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Section 1. Education systems

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COLLABORATIVE GOVERNANCE IN THE ISLAMIC BOARDING SCHOOL PROGRAM AT THE STATE ISLAMIC INSTITUTE AT PURWOKERTO, CENTRAL JAVA, INDONESIA

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Abstract

Collaboration or cooperation relationships by applying the principles of collaborative governance are very important carried out by bureaucracies including higher education institutions in order to be able to provide quality educational services. Education become the important aspect in developing community in all the world therefore, every country has their own policy and implementation concerning education program. In Indonesia education classified into various term of management such as State; Private and Institute that have their own goal and capabilities in developing education in Indonesia. One of the Institute is State Islamic Institutes abbreviated as IAIN Purwokerto that become the research object on how education manage referring on Islamic aspect. Through a descriptive qualitative approach, this study tries to look further at the implementation of collaborative governance principles in partner Islamic Boarding School policies at State Islamic Institutes abbreviated as IAIN Purwokerto to improve the quality and competence of Understanding Qur'an Reading and Writing (BTA) as well as Worship Practice Practices (PPI) both of students and its graduates.

Keywords: Collaborative Governance; Islamic Boarding School; State Islamic Institute (IAIN); Islamic Aspect; and Developing Education

I. Introduction

Referring about the issue of providing education, in the current era of Globalization, quality education become an absolutely demand for developing countries, including Indonesia. With quality education, it is expected to create reliable Human Resources (HR)

and able to compete with other countries, especially developed countries. Entering the current 4.0 era, we have to be able to respond the global changes that are moving faster. Quality Human Resources (HR) are the main requirements for a nation to be able to compete and not be left behind, including the

Indonesian nation. In order to create quality human resources, quality education is also needed. With comprehensive education and not stuck on routine activities alone, it is expected to produce a reliable generation both of innovative and creative.

The United Nations (UN) through UNESCO (United Nations, Educational, Scientific and Cultural Organization) launched four pillars of education both for the present and the future, namely: (1) *learning to know*, (2) *learning to do*, (3) *learning to be*, and (4) *learning to live together*. The four pillars of education combine the goals of IQ (*International Questions*), EQ (*Emotional Questions*) and SQ (*Spiritual Questions*).

As a developing country, Indonesia continues to create various efforts to improve the quality of its education, both primary, secondary and higher education. Regarding the implementation of higher education, universities in Indonesia seem to continue to

compete both of national and international levels. This is certainly a positive wind for the progress of education in Indonesia. Of all the universities in Indonesia, the State Islamic Institute (IAIN) Purwokerto is among those that continue to make improvements in order to ensure the quality of education provided to the community.

The State Islamic Institute (IAIN) Purwokerto is a higher education institution under the supervision of the Ministry of Religious Affairs which is a development and transfer of status from the State Islamic College (STAIN) Purwokerto in 2014 according to (Pemerintah Pusat, 2014) concerning the Change of the State Islamic College (STAIN) Purwokerto to the State Islamic Institute (IAIN) Purwokerto. Until now, IAIN Purwokerto itself has 5 Faculties and 21 Bachelor Degree programs and 6 Postgraduate programs with a total number of students in the 2019/2020 academic year amount 9,166 students.

Table 1. *The Number of Students at State Institute Islamic*

No.	Faculties	Number of	Number of	Number of
		Students M	Students F	Students M & F
1.	FTIK (Faculty of Tarbiyah and Teacher Training)	784	2.919	3.703
2.	F. Syari'ah (Faculty of Sariah)	610	914	1.524
3.	F. Dakwah (Faculty of Preach)	446	1.003	1.449
4.	FUAH (Faculty of Ushuludin, Adab and Humanities)	201	311	512
5.	FEBI (Faculty of Islamic Business Economics)	364	1.311	1.675
6.	Post-Graduate	179	124	303
Total		2.584	6.582	9.166

Source: Subsection Academic Administration 2020

State Islamic Institute (IAIN) Purwokerto as a rapidly growing higher education institution which in the near future will change its status to UIN (State Islamic University), continues to build improvements, including in improving the quality of educational services in order to produce quality alumni. As a university that has a religious back ground, State Islamic Institute (IAIN) Purwokerto should be able to create qualified graduates in the field of religious science. This is in accordance with the Vision owned by State Islamic Institute (IAIN) Purwokerto, namely: "Superior and Islamic in Realizing a Civilized Society in 2039". Furthermore, the vision is described into 3 points that become the mission of IAIN Purwokerto, namely:

1. Carrying out excellent teaching;
2. Developing inclusive-integrative Islamic studies; and
3. Developing Indonesian Islamic values and civilization.

According to on the Vision and Mission above, it can be lowered to the quality standards of State Islamic Institute (IAIN) Purwokerto graduates, namely:

1. Behaving personality as an Indonesian Muslim scientist;
2. Behaving the ability both of reading and writing the Qur'an scripture (Arabic);
3. Behaving a broad and deep knowledge of Islamic science in general;

4. Behaving the ability to understand the contents of Arabic and English textbooks fluently;
5. Behaving the ability to use a computer and access information from the internet;
6. Behaving the ability to think logically, critically, analytically, and scientifically;
7. Behaving the ability to solve problems effectively.

According to those Vision and Mission, State Islamic Institute (IAIN) Purwokerto is committed to producing qualified alumni in the religious field both theoretical and at a practical level. One indicator of mastery of religious knowledge is fluency in reading and writing the Qur'an and the ability to implement daily worship practices. In realizing this goal is not an easy thing, especially it is known that the input of IAIN Purwokerto students is to have diverse educational backgrounds both from Islamic Junior High School, Senior High School and Vocational High School as can be seen in Table 2. This causes the ability both of Understanding the Quran and the Practice of Religious Experience known as BTA and PPI of each student could be different and tends to have a significant effect on their educational background. Where students from Islamic Junior High School have more BTA and PPI skills compared to Senior High School and Vocational High School graduates.

Table 2. Educational Background of State Islamic Institute (IAIN) Purwokerto Students for the 2019–2020 Academic Year

No.	Educational Backgrounds	Amount	Percentage
1.	Islamic Junior High School	955	43.42%
2.	Senior High School	798	36.25%
3.	Vocational High School	447	20.33%
Amount		2.200	100%

Source: Subsection Academic Administration 2020

This condition is proven after Understanding the Quran and the Practice of Religious Experience known as BTA and PPI examination are still many new students who have not graduated. The indicators of those examinations are classified as follows:

- a. Students able to understanding the Qur'an properly and correctly according to makhroj, tartil and tajweed.
- b. Students caable to write verses of the Qur'an properly and correctly complete with their values.
- c. Students are at least memorize Juz 'Amma.
- d. Students able to practice and know the procedures for compulsory worship and sunnah (thoharoh, prayer, hajj, fasting, zakat, mawaris, and waqf).

According to Understanding the Quran and the Practice of Religious Experience known as BTA and PPI examination on new students for the 2019/2020 academic year, it is known as follows:

According to these data, it can be seen that there is a problem, namely the low ability in understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) of new IAIN Purwokerto students. If this condition is when

proper handling or policies are not immediately carried out, it will lead to a bigger problem, namely the low ability of Understanding the Quran and the Practice of Religious Experience known as BTA and PPI graduates of IAIN Purwokerto. Therefore, this is where the importance of a policy breakthrough that has to be determined by policymakers in the midst of various limitations.

