

DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS BASED ON DIFFERENTIAL EDUCATIONAL TECHNOLOGY

Dumarova Nilufar

**Senior lecturer of the Department of socio-economic sciences and methods
of teaching languages at the pedagogical skill center
of Namangan region**

Abstract. This article covers the issues of developing professional competencies of the audience through the use of differential educational technologies in the process of professional development and retraining. The study analyzes the theoretical foundations of the differential approach, its role and practical significance in the educational process. Also, the effectiveness of the educational process organized on the basis of differential education in the development of knowledge, skills and qualifications of the audience is revealed.

Keywords: differentiated education, professional competence, listener, advanced training, individual approach, pedagogical technology.

The large-scale reforms carried out in the educational system today are further strengthening the requirements for professional training, competitiveness and continuous development of specialists. The rapid development of society and the labor market, the rapid penetration of modern technologies into the educational process necessitates the constant updating of knowledge, skills and qualifications of educators and specialists. Therefore, the system of professional development and retraining is recognized as an important link in improving the quality of Education.

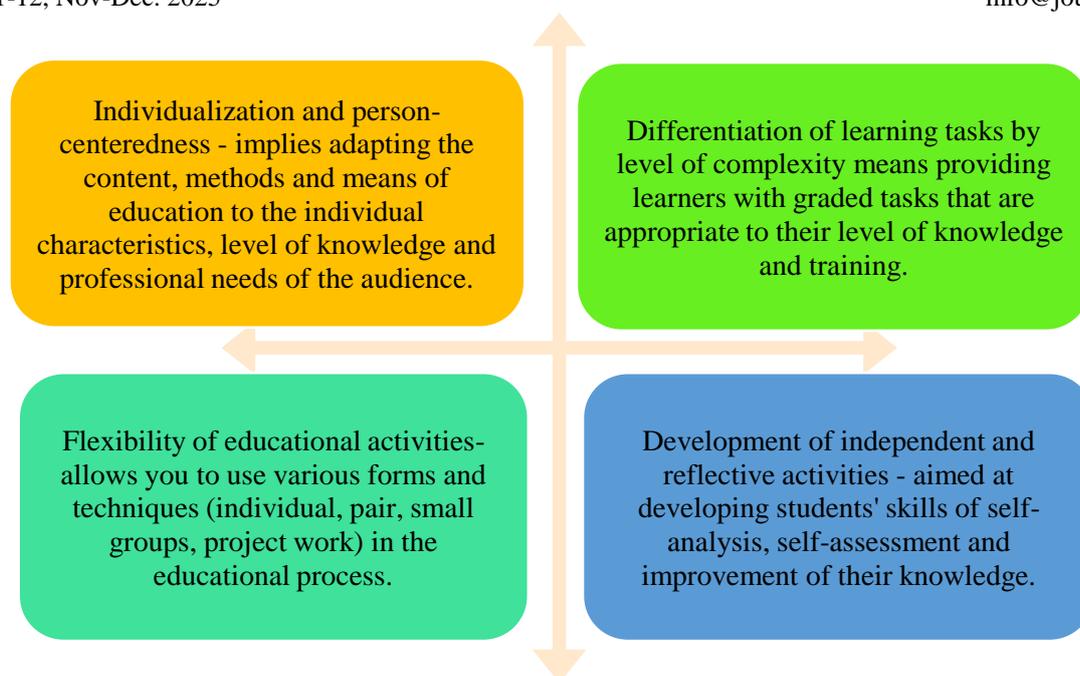
Especially in the process of professional development, the organization of education is one of the pressing issues, taking into account the individual capabilities, professional experience, level of knowledge and needs of the audience. Since traditional teaching methods cannot fully meet the needs of all listeners, there is a need to introduce personality-oriented and flexible approaches in the educational process.

From this point of view, the use of differential educational technologies is manifested as an important pedagogical tool in the development of professional competencies of listeners. Differential education allows you to choose the content, methods and means of training, taking into account the individual characteristics of the audience, and serves to increase their professional activity, independent thinking and practical training. As a result, the effectiveness of the educational process increases, and a favorable pedagogical environment is created for the formation and development of students' professional competencies.

In turn, the concept of differential education is as follows, differential education is a modern pedagogical technology aimed at organizing the educational process taking into account the level of knowledge, ability, professional experience, pace of learning and personal needs of the audience. This approach serves to realize the individual capabilities of each listener in the educational process, increase their level of assimilation and ensure their professional development.

The theoretical foundations of differential education technology rely on the ideas of personality-oriented education, a competency approach, and constructive pedagogy. In these approaches, the listener manifests as an active subject of the educational process, and the teacher fulfills the role of educational organizer, referrer, and counsellor, rather than a knowledgeable person.

This approach is carried out in the pedagogical process, relying on the following basic principles (Figure 1):



As a result of the use of differential education technology, the activity of the audience in the educational process increases, conscious, thorough and deep assimilation of knowledge is achieved. Also, this technology is important in the development of competencies for the independent solution of professional problems, the application of knowledge in creative thinking and practical activities.

Professional competence is a complex of knowledge, skills, qualifications and personal and social qualities that allow a specialist to effectively, qualitatively and responsibly carry out professional activities. In modern educational approaches, professional competence is determined not only by the possession of theoretical knowledge, but also by the ability to apply them in practical activities, make the right decisions in problematic situations and strive for professional development.

