, the theoretical and practical readiness of university educators for lecture sessions should serve as a structural component of their professional competence. The forms of expressing theoretical readiness for lectures should include pedagogical awareness, understanding of social processes and phenomena, and the role of new information technologies in professional activities; methods of pedagogical orientation when developing information technologies for professional training of specialists; and the style of thinking and professional actions (internal). This readiness is reflected in theoretical knowledge, constructive skills, and personal meanings.

Practical readiness is manifested in external professional and pedagogical skills, incorporating a cognitive component within its structure, and is expressed in knowledge about the methods of performing actions.

Thus, readiness for management from the perspective of a competency-based approach is achievable through a holistic intellectual and specialized professional-pedagogical education, ensuring interest and motivation to enhance professional knowledge. In this context, interest serves as the foundation for forming an internal need that drives continuous improvement in the professional activities of university educators.

A specific characteristic of professional-pedagogical activity is the interdependence of its results on the personality of the educator. In their professional

activity, the educator demonstrates potential abilities that are personally significant professional qualities. These qualities, when transformed into professional skills, competencies, and specific knowledge, serve as tools for this activity in the specific subject being taught.

For a professional educator, the structure of thinking oriented toward mastering specific types of professional skills is of particular importance. In the current situation, it is especially vital for them to possess professional-pedagogical thinking, which enables a holistic view of the constantly changing educational landscape in the context of the globalization of the education system.

Here, it is important to consider the issue of identifying sociocultural and moral-spiritual factors that determine the need for a new type of educator, one who is prepared to manage students' educational and cognitive activities.

### **III. Teaching Culture and its importance in learning and cognitive activity of students**

The term "culture" gains special significance in the context of the globalization of the education system. Therefore, when shaping the pedagogical activity of educators, it is advisable to consider the concept of "culture" from three perspectives: 1) as the general distinction of human life from biological forms of life; 2) as the sphere of people's spiritual life; and 3) as the result of human activity (material, intellectual, and ethical or spiritual).

Only from the last perspective can we distinguish pedagogical culture as:

- co-creation, during which new values are established;
- a system of values (beliefs, norms, and traditions inherent in the participants of the educational process) that can define the behavioural stereotypes of individuals in the field of pedagogical activity;
- the creative and professional abilities of the educator (i.e., expressed in the levels of development of forms of organizing pedagogical activity and its outcomes).

The consideration and identification of pedagogical culture as an integral part of an educator's competence is determined by the specifics of their professional activity.

Pedagogical activity is a form of active engagement with the world, an experience of transforming culture into the professional wealth of the educator. Therefore, the goal and outcome of professional pedagogical activity should be the organization of the educational process in such a way that it fosters the development of the individuality and personality of all its participants.

Consequently, education, as a process of transmitting universal culture, must encompass not only the transfer but also the exchange of cultural values. In this context, it is important to note that educational practice typically identifies three types of exchange: values developed in the cultures of the world and specific societies; values inherent to the participants in education as representatives of different generations and subcultures; and individual values of the participants in the educational process. Therefore, in the educational and cognitive activities, a student, as a future specialist, must not only internalize a system of professional knowledge and methods of activity but also the value experience of humanity, the transmission of which is solely carried out by the educator. Hence, pedagogical culture can be identified as an essential element that should guide the formation of the educator's readiness for management.

The educational and cognitive activities of students in the structure of training the cultural component include professional, personal, and socio-cultural knowledge, qualities, and abilities of the individual, which can be classified into the methodological and functional culture of the educator.

The first represents a system of knowledge about the foundational principles and structure of management theory, as well as the methods of producing and reproducing knowledge about pedagogical phenomena; it defines the system of value orientations in pedagogical activity.

The second significantly enhances the quality of students' educational and cognitive activities. It is, in essence, closer to the practice of educators and represents the culture of implementing such teaching and upbringing technologies in the real pedagogical process.