As an Islamic college education institution, surely, IAIN Purwokerto doesn't able to sustain itself in every effort both of developing and improving the quality of educational services. Therefore, IAIN Purwokerto has to be able to build cooperative relationships or partnerships with all parties in order to realize educational goals including improving the quality of understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) students. In this paper, authors are going to discuss how the principle of *collaborative governance* is applied by IAIN Purwokerto institution in improving the competence of understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) students through partner Boarding Islamic programs.

Table 3. BTA-PPI Examination Results for New Students for the 2019–2020 Academic Year

No.	Number of New Students	Number of BTA-PPI Passing	Number of BTA-PPI Not Passing
1.	2.200 Students	788 Students (35.83%)	1.412 Students (64.17%)

Source: (Surawan & Sobari, 2022)

II. Literature review

In carrying out its duties and functions, bureaucratic institutions certainly cannot be separated from public problems that have to be resolved immediately with the right policy.

But sometimes in creating a policy, bureaucracy has to be faced with both of existing challenges and obstacles, including: limited human resources, infrastructure, budget and so on. Therefore, here it is necessary to de-

termine a policy breakthrough in order these obstacles able to be overcome and ultimately able to achieve the expected goals. These policy breakthroughs, among others, able to be achieved through collaborative activities with other parties. Collaboration able to be understood as cooperation between actors, organizations or institutions in order to achieve goals that able to be achieved or completed *independently*. In practice, the terms cooperation and collaboration are still used interchangeably and there has been no attempt to show the difference and depth of meaning of the terms.

In state administration, the practice of collaboration or cooperation carried out by public institutions must refer to the principles of *collaborative governance*. At the practical level, collaborative governance plays an important role. As the conclusion published from research (JING; & HU, 2017) mentioned that the public sector is very fascinated with the future of government involving stakeholders by applying the principle of collaborative governance. According to the theory from (Newig et al., 2018) mentioned that by applying the principle of collaborative governance by involving public participation, quality public policies able to be obtained.

By definition, various experts define *collaborative governance* in several meanings whose main idea has similarity, namely the collaboration between the public and non-public as well as private sectors in governance. According to (Chris Ansell & Alison Gash, 2007) defined that *collaborative governance* as a series of arrangements in which one or more public institutions directly involve *non-state stakeholders* in formal, consensus-oriented and deliberative policy-making processes that aim to create or implement public policies or regulate programs as well as assets. In addition to these opinions, another opinion relates to *collaborative governance* mentioned by (Agranoff & McGuire, 2003) stated that *collaborative governance* has placed a lot of emphasis on voluntary horizontal both of collaboration and horizontal relationships between multi-sectoral participants, because the demands of clients often exceed the capacity and role of a single public organization, as well as require

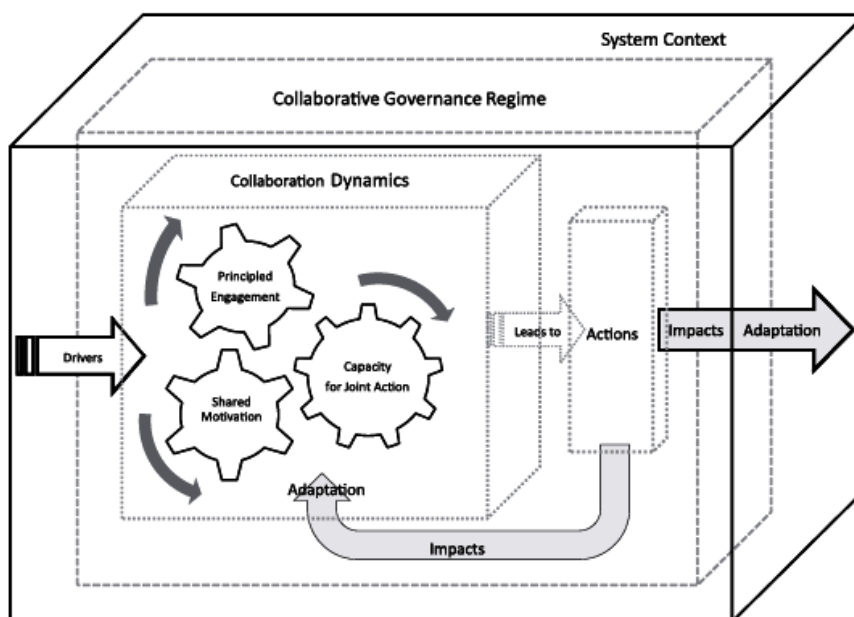
interaction among various organizations related and engaged in public activities.

According to the above opinion, it has actually defined *collaborative governance* in the same idea. However, related to the opinion from (Chris Ansell & Alison Gash, 2007), it could be seen that the collaboration aspect of government administration is more on the aspect of formulating and implementing public policies as well as programs from public institutions, in this case, concerning the government. In addition, in practice, collaboration in government administration has to uphold the value of deliberative and consensus between each actor or *stakeholder* involved in the collaboration. Concerning the research from (Ebba Brink1 & Christine Wamsler1, 2018) found that *collaborative governance* requires consideration of four strategic issues: proactive engagement; equity and '*Responsibilities*'; nature-based approaches; and systematic adaptation mainstreaming. Meanwhile, the ideas from (Agranoff & McGuire, 2004) showed that *collaborative governance* or collaboration in the restoration of government in a more general scope, namely the management of the government as a whole. *Collaborative governance* in this case focuses more on voluntary aspects in collaboration practices. With this voluntary aspect, it is expected that every actor involved in collaboration projects optimally to achieve common goals. Therefore, both of program or policy implementation will be implemented more effectively because it involves organizational or institutional relations.

Meanwhile, at a practical level, a cooperative partnership is sometimes only to form a *formalism* activity, where a lot of regulations and agreements that are created, contrary there were not joint program had been implemented (Warsono, 2012). In establishing cooperation, there should be no hierarchical relationship involved, meanwhile both have the same rights and responsibilities (Warsono, 2012). Based on the opinion from (Kurniasih, 2017) emphasized that the practice of implementing cooperation by involving various *stakeholders* does require several prerequisites, such as a strong network, an adequate level of trust, to accountability from each actor. In addition, (Emerson et al., 2012) described how an integrative frame-

work on collaboration or cooperation governance as illustrated below:

Figure 1. *The Integrative Framework for Collaborative Governance* (Emerson et al., 2012)



According to the research from (Febrian, 2016) emphasized six characteristics of collaboration or cooperative relationships that had to be adopted, including:

1. The collaboration forum is initiated or implemented by public institutions and actors in public institutions.
2. Participants in the forum also include non-public actors.
3. Participants are directly involved in making and decision-making and decisions should not sulk at public actors.
4. Formally organized forums and meetings held jointly.
5. The forum aims to make decisions on mutual agreement, in other words the forum is oriented towards consensus.
6. Collaboration focuses on public policy and public management.

The Effective collaboration is pursued for the achievement of client goals, improving inter-organizational relationships and organizational development. According to (O'Leary & Vij, 2012) mentioned that collaboration should be seen as a dynamic or flexible process rather than as a static condition. Referring to the discussion of the Islamic Boarding School program at IAIN Purwokerto, it is necessary to observe together with the

provisions regarding the program, namely as follows:

1. The Islamic Boarding School Partnership program is mandatory for students who have not passed understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) competency tests.

2. IAIN Purwokerto establishes cooperation or partnership with Islamic Boarding Schools in the area around the campus, where as in 2020 there are 30 partner Islamic boarding schools (sima.iainpurwokerto.ac.id).