Professional competencies consist of the following main components, each of which is important in ensuring professional maturity of a specialist:

the knowledge component includes a system of theoretical and practical knowledge of the professional activity of a specialist. This component provides for the assimilation of concepts, laws, regulatory documents and advanced experience in the profession. A solid knowledge base is the main factor that ensures the effectiveness of professional activities;

the activity component represents the ability to apply professional knowledge in practice, the acquisition of skills and qualifications necessary in the process of performing professional tasks. This component includes the ability to solve problems, analyze practical situations, use innovative methods;

the personal-communicative component-covers the communication culture of a specialist, the ability to work in a team, effectively cooperate with colleagues and clients. This component serves to promote personal qualities such as adherence to professional ethics, social responsibility, leadership and empathy;

the reflective component represents the ability of a specialist to analyze, evaluate and improve his professional activities. Through reflection, the specialist identifies his strengths and weaknesses, works on professional mistakes and strives for continuous professional development.

Differential education technology creates favorable pedagogical conditions for the development of each of these components. The educational process, organized taking into account the individual capabilities and needs of the audience, serves to deeply assimilate knowledge, strengthen practical skills, and also to develop personal and reflective competencies.

As a result, the professional training of the audience and the effectiveness of the activity increase significantly.

1. The use of a number of effective methods based on differential education technology is important in the development of professional competencies of the audience. These methods serve to organize the educational process, taking into account the individual characteristics, level of knowledge and professional experience of the audience. In particular, the following differential methods are practically effective:

2. Graded assignments are a set of assignments developed in accordance with the level of training of the audience. In this case, educational tasks are distinguished by the degree of complexity and conditions are created for each listener to perform tasks corresponding to their capabilities. This method will help you master and consolidate knowledge step by step.

3. **Module - based teaching**-develops the independent learning activity of listeners by dividing educational material into logically completed modules. Each module focuses on the formation of a certain professional competence, allowing listeners to independently determine the pace of mastering.

4. **Working with practical situations (keys)** - develops the analytical thinking, problem solving and decision-making skills of the audience by analyzing problem situations that are close to real professional activity. This method serves to inextricably link theoretical knowledge with practice.

5. **Project and independent work** is a form of activity aimed at increasing the creative potential, initiative and responsibility of the audience. Through projects, listeners acquire the skills of independent planning, execution and presentation of results for professional tasks.

6. **Harmonization of Individual and group activities** - allows you to harmonize an individual approach in the educational process with the experience of teamwork. This serves to promote the audience's communication, collaboration, and social competencies.

Through these differential methods, listeners will be able to apply their knowledge and skills in real professional situations. As a result, the educational process is practically oriented, and the professional competencies of the audience develop in a consistent and effective way.

Table 1.

Schedule of the training structure

Time (minute)	Type of activity	Method	Goal	Materials
0–10	Introduction	Explanation of the purpose, topic, and methods of the training session	Creating motivation and preparation in listeners	Slide, notebook
10–25	Graded assignments	Individual tasks: simple, medium, complex tasks	Acquisition of knowledge and skills in accordance with the level	Assignment sheet
25–45	Module-based training	2 modules: theoretical parts + practical examples	Giving learners the opportunity to learn independently and master the module	Module guide, slides

45–65	Practical situation (case)	2–3 real-life professional situations analyzed in groups	Developing problem-solving, analytical, reflective and competencies	Case fayllar, flipchart, marker
65–80	Project and independent work	Each group prepares and presents a small project.	Developing creative thinking, responsibility, and teamwork skills	Laptop, prezentatsiya, poster
80–90	Conclusion and reflection	Groups analyze their work, the teacher provides feedback.	Developing reflective competencies, consolidating knowledge	Flipchart, markers, evaluation sheet

1. Graded assignments: the audience performs tasks at 3 levels, depending on their knowledge and experience:

- ✓ simple: remembering basic theoretical knowledge;
- ✓ medium: application of theoretical knowledge to practice;
- ✓ complex: analysis of problem situations and development of a solution.

2. Module-based learning: each module includes theoretical parts and is followed by practical assignments. Students independently study the module and are ready for the next lesson.

3. Working with practical situations (case): groups are given real professional problems. Listeners analyze the situation, identify the problem and develop a solution. This method develops reflective and analytical competencies.

4. Projects and independent work: students develop small projects and present them to the group. Projects develop creative thinking, teamwork, and time management skills.

5. Combining individual and group activities: during the training, participants work first individually and then in groups. This approach serves to develop personal and social competencies together.

In conclusion, differential education technology is an effective pedagogical tool in the development of professional competencies of the audience. This technology is important to improve the quality of the educational process, meet the individual needs of the audience and prepare them for professional activities.

Therefore, it is advisable to widely introduce differential education technologies in the system of professional development.

Foydalanilgan adabiyotlar ro‘yxati

1. Mirziyoyev Sh.Miirziyoyev Sh.M. Reforms and the education system on the path to building a new Uzbekis: Uzbekistan, 2022. – P.184.
2. Khodjayev B.Khhodjayev B.X. Pedagogical technologies and pedagogical skills. – Tashkent: Uzbekistan, 2020, - P. 256
3. Azizhoujaeva N.Azzizhoujaeva N.N. Modern pedagogical technologies. – Tashkent: Teacher, 2019. – P. 212
4. Musurmonova O. Professional competence and methods of its development. – Tashkent: Science, 2021. – P.198.
5. UNESCO. Competency-based Education and Training. – Paris: UNESCO, 2020. – P.132.