Therefore, the successful formation of the technological culture of educators largely depends on the intensification of the learning process based on pedagogical innovations, progressive educational technologies, and the humanization of education, which signifies the globalization of cultural transmission. In this context, the methods and content of this transmission should be oriented toward contemporary achievements in universal spirituality, intellect, and morality.

Thus, in the context of globalization in education, the system for training modern educators should be viewed not only as the production and appropriation of new knowledge, goals, values, and personal meanings but also as the revelation of the essential forces, active abilities, and competencies of individuals, enabling them to fulfill social and professional roles responsibly. At the same time, the educator as a person should not be interpreted merely as a performer of normative pedagogical activities or as a bearer of culture. Instead, they act as an active subject, implementing their way of life in their professional activities.

Therefore, qualities and abilities such as the capacity for independent, creative solutions, individualization of professional activity, and successful application of professional skills in educational activities should acquire particular significance for educators. This is essential for preparing qualified specialists for the financial institutions sector.

In the reform of the education system, the importance of practical application of information should increase instead of mere memorization. Higher education institutions (HEIs) should have the discretion to develop programs in new and promising areas of activity while eliminating outdated ones. This can open up opportunities for the application of new approaches to education, allowing HEIs to independently create curricula and course programs, and to develop concepts for the development of the educational system in line with existing legislation. It will facilitate the decentralization of certification and professional development, as well as increase attention to faculty internships in specific economic entities for the purpose of acquiring practical skills. This is an important component that can enhance the professional activity of educators.

In the context of the globalization of the educational system, the professional training of university educators should be characterized not only by collaboration with faculty from other universities and relevant departments but also by their joint work with students, particularly in the area of developing professional educational programs. This means including a broad range of subjects in the curriculum that students from market-developed countries can choose from, selecting their content, and determining specific forms of interaction with students. The research orientation of the educational process should be structurally defined, including ongoing and final assignments in the curriculum.

The main idea behind improving the professional level of the academic staff is that investment-technology-based student training should be seen as one of the mechanisms for individualizing the educational process, allowing each student to choose their own educational trajectory. This can enhance their creative and research potential and foster the development of their competencies.

According to the set tasks, the main stages of the experiment can be identified as follows: preparatory, implementation, and concluding-summarizing.

**Conclusion.** Studying and analysing the fundamentals of the educational system and the professional quality of faculty, both abroad and in the Republic of Uzbekistan, allows us to identify its advantages in training, such as:

- reducing informational inequality by providing access to various information sources;
- increasing the volume of students' independent work, enabling them to acquire necessary knowledge independently and skilfully apply it in practice to solve diverse challenges;
- improving skills in acquiring and processing a variety of information sources;
- individualizing education;
- enhancing communication across different social groups;
- unifying the knowledge base;
- shifting education from a “teaching” model to a “learning” model;
- enhancing the professional competence of faculty.

Today, the higher education system must create conditions for obtaining education and professional training necessary for the self-development of a creative personality based on universal human values. This should ensure that current and future societal needs for qualified personnel are met, equipping individuals with sufficient professional mobility in line with global experience.

In this regard, it should be noted that, amid growing competition, students' employment in their chosen fields largely depends on employers and their hiring methods (such as interviews, testing, project development, decision-making skills, etc.).

Therefore, university faculty must become active participants in managing their own professional activities (MOPA). This underscores the importance of studying systems for training highly qualified specialists, which essentially reflects the objective principles guiding the active advancement of faculty's professional and educational activities in the context of the globalized educational system. The concept of “principles” here is used to imply foundational regularities, that is, essential relationships in the training of professional specialists as an inherent necessity.

Preparing university faculty for managing MOPA should be one of the pressing issues in higher professional education. Addressing this will undoubtedly ensure effective management of the educational and cognitive activities of future specialists, leading to improved training quality and, ultimately, to their competitiveness in the job market of financial and other institutions both domestically and internationally.

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