3. Students who have not passed understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) competency tests have to stay at partner Islamic boarding schools for at least 1 year, and are entitled to reschedule this examination together with a Recommendation Letter from the Islamic Boarding School.

4. The curriculum related to strengthening students's ability on understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) in Islamic boarding schools is determined by IAIN Purwokerto.

Research method

According to (Ridder et al., 2014) mentioned that various data that come from multiscriptal source will be able to assist researcher in finding object related. This type of research is descriptive qualitative research with data collection techniques, namely interviews, observation and documentation. The data validity checking is done through triangulation and member check. Data analysis techniques using data condensation, data presentation, and drawing conclusions.

The data object taken from the new students joining in IAIN Purwokerto that take an examination of understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) in Islamic boarding schools. The participants classified into various thing such as: students that has been passed and re-exam this program as the main requirement of new students at IAIN Purwokerto.

Result and discussion

Furthermore, according to the discussion of the principles of collaborative governance above, in observing the Islamic Boarding School Partnership program at IAIN Purwokerto in this paper the author summarizes into 5 important elements as referring to the opinions from (Ansell & Gash, 2008), namely as follows:

1. Face To Face Dialogue

Those forms of *collaborative governance* are built from face-to-face dialogue directly from each stakeholder involved. As with process-oriented *collaborative governance*, direct dialogue is essential in order to identify opportunities and mutual benefits. Face-to-face dialogue is not merely a perfunctory negotiation. This direct dialogue able to minimize antagonism and *disrespect* from among the stakeholders involved. Thus, stakeholders able to join together in accordance with common goals and benefits. This is what IAIN Purwokerto does intensely and continuously with all Cooperation Partner Islamic Boarding Schools. Therefore, both parties able to coordinate with each other for the improvement of Islamic Boarding School Partnership programs in the future.

2. Trust Building

The lack of trust between stakeholders is indeed commonplace at the beginning of the

collaboration process. Collaboration is not just about negotiations between stakeholders, but more than that it is an effort to build trust with each other. Building trust needs to be done as soon as possible when the first collaboration process is carried out. This is sought in order stakeholders do not experience egocentrism between institutions. Therefore, in building this trust, leaders who are able to realize the importance of collaboration are needed. Maintaining mutual trust is what continues to be done by both parties, both IAIN Purwokerto and Partner Islamic Boarding Schools. Moreover, the collaboration carried out is related to the field of education and teaching religious materials, namely understanding the Qur'an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI). This condition is unfortunate when such noble goals are tainted by practices that undermine common trust.

3. Commitment to process

Commitment certainly has an important and strong role in the process of collaboration or partnership. Commitment is a motivation to engage or participate in *collaborative governance*. Strong commitment from every stakeholder is needed to prevent risks from the collaboration process. Although commitment is indeed a complicated thing in collaboration. Commitment is the responsibility of stakeholders to observe the relationship as new and that responsibility needs to be developed. One of these commitments is evidenced by the MoU or Cooperation document with legal force. This is what IAIN Purwokerto has done with Partner Islamic Boarding Schools.

4. Share Understanding

At the same point in the collaboration process, stakeholders involved has to share an understanding of what can be achieved through collaboration. This mutual understanding can be described as a common mission, a common goal, a common object, a common vision, a common ideology, and others. Sharing understanding able to create implications for mutual agreement to interpret and solve a problem. In order to realize this goal, IAIN Purwokerto through the Technical Implementation Unit (UPT) Ma'had continues to coordinate both directly and other communication media, therefore, these

conditions are always in one perception with Partner Islamic Boarding Schools. In fact, in longing that there will be no misunderstandings in the implementation of activities.

5. Intermediate Outcomes

The continued results of the collaboration process are manifested in the form of tangible outputs. As the result of a critical and essential process in developing momentum that able to guide to the success of a collaboration. These intermediate outcomes arise when the objectives are possible and benefit from relatively concrete collaboration and when “small wins” of collaboration are possible. The purpose of a collaborative or cooperative relationship is, surely, mutually beneficial to both parties. Outputs that able to be measured empirically include increasing the student’s ability on understanding the Qur’an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) who have participated in Islamic Boarding School Partnership programs.

In addition, along with this Islamic Boarding School of partnership policy program aiming through this collaboration is going to stimulate various advantages gotten such as follows:

1. Strengthening the cooperative relationship or partnership between IAIN Purwokerto and Islamic Boarding Schools around Banyumas Regency area.

2. The education’s quality of understanding the Qur’an both of inscribing and transcription as well as Knowledge of Worship Practice (BTA-PPI) is more guaranteed, because it is carried out by competent institutions and focuses on religious education. This is evident in the increasing number of students who memorize the Qur’an called as (Hafidz and Hafidzah).

3. Saving costs (budget), because IAIN does not need to spend budget in organizing special programs for deepening or enriching BTA-PPI materials independently. Especially when IAIN Purwokerto has to provide its own student dormitory, besides needing a large budget, it also takes a long time.

4. Islamic boarding schools benefit from the large number of students, in order Islamic boarding schools are able to develop and progress.

5. Indirectly, IAIN Purwokerto contributes to driving the regional economy in Banyumas Regency more evenly. Because with the spread of students in Islamic boarding schools in Banyumas Regency area, it is able to stimulate a significant multiplier effect, including: the emergence of food stalls, and the needs of students or students in Islamic boarding schools.

However, in every policy certainly cannot be separated from shortcomings or obstacles, as well as the student boarding school program at IAIN Purwokerto. After running for approximately 5 years there are several problems arise, including as follows:

1. There is a coercion factor from students that live in Islamic boarding schools. This raises problems, among others: not maximizing students to take a role in learning activities at the Islamic boarding school, causing the atmosphere of the Islamic boarding school to be less orderly.

2. The formality of Islamic Crash Course called as *nyantri*, because it tends to be forced, reciting or studying at Islamic boarding schools becomes just a mere formality to fulfil the re-exams requirements for understanding the Qur’an both of inscribing and transcription as well as on Knowledge of Worship Practice (BTA-PPI), and even worse when it is also supported and carried out by Islamic boarding schools Partner.

3. Commercialization of Islamic boarding schools, namely a set a fairly high fee rate and even higher student tuition fees themselves. Especially if the Islamic boarding school claims to have luxurious facilities and a strategic location or close to the University.

Conclusion

The Collaboration or cooperation relationships by applying the principles of *collaborative governance* are very important carried out by bureaucracies including higher education institutions in order to be able to provide quality educational services. This is also what IAIN Purwokerto does to overcome the problem of low quality of competencies on understanding the Qur’an both of inscribing and transcription as well as on Knowledge of Worship Practice (BTA-PPI), IAIN Purwokerto students and alumnus, namely through a collaboration policy

with stakeholders in the form of the “Islamic Boarding School Partnership” program by cooperating with its partner around Banyumas Regency.

Along with this breakthrough in collaboration policy, there are some advantages gained, but on the other hand, it also raises new problems. Therefore, IAIN Purwokerto through UPT Ma’had should continue to monitor and evaluate in order this partner of Islamic Boarding School partnership pro-

gram continues to run according to its rules and achieve the specified goals. Intense coordination and strict sanctions to rogue partner Islamic boarding schools need to continue.

