



Section 1. Education system

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FACTORS INFLUENCING THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES WITHIN SPECIALIZED EDUCATIONAL SCHOOLS

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Abstract

This paper explores the unique educational context of specialized schools, focusing on the psychological, pedagogical, and organizational factors that contribute to the development of students' professional abilities. It also offers a concise overview of recent research in this field.

Keywords: *profiling, educational process, specialised school, professional skills, differentiated approach*

In the modern educational environment, especially in the conditions of growing demands of the labor market and rapid development of technologies, the formation of professional skills of students' personality has become a key priority. This undoubtedly contributes to their successful socialization and professional self-determination.

In our country, specialized schools that provide in-depth training in certain areas are given much attention. Accordingly, the study of conditions for the formation of professional skills of the individual in the educational process of these institutions is an urgent scientific and pedagogical task.

This is confirmed by the fact that in recent years in the Republic of Uzbekistan the issue of development of specialized schools

of creative, technical or sports orientation has been given priority attention at the state level. This is reflected in a number of legislative documents such as the Decree of the President of the Republic of Uzbekistan № UP-5847 "On approval of the Concept of development of higher education system of the Republic of Uzbekistan until 2030" dated September 8, 2019 (Decree of the President of the Republic of Uzbekistan No. UP-5847), Decree of the President of the Republic of Uzbekistan № UP-6108 "On measures to develop the spheres of education and upbringing, and science in the new period of development of Uzbekistan" from November 06, 2020 (Decree of the President of the Republic of Uzbekistan № UP-6108), Decree of the President of the Republic of Uzbekistan

№ UP-55 “On measures to expand the network of specialized schools and further improvement of their activities” from April 01, 2024 (Decree of the President of the Republic of Uzbekistan No. UP-55). These normative-legal documents emphasize the urgent need to form a talent pool from among gifted students, pay special attention to project and profile-based learning, as well as the creation of individual trajectories of professional development within secondary education.

The methodology of the selected topic is based on several firmly established educational theories that help us to understand the process of development of professional skills of an individual in a specialized school. First, it is the activity theory of A. N. Leontiev (Leontiev A. N., 1975), which emphasizes the role of purposeful activity in the formation of consciousness and personality. According to this theory, the learning process is effective when students are involved in the fulfillment of tasks set before them, reflecting the real professional context. This concept implies the fact that professional skills are formed in the process of active participation in educational practices that model or reflect future professional activities.

Secondly, we rely on the principles of personality-oriented education developed by V. V. Serikov (Serikov, V.V., 1994), which emphasize the importance of individualization of the educational process. This approach implies that education should not only transfer knowledge, but also contribute to the holistic development of the learner’s personality. In turn, it includes everything that is the basis of professional competence – motives, values, creative abilities, self-awareness.

It is also necessary to note the directions in which such scientists as V. A. Slastenin (Slastenin V. A., 2014), A. G. Aslomov (Aslomov A. G., 2007), J. Raven (Raven J., 2002) worked. In their works they emphasized the need for professional orientation of education, the issues of personality formation in the educational environment, as well as the structure of competencies and their assessment.

The study also mentions contemporary educational standards, including those promoted by the WorldSkills movement and the 21st Century Skills Framework. These

standards emphasize adaptability, problem solving, collaboration and technological literacy – skills that are increasingly needed in both global and local labor markets, especially in the arts and culture.

It should be noted that specialized schools provide just such an environment in which the content, conditions, methods and objectives are adapted to the profile (e.g. music, mathematics, technology). Such schools offer:

- firstly, advanced and specialized curricula;
- secondly, access to professional tutors and practitioners;
- thirdly, early exposure to industry-specific practices.

In turn, effective skills development requires motivational support and career guidance, an individualized approach to learning based on personal interests and pace, formative assessment and reflection to encourage students to evaluate their own progress, and the development of self-regulation and responsibility for learning.

The key conditions for organizational and methodological factors are: qualified personnel, including specialists from relevant fields, material and technical resources such as workshops, laboratories and studios, interdisciplinary learning combining theoretical knowledge with practical tasks. The use of modern educational technologies, including simulation tools, virtual laboratories and digital platforms, is also very relevant.

In the process of analysis it was also revealed that practical and extracurricular activities are also included in the special conditions of formation of professional skills of personality in the educational process of specialized schools. These include participation in projects, competitions and exhibitions. realization of student portfolios and projects, participation in internships, field trips and practical training, development of teamwork and communication skills through cooperative learning.

In the process of writing the article it was revealed that the educational environment and methodological structure of specialized schools has an important influence on the development of professional skills of students. After all, it is these educational institutions provide an opportunity for successful

integration of theoretical knowledge, skills and abilities with practice-oriented learning. This in turn contributes to the development of individual interests in early professional self-determination.

Consequently, it becomes obvious that in order to ensure the effectiveness of vocational training at the secondary level, a systematic approach oriented to the personality of the learner is necessary. In turn, the inclusion of activity-based, competence-oriented types of training and individual trajectories of personal professional development allows specialized schools to serve as an important link between general and future professional routes.

In addition, taking into account the need for compliance of educational programs with modern world standards, such as 21st century skills and WorldSkills framework, guarantees the equivalence of acquired competencies to the real requirements of the labor market. This state of affairs confirms the need to constantly search for innovative approaches in the context of preparing students for careers in areas requiring creativity, adaptability and, most importantly, applied knowledge.

Based on the above, specialized schools need to be seen not just as a new type of educational institution, but also as platforms for educating a modern generation of professionals with both fundamental knowledge and practical skills. It is necessary to further explore different types of specialized schools in order to compare them and to identify their long-term impact on career development.

Thus, it should be noted that the development of professional skills of students' personality in the educational environment of specialized schools primarily depends on the direct integration of pedagogical-psychological, organizational and technological factors. It is not unimportant that the focus on differential approach to the learner provides practice-oriented learning and forms motivation, is a key point in the formation of strong professional competencies. Consequently, specialized schools should become a link between education and the professional world, offering an educational environment in which students will explore, try and improve their professional interests under the guidance of experts.

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