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Section 2. Higher professional education. Pedagogy of higher professional school

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PROBLEMS OF USING EXERCISES IN DIFFERENT STAGES OF TEACHING READING AT NON-PHYLOLOGICAL UNIVERSITIES

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Abstract

In connection with the ever-increasing requirements for the level of training of modern personnel, teachers of higher educational institutions pay great attention to solving problems aimed at improving the efficiency of education using new innovative methods. Despite the growing interest of people in oral forms of communication in a foreign language, reading remains the most important source of information. This article analyzes exercises aimed at developing reading skills in English among students of a non-philological university.

Keywords: *reading competence, reading tasks, language materials, skimming, scanning, intensive reading, pre-reading stage, while-reading stage, post-reading stage*

Introduction

One of the tasks facing modern education today is the upbringing and maturation of a new, creatively thinking personality, the training of modern specialists who deeply know their profession. The purpose of teaching a foreign language is not only the acquisition of theoretical knowledge, but also the formation of skills and competencies of communication in a foreign language, that is, the formation of communicative competence among students.

Methodology

Reading professional texts is an integral part of the necessary communicative competence of students of a non-philological university to communicate in a foreign language within their profession. It should be noted that a lot of works are devoted to the problem of creating a set of exercises for teaching reading in a foreign language. Russian scientists N.V. Barishnikov, B.A. Lapidus, G.V. Rogova, T.S. Serova, S.K. Folomkina and others conducted research in this direction.

Teaching foreign languages based on a communicative approach (communicative

language teaching) requires students to use foreign language materials in all types of speech activity, the ability to enter into social relations and have knowledge about the culture and customs of a given language.

Reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication and of sharing information and ideas. The purpose for reading also determines the appropriate approach to reading comprehension. Reading has become more and more important in modern life as printed language has been growing to a significant way in recent decades. People immerse themselves into reading activities in many ways throughout the day – they read newspapers, magazines, advertisements and messages on their mobiles, tablets and laptops. People read all above-mentioned items because they contain information that they need in their everyday life (Khoshimov, O., Yakubov I., 2003).

Now a highly qualified specialist must have the knowledge that allows him to read and understand professionally oriented texts as well as have an understanding of the basics professional communication. Based on these facts, foreign language teachers in non-philological universities should see as their goal the achievement by students of such a level of competence that would allow them not to experience difficulties in the process of interlingual communication. In other words, professionally oriented teaching of a foreign language at a university is becoming more and more a priority.

Future specialists should be able to work with information from foreign sources in solving social, professional and personal problems in order to adapt to the complex and dynamic conditions of society. Therefore, the formation and development of students’ competence in teaching in a foreign language is one of the most pressing issues. In this regard, many methodologists have devoted their scientific works to this issue.

At the moment, in the system of higher professional education, teaching a foreign language is revealed from various positions:

- teaching a foreign language at a university as a means of communication (Bim I. L., Zimnaya I. A.);

- formation of a professional orientation in the process of teaching the reading of technical texts (Davydova, M.A., Milrud, R. P.);
- communicative approach in teaching a foreign language (Bim I. L., Pasova E. I., Rogova G. V.).

It follows from the above that the requirements for the level of foreign language proficiency are becoming ever higher. A modern specialist has to deal with an ever-increasing flow of professional literature, therefore, he must be able to quickly find the information of interest to him and familiarize himself with it. Thus, it is reading in a foreign language that becomes one of the “basic competencies of a specialist, which allows him to effectively carry out professional activities” (Poxabova, V.M.).

The issue of developing an effective methodology for teaching professionally oriented reading of technical texts is becoming increasingly relevant. The practice of teaching at the university shows that the actual level of knowledge does not meet professional needs. For these purposes, it is necessary now to train future specialists in professionally oriented reading.

Reading, like any speech activity, is purposeful. Its purpose is to extract information assuming an adequate understanding of the text content. The main characteristics of understanding are completeness, accuracy and depth. Depending on the purpose of reading, different methodologists distinguish up to 50 types of it. However, the practice of teaching reading and the analysis of non-linguistic university graduates’ professional activity indicate that four types of reading are relevant for them: introductory, studying, search and viewing.

The professionally-oriented reading is carried out within the professionally-oriented training, which assumes a highly specialized training orientation, the obligatory identification of students’ communicative needs, defining clear learning goals and content, the allocation of specific professional and communicative skills as objects of focused work, the adoption of a technical text as a training unit (Lojkina, N.M.).

The process of foreign language professionally oriented teaching will be more effective under the following conditions:

– the selection of the syllabus for professionally oriented foreign language communication will be performed on a situational and thematic basis;

– the use of authentic texts with regard of the linguistic, methodological, cultural parameters and principles of teaching professionally oriented foreign language communication;

– the use of exercises and techniques aimed at the development and formation of students professional competence.

It is known that at the initial stage of learning a foreign language, students are able to read and understand the text based on familiar language materials, understand unfamiliar words from the context, and express their attitude to the text.

In the middle stage, they will be introduced to some elements of introductory, viewing reading and search reading. At a higher level, they will have the skills to fully understand the text, easily retell the text and independently perform tasks related to the text. For students of non-philological universities, we will have to pay more attention to the professional task of teaching.

Results

Analyzing the tasks from the reading above, we see that each task complements the other. It is expedient for the teacher to properly organize foreign language lessons with a deep understanding of the above educational tasks. As part of the humanistic culture of a person, reading competence presupposes not only “the semantic perception of a graphic fixed text”, but also a value orientation in the socio-cultural space, a harmonious relationship with culture.

T.A. Razuvaeva offers several successive stages in the formation of reading competence: (Razuvaeva, T.A.).

– a preliminary diagnosis is carried out to determine the level of formation of the reading competence of students (this takes into account their experience of educational activities);

– the educational process is carried out on the basis of a personality-oriented approach, for which a system of multi-level tasks has been developed. This system includes individual tasks based on the person-

al and individual characteristics of students (interest, character, level of knowledge, etc.) and the level of formation of one or another component of reading competence.

– the educational process is carried out on the basis of a personality-oriented approach, for which a system of multi-level tasks has been developed. This system includes individual tasks based on the personal and individual characteristics of students (interest, character, level of knowledge, etc.) and the level of formation of one or another component of reading competence.

The teacher organizes pre-text work aimed at activating the knowledge of students necessary for a deep and complete assimilation of the read text and expanding their outlook.

– text materials include texts of various genres: literary, scientific and technical, official business, different kinds of instructions, announcements, menus, tables, advertisements;

– The formation of a reflective attitude of students to learning activities is carried out through a system of assignments given to them and a reading diary, which allows students to work out ways to develop reading competence.

Discussion

We emphasize that the use of the three-stage activity presented in the current modern literature during the lesson gives effective results for the development of students' reading skills and understanding of professional texts. According to him, students can quickly and easily read and understand texts in a foreign language based on exercises in the following stages:

1. Pre-reading.
2. While- reading.
3. Post- reading).

The pre-reading stage is a preparatory work for the reading process: it includes the topic of the text, familiarization with various concepts, elimination of language and speech difficulties.

An important task at this stage is to create a positive motivation among the audience, the orientation of students for independent reading and understanding at the next stages of working on the text.

Pre-reading exercises help students understand the meaning of new words and remember and use grammar rules. Such exercises are considered effective because they are aimed at activating students.

At the same time, the tasks and exercises given in the pre-text phase take into account the lexical, grammatical, semantic, linguo-stylistic and linguo-cultural features of the text.

At the pre-text stage, we suggest using the following exercises: – name the associations that arise after reading the title of the text; determine what type of text material in the text belong to (for example, a scientific and technical article, business letter, resume, etc.); read the first sentences of paragraphs and make up questions to the text; answer the questions before reading the text, select headings for the text; translate the sentences into; pay attention to ...; determine the tense of participles in sentences; explain the use of tenses; fill in the gaps with the appropriate words; read the text and find the meaning of the words; choose the appropriate translation of the words; read the following words and pay attention to the pronunciation; define the tense of the predicates in the sentences; explain the use of the tenses; choose appropriate words translation; please tell me from which words these words are derived; determine the meaning of complex nouns by components; find the same root words; name the dictionary form of the following words; determine from which verbs the following nouns are derived and etc.

It should be noted that this stage is carried out in the classroom, since grammar exercises, work on pronunciation, development of sounds, stress, intonation, etc. require the participation of a teacher. In addition, the teacher should organize the process of understanding and try to show the important points of working on this text.

The objectives of the while reading stage are to monitor students' understanding of various texts associated with reading and speaking tasks. The main thing at this stage is to understand what the students are reading. Such exercises help students understand the content of a professional text and perceive the rhetorical structure of the text (Celce-Murcia, M.).

At this stage, we can suggest to use the following exercises: fill in the gaps with suitable words; select words from the text that are relevant to the topic; arrange the sentences of the paragraph according to the importance of information; arrange sentences that differ from each other in their content; choose an appropriate picture, diagram for each paragraph; choose the correct answer to the question; decide whether the sentences are correct or not; read the first and last sentences of each paragraph and guess what the text is about.

The goal of post-reading stage is to use the learned text material to develop speech skills and skills in oral and written speech. Such exercises are more aimed at summarizing the content of the text and exploring the point of view of the writer.

These exercises also teach discussion and analysis of texts and ask students to give their opinion. At this stage, you can use the following exercises: -find out the most important information in the text; write an essay; find the most important sentence in each paragraph; find the paragraph that corresponds to each sentence; find sentences expressing the main idea of the text; paraphrase the text; translate and summarize the text; read the text and say what new information you learned.

Thus, the use of different exercises in the process of working on the text helps to expand the vocabulary of a foreign language, understand the meanings of unfamiliar words, strengthen and expand grammatical knowledge, and develop types of speech activity. At the end of these stages in a practical lesson, students will receive an unfamiliar text on a given topic. They have to read the text at a certain time and answer the questions asked about the text or summarize it.

Conclusions

According to many scientists, the formation of skills and abilities in various types of reading is directly related to the control of the three-stage organization of work on the text:

1) pre-reading stage – control of the formation of prediction (anticipation) skills according to the content of the text, as well as encouraging students to master the information offered;

2) while-reading stage – control of the formation of skills and abilities according to the content of the text;

3) post-reading stage – understanding the semantic content of the text and managing the creation of a new text on its basis, which includes the ability of students to process semantic information and express their attitude to what was said.

The wide use of various exercises in the process of working on a text expands the lexical reserve when reading texts in a foreign language, develops the skills of understanding the meanings of unfamiliar words from the context, strengthens various grammatical

constructions, and develops speech activity. In addition, the educational nature of reading cannot be denied: reading enhances a person's culture, makes him think about various aspects of our life problems.

The new paradigm of education in an information-saturated society is aimed at creating a socially necessary level of reading competence that helps to adapt to today's diverse and mobile information space. It includes the skills of reading, reading comprehension, effective use of information, working with written documents related to the main areas of culture, presented in different languages.

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THE IMPACT OF SIMULATION TECHNOLOGIES ON THE QUALITY OF TRAINING OF FUTURE SPECIALISTS IN COLLEGE

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Abstract

This article reveals the issues of the influence of simulation technologies on the quality of training of future specialists, presents the main methods and techniques used in colleges for the formation of professional and general competencies. The necessity of research of modern innovative forms and methods in solving the problems of upbringing and education of a future specialist is proved.

Keywords: *professional education system, simulation technologies, general competencies, professional competencies, extreme competencies*

Introduction

The rapid reform of the education system, the development of science, technology and technology in Uzbekistan is one of the priorities, namely, the improvement of the activities of all components of the education and upbringing system based on modern labor market requirements, namely, the improvement of the content of education and the creation of safe working conditions for a specialist.

Future specialists who are trained in the walls of the college in their work successfully apply the former professional and general competencies. The student is always trained under the guidance of an experienced master according to a previously prepared technological map and instructions. In the training workshops, all conditions have been created to ensure the safety of students' learning,

but starting their work in the workplace, a student may have a number of difficulties that mentors will help solve. It is important to note that the student should also be able to apply the acquired skills and abilities as much as possible in a vocational educational institution to create a safe environment. It is for this reason that our research is aimed at the formation of primary competencies of human life safety within the framework of general competencies through the use of simulation educational technologies.

Literature analysis and methodology

The foundation of modern simulation technologies is evidence-based principles and scientific approach. The formation and dynamic development of all elements of simulation technologies opens up a number of prospects in the future, among which the

following can be noted: highly realistic simulation of touch; integration with related visualization systems; development of virtual world's technologies, etc. The use of one or another type of simulation technology depends on the stage and form of classes, as well as on its purpose. So, simulation technologies come in different types. According to the level of realism, they are classified into visual, tactile, reactive, automated, hardware, interactive and integrated (Possibilities of simulation technologies).

The use of one or another type of simulation technologies in the system of professional education depends on the form of classes from the course in which students are trained, and on its purpose. So, we have divided simulation technologies into several classes:

- Visual,
- Tactile,
- Interactive.

It should be noted that from the point of view of the professional activity of each specialist, the situation is a set of interrelated facts, phenomena and problems that characterize a specific period or event in the activity and require appropriate solutions or other active actions.

The method of analyzing specific situations consists in studying, analyzing and making decisions on a situation that has arisen as a result of events that have occurred or may arise under certain circumstances in a particular organization at one time or another. Analysis of a specific situation is a

deep and detailed study of a real or artificial situation, performed in order to identify its characteristic properties. This method develops students' analytical thinking, a systematic approach to problem solving, allows them to identify options for correct and erroneous decisions, choose criteria for finding the optimal solution, learn to establish business and professional contacts, make decisions in difficult circumstances. Eliminate conflicts.

Results

It is for this reason that the priorities of simulation technologies in training and preparation for work are imitation of the processing process, where students can understand, imagine and see all the main stages of the implementation of their competencies to analyze and use in the future in independent activities.

The use of simulation technologies in vocational education is an effective means for the formation of competitive specialists and is currently a need of the emerging modern society, the role of simulation technologies has been increasing more and more recently, and simulation training is being increasingly introduced into the educational process. Competent integration of practical work and simulation technologies of vocational training allows future specialists to develop professional competencies, improve the level of training of students of teachers of vocational training, which necessitates their further implementation in the process of studying professional disciplines

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THE USE OF SIMULATION EDUCATIONAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF PROFESSIONAL INSTITUTIONS

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Abstract

This article reveals the issues of educating a future specialist in vocational education institutions. The main methods used in vocational educational institutions in order to form students' professional and general competencies are disclosed and analyzed. The competencies underlying the development of the personality of a specialist contributing to competition in the labor market are determined. The necessity of searching for innovative forms and methods in solving the tasks of educating a graduate with stable skills and abilities to perform professional duties is substantiated.

Keywords: *professional education system, simulation technologies, general competencies, professional competencies, extreme competencies. Human life safety*

Introduction

To date, the increasing relevance is determined in the creation of an improved didactic provision of special disciplines with simulation tools and innovative technologies that affect the formation of professional and general competencies in the training of specialists in the system of vocational education. The rapid reform of the education system, the development of science, technology and technology in Uzbekistan is one of the priorities, namely, the improvement of the activities of all components of the education and upbringing system based on modern labor market requirements, namely, the improvement of the content of education and the creation of safe working conditions for a specialist.

The above tasks were reflected in the resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2020 No. 466 "On approval of regulatory legal acts regulating the system of continuous primary, secondary and secondary specialized vocational education in the Republic of Uzbekistan", according to the charter of this resolution, vocational education in the Republic of Uzbekistan is based on the real need for personnel in the labor market taking into account the prospects and priorities of economic development, modern technical and technological trends, proposals of employers, as well as the training of persons on the principle of "Lifelong learning", at the same time, vocational education is a system of continuing

education that forms and develops students' professional competencies in certain specialties and professions (Resolution of the Cabinet of Ministers).

The personnel trained in the walls of professorial educational institutions in their work successfully apply the formed professional and general competencies. The main formation of competencies takes place in training workshops in the so-called "greenhouse" conditions. The student is always trained under the guidance of an experienced master according to a previously prepared technological map and instructions. In the training workshops, all conditions have been created to ensure the safety of students' learning, but starting their work in the workplace, a student may have a number of difficulties that mentors will help solve. It is important to note that the student should also be able to apply the acquired skills and abilities as much as possible in a vocational educational institution to create a safe environment. It is for this reason that our research is aimed at the formation of primary competencies of human life safety within the framework of general competencies through the use of simulation educational technologies.

The list of key competencies was proposed by the Russian scientist A. V. Khutorsky on the basis of a structural representation of social experience and personal experience, as well as the main activities of students that allow them to master social experience, acquire life skills and practical activities in modern society. The analysis made it possible to assume that some groups of general competencies (socio-labor and value-based) will be successfully formed not only in educational, but also in extracurricular educational activities of vocational educational institutions (Khutorskoy A. V., 2016).

Modern simulation technologies are implemented using information and communication technologies. In professional didactics, there are three types of such simulations, among which the following can be distinguished: the formation of the ability to qualitatively evaluate the received material, quickly analyze it and effectively dispose of it; the development of the ability to solve professional tasks; the development of responsiveness (Matveev N. L., Emel'yanov S. I., Bogdanov D. Yu., 2007).

The foundation of modern simulation technologies is evidence-based principles and scientific approach. The formation and dynamic development of all elements of simulation technologies opens up a number of prospects in the future, among which the following can be noted: highly realistic simulation of touch; integration with related visualization systems; development of virtual worlds technologies, etc. The use of one or another type of simulation technology depends on the stage and form of classes, as well as on its purpose. So, simulation technologies come in different types. According to the level of realism, they are classified into visual, tactile, reactive, automated, hardware, interactive and integrated (Possibilities of simulation technologies).

The use of one or another type of simulation technologies in the system of professional education depends on the form of classes from the course in which students are trained, and on its purpose. So, we have divided simulation technologies into several classes:

- visual,
- tactile,
- interactive.

Let's open each type more broadly, interactive simulation technologies imply the use of virtual simulators with tactile feedback or real simulators of any elements or simulators of high realism.

Visual ones are the least realistic simulation technologies. Their use is carried out through the use of electronic textbooks and training mobile platforms.

Tactile simulation technologies can be used for a number of specialties and areas of study, implying the development of practical skills on simulators.

Simulation technologies most often there are types of various technical means, various software products, simulators, dummies, etc. you also need to pay special attention to the organization of the process of various situations that also allow you to get the ability to design your own actions in extreme situations.

It is important to note that from the point of view of the professional activity of each specialist, the situation is a set of interrelated facts, phenomena and problems that characterize a specific period or event in the activity

and require appropriate solutions or other active actions.

The method of analyzing specific situations consists in studying, analyzing and making decisions on a situation that has arisen as a result of events that have occurred or may arise under certain circumstances in a particular organization at one time or another. Analysis of a specific situation is a deep and detailed study of a real or artificial situation, performed in order to identify its characteristic properties. This method develops students' analytical thinking, a systematic approach to problem solving, allows them to identify options for correct and erroneous decisions, choose criteria for finding the optimal solution, learn to establish business and professional contacts, make decisions in difficult circumstances. eliminate conflicts.

The method of analyzing specific situations as a kind of practical training allows students not only to study a certain topic, but also to analyze real-life situations in which some events that took place or could have taken place and which led to mistakes in solving a particular creative or production problem are usually described. The task of students of professional educational institutions is to identify these errors and analyze them using the concepts and ideas of the course, as well as to offer their possible

solutions that may affect the final result. This approach to teaching students is much more realistic than a set of individual questions on the topic under study, considered without any connection with reality, which means that the future specialist understands exactly what his activity should be directed at when he gets into a similar situation.

Modern working conditions cause a sharp increase in the volume of scientific and technical, regulatory, reference, legislative information related directly to the activities of a specialist. The ability to search for the right information, navigate in this flow, the ability to select the right one, analyze and generalize it becomes another requirement for a modern specialist. The emerging contradiction between the growing volume of information and the limited amount of knowledge and time is easily overcome by the development of modern reference and search engines, the Internet and other similar means.

It is for this reason that the priorities of simulation technologies in training and preparation for work are imitation of the processing process, where students can understand, imagine and see all the main stages of the implementation of their competencies to analyze and use in the future in independent activities.

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DEVELOPING LINGUISTIC COMPETENCE OF FUTURE LANGUAGE TEACHERS

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Abstract

In the current era of rapid globalization, developing the communication skills of future English language teachers in higher education is one of the urgent issues of today. In the theory and practice of teaching foreign languages, the most important condition for success in the career of a future teacher is his/her linguistic competence. Linguistic competence includes knowledge of the language, skills of verbal communication, as well as experience in creative and practical activities, which are the basis for the successful implementation of intercultural communication of future teachers. This article highlights important components of developing linguistic competences of future English language teachers.

Keywords: *linguistic competence, future language teacher, communication, foreign language, modern requirements, speech, activities*

Introduction

The issue of forming the competencies of future language teachers is now of particular relevance in the context of changing the paradigm of education based on a competency-based approach and focused on integration in the global educational space and international professional cooperation on a global scale. In connection with a fundamental change in the methodological basis of education in higher education, new categories and concepts are appearing in the field of education based on current reforms. Currently, graduates of bachelor's and master's degree course of language departments will have the highest level of mastering foreign lan-

guages, which will correspond to the C1 level according to CEFR – the level of professional knowledge of a foreign language. On the basis of the approved standard control and measuring parameters for state certification, training programs specific to the institution have been developed. Particular attention in the standard is paid to linguistic competence, which describes the requirements of students' skills in choosing the right linguistic forms and means of expression depending on the situation, the communication purpose, and direction of the speaker. Pragmatic competence, according to the standard, includes the ability to communicate in a foreign language in accordance with the development of

a communication situation and strategy that promote effective communication.

The subject of research in this article is the interaction of linguistic, in particular grammatical and lexical competencies, and professional foreign language competencies in order to form linguistic competence of a future language teacher. Our assumptions about the formation of foreign language linguistic competencies to find answers to the following questions: what methods and techniques can be used to develop grammatical and lexical competencies; are there any priorities in the development linguistic competence of future language teachers. The basis for pedagogical assumptions and conclusions was experimental practical classes on the formation of foreign language linguistic competencies in a number of linguistic universities that train future language teachers.

First, it is necessary to define the basic concepts of the stated topic, on their interpretation in modern scientific and pedagogical literature.

Materials and Methods

“Linguistic competence of a future language teacher means the integral personal qualities of a student who has knowledge of the language system, linguistic thinking, experience of independent application of knowledge and skills in new language situations” (Collins, 2007). In other words, linguistic competence as a system of social phenomena and signs is understood as the knowledge, skills and abilities of students about language, the structure and function of language, and the ability to use them in different situations (Achilovna, 2023). Linguistic competence provides students with theoretical knowledge of language levels through teaching based on a special program, which can be called experience, skills and competencies to use in written and oral speech practice (Lehmann, 2007). Linguistic or grammatical competence – is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since

non-linguistic factors play a role in constructing social meanings (Chiesa, et.al. 2019).

According to CEFR model of communicative competence, it is divided into three fundamental competences: 1) linguistic competence, 2) sociolinguistic competence, and 3) pragmatic competence. Each one of these competencies is interpreted as knowledge of its content and the ability to use it. For example, Linguistic competence involves language users’ knowledge of and their ability to use different resources of language to develop well-structured messages, whereas sociolinguistic competence refers to knowledge and skills required for appropriate use of language in social situations. Pragmatic competence is subdivided into functional competence (e.g. production of language functions, speech acts) and discourse competence (cohesion and coherence). However, CEFR model does not include strategic competence as a component of communicative competence. Instead, strategic competence focuses not only on compensating for breakdowns in communication but also a wide variety of non-compensatory communication strategies (Alter, 2019).

Studying the concept of “linguistic competence” allows us to conclude that the idea of referring to the language as a static system with a certain set of rules for rote learning dominates. We will try to consider language as a dynamic system and focus on the development of linguistic competence from the standpoint of understanding language as a dynamic system.

Indeed, the language is a harmonious, but unstable system, fixing with absolute accuracy all the changes taking place in society. Considering language as a dynamic system, we note that in the process of developing linguistic competence, reducing it to a universal scheme is a necessary but not sufficient condition, since mastering schemes as a formal side of the language does not reflect the communicative orientation of the process of teaching a foreign language.

Results and Discussions

Many studies confirm that it is necessary that future teachers should be able to choose language means in accordance with the communicative tasks in a certain linguistic environment. Linguistic competence includes

knowledge of the language, skills of verbal communication, as well as experience in creative and practical activities, which are the basis for the successful implementation of intercultural communication of future teachers. In this regard, future language teachers should also be able to lexically correctly formulate expressive speech and understand the speech of a partner in communication. When carrying out productive types of speech activities (speaking and writing), they should be able to:

- own lexical-semantic and lexical-thematic associations;
- combine new words with previously learned ones;
- choose appropriate words and combine them with significant ones;
- choose the right word from antonymic oppositions and synonymous rows;
- make equivalent substitutions;
- predict the statement at the level of form and content;
- own the mechanism of distribution and reduction of structures;
- adapt to the individual characteristics of the speaker and have a quick reaction;
- use words correctly, taking into account the norm of the language and the situation of communication.

Receptive types of speech activities (listening, reading) require them to correlate the auditory/visual image with semantics; overcome the focus of attention on internal articulation, differentiate words similar in sound and form according to informative features; differentiate homonymous, synonymous and antonymous phenomena: own the mechanism of receptive combination; use word-formation and contextual guessing, instantly identify a graphic image according to the auditory-motor one and vice versa; widely use forecasting and perception guidelines to create an attitude to perform a certain activity with new or previously learned lexical material.

Thus, future teachers should have knowledge of word-formation tools to create and expand a potential vocabulary; derived words (affixation, prefixes, suffixes); word formation; conversions (the formation of nouns from verbs, in particular, the infinitive and other forms); formation of verbs from adjectives; polysemy of a word (lexico-semantic variants of words); stylistic; equiva-

lent; territorial; word-building means for the formation of antonyms, types of homonyms, linguistic terms, neologisms, some lexical elements of everyday colloquial speech, proverbs, sayings.

The lexical component means the ability of future teachers to combine one word with other words; use words or phrases appropriately to the situation of intercultural communication of the use of a particular word; choose the right word to adequately convey the communicative intention; the correct use of connections in the languages, expressed depending on the rethinking of the original vocabulary; the use of lexical means of communication in appropriate situations as a source of national-cultural information; adequate use of homonyms and antonyms, neologisms and phraseological units, background and non-equivalent vocabulary, as well as vocabulary with connotative meaning and national and regional color, realities (words denoting objects of national material culture) in appropriate situations of intercultural communication.

The grammatical component should ensure the use of the language as a tool of intercultural communication for building relationships with representatives of a foreign-speaking society in the context of a dialogue of cultures, empathy and tolerance. In this regard, future language teachers need to have solid knowledge about the parts of speech: about the classification of verbs (semantic, morphological, syntactic); basic forms of the verb; the system of temporary forms of the indicative; categories of collateral; mood categories; impersonal forms of the verb; about the noun: about the classification of nouns; lexico-grammatical category of gender; number categories; about the category of case; categories of certainty-uncertainty; about pronouns: their classification and grammatical categories; about adjectives: their classification, their grammatical categories, degrees of comparison of adjectives; about adverbs: their classification; about the use of adverbs in sentences as a circumstance; about numerals and their semantic classification; about modal words; about prepositions, conjunctions, particles, interjections; about the offer and members of the offer; about a complex sentence; about a complex sentence; about the degree of de-

pendence of subordinate clauses; about the text as semantic, communicative unity.

In addition to knowledge of foreign grammar, future language teachers need to have well-formed skills and abilities, as well as experience in their application in creative and practical activities. They should be able to construct their statement grammatically correctly: to express the modality adequately to the situation of intercultural communication; logically connect sentences, establish logical connections between statements; clearly and grammatically accurately formulate your statement; use modal words, particles and interjections to express the estimated value to the content of the situation of intercultural communication; correctly use various grammatical means to achieve sufficient information in the intercultural communicative situations.

The next important component of linguistic competence is reading, which is included in the sphere of communicative and social activities of people and provides a written form of verbal communication. As in any activity, two plans are distinguished in reading: content (subject content components) and procedural (elements of the activity process), and the first always plays the leading role.

The content of the activity primarily includes its goal is to understand a speech presented in writing. Although in the real act of reading the processes of perception and comprehension proceed simultaneously and are closely interconnected, the skills and abilities that ensure its process are usually divided into two groups.

All this requires from future language teachers both the work of memory and a wide variety of mental operations: comparison and generalization, analysis and synthesis, abstraction and concretization.

Within the framework of this study, we overviewed interconnected components of linguistic competence, which gives grounds to endow linguistic competence with integrative properties and consider this phenomenon as the ability of future language teachers to correlate language tools with goals, areas, situations, conditions of ver-

bal communication, which allows reaching a certain level of language proficiency. Thus, the concept of development of foreign language linguistic competence of future language teachers should be based on the following principles:

- Consideration of the patterns of mastering a foreign language based on the features of the formation of language ability in future language teachers;

- Interaction of theoretical knowledge with practical skills while respecting the priority of the theoretical level of knowledge;

- Understanding of linguistic competence as the ability to correlate linguistic features with the goals, conditions, areas and situations of speech communication;

- Learning the components of foreign language linguistic competence;

When developing the concept of developing linguistic competence of future language teachers, we reviewed the existing achievements of methodological science and a number of related sciences as well. These provisions have a certain theoretical significance and scientific novelty and make a significant contribution to the development of the concept of linguistic competence of future language teachers.

Conclusion

Achieving a high level of development of linguistic competence is demonstrated in the ease with which a person can use direct lexical resources in direct and indirect communication, adequate use of phraseological expressions, proverbs, words specific to the speech of native speakers. One cannot master a language without mastering the required number of words. Even, special tasks in all forms of international examinations aimed at assessing the ability to use vocabulary in different types of speech activities also indicates the recognition of the special importance of lexical material mastery. Therefore, professional speech requires more attention to the development of grammatical competence, while oral speech focuses learning more on the development of lexical competence in the target language.

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FORMATION OF PROFESSIONAL AND GENERAL COMPETENCIES IN THE SYSTEM OF VOCATIONAL EDUCATION

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Abstract

The experience of domestic education of a future specialist in institutions of secondary vocational education is presented. The main forms and methods used in vocational educational institutions in order to form the participating professional and general competencies are considered and analyzed. The competencies underlying the development of the personality of a competitive specialist are highlighted. The necessity of searching for innovative forms and methods in solving the tasks of educating a graduate with stable skills and abilities to perform professional duties is substantiated

Keywords: *professional and general competencies, educational activities, forms and methods of education, competence, social partnership, dual training*

Introduction

Today, significant changes are taking place in modern Uzbekistan in all spheres of activity: social, economic, political and educational. The main goal of education is the formation of a professionally and socially competent personality capable of creativity and social activity in highly competitive conditions, physically healthy and possessing the qualities of a patriot citizen. The professional education system is focused on training professionals based on a competence-based approach. As one of the methodological solutions to the task in the structure of the educational standard of vocational education, general competencies were identified that ensure the successful training of graduates of various levels and specialties.

Materials and methods

General competencies relate to the general (meta-subject) content of the education system of vocational education. They are often called “key”. The list of key competencies was proposed by the Russian scientist A. V. Based on the structural representation of social experience and personal experience, as well as the main activities of students that allow them to master social experience, acquire life skills and practical activities in modern society, we will correlate key competencies with the general competencies of the qualification requirements for secondary special education qualifications of a preschool educator (Table 1.). The analysis made it possible to assume that some groups of general competencies (so-

cio-labor and value-based) will be successfully formed not only in educational, but also in extracurricular educational activities of vocational educational institutions.

Table 1. *Compliance of professional and general competencies*

№	Key competencies of Russian scientist A. V. Khutorsky	General competencies (GC) of qualification requirements 4.11.02 Teacher of a preschool educational organization
1	Value-semantic	GC-1. Solving various issues arising within the framework of professional activity, the ability to choose a solution method; GC –3. Striving for self-improvement and improvement of professional skills. GC –7. Search for the data necessary for the effective performance of professional tasks;
2	General cultural	GC-6. Possess universal human qualities, love your nation and Homeland, be proud, respect national traditions, values; GC-10 Observe the rules of occupational safety and health in professional activity
3	Educational and cognitive	GC-7. Search for the data necessary for the effective performance of professional tasks; GC-8. The use of ICT in professional activities; GC-9-. Working with documents related to professional activity
4	Information	GC-7. Search for the data necessary for the effective performance of professional tasks; GC-8. The use of ICT in professional activities;
5	Communicative	GC-2;. Work in a team to achieve the goal set by the manager; GC-4; Ability to work in a team, in a team, to be focused on the fulfillment of the task set by the head, to be polite in communicating with colleagues and clients;
6	Social and labor relations	GC-2; Work in a team to achieve the goal set by the head; GC-5; Free presentation of thoughts orally and in writing in the language being studied; GC-6; Possess universal human qualities, love your nation and Homeland, be proud, respect national traditions, values; GC-7. Search for the data necessary for the effective performance of professional tasks; GC –9-. Work with documents related to professional activity. GC-10 Observe the rules of occupational safety and health in professional activity
7	Competencies of personal self-improvement	GC 1. Solving various issues arising within the framework of professional activity, the ability to choose a solution method; GC –5; Free presentation of thoughts orally and in writing in the language being studied; GC –9-. Work with documents related to professional activity.

The educational process in vocational educational institutions is compatible with the educational process, which is why educational activity can be defined as an organized, purposeful pedagogical process of

developing students' professional interest in their profession, forming their professional culture, becoming a professional personality.

Result and discussion

Vocational schools, colleges and technical schools have all the necessary conditions for the development, self-development and self-realization of the student's personality, including in the educational process. In order for education and re-education to be meaningful and effective in professional educational institutions, the following tasks were defined:

- professional education and the creation of an image of the future profession;
- formation of professional interest, familiarization with the traditions and values of the professional community, norms of corporate ethics;
- formation and development of professional and personal qualities that ensure the implementation of activities at a qualified level;
- diligence, responsibility, independence, social activity;
- formation of a healthy lifestyle, the ability to physical self-improvement and development;
- creating conditions for the development of students' abilities, their active life, civic self-determination, self-realization and self-improvement;
- formation of a civil-patriotic position, manifested in concern for the well-being of the country, region, vocational educational institution.

Education in vocational educational institutions also has a number of advantages, which are expressed in the integrity, continuity, purposefulness of this process, taking into account professional specifics, citizenship, variability of educational approaches, regulatory framework.

It depends on all of the above how successfully students will form professional and general competencies they need in their future professional activities. In this regard, there is a need to study all the resources that professional educational institutions use to solve this problem.

In the course of numerous studies, the main forms and methods of forming general competencies of students in the process of educational and educational work were studied.

According to the results of the research, it was definitely found that the formation of professional consciousness, interest in the chosen profession and understanding of its

social significance are promoted by business games, psychological trainings, professional skill contests, erudite contests in professional disciplines, excursions to specialized enterprises, work with social partners, round tables, decades in the specialty, master classes on professions and specialties. It is also certain that at present vocational educational institutions are paying more and more attention to expanding the space of social partnership, which is a necessary condition for the training of future specialists, contributes to the formation of their interest in the profession, the development of professional qualities. The interaction "enterprise-college-student" allows employers to get acquainted with the level of training of potential specialists, to assess the professional competence of students.

An important component of professional education in educational institutions is the organization of scientific circles and sections. Teachers, taking into account the individual characteristics and capabilities of students, use various diagnostic methods to identify their professional level and interest in the chosen profession. Based on the results obtained, teachers plan their activities in such a way as to involve the maximum number of students in the work of sections and circles and give the future specialist the opportunity to unleash his full potential and show creative abilities. Taking part in scientific and practical conferences, presenting their creative works at presentations, talking with interesting people, visiting museums and exhibitions in a particular profession, students learn to evaluate themselves and others in terms of not only professional qualities, but also moral and aesthetic ideals.

Thus, the analysis of educational and educational practice makes it possible to identify the forms of educational activity that are in demand and preferred by students (arranged according to their degree of importance for students): competitions of professional skills, dual training, volunteer movement, student self-government, social projects and student actions, business games, masterclasses, intellectual clubs, open days, sports and research clubs and sections. In our opinion, they are the ones who solve educational tasks: they form students' general competencies that are so necessary in their

future professional activities, educate in each student a highly professional, highly moral, socially active personality, teach them to be independent, decisive, boldly take responsibility not only for themselves, but also for their family members teams. This is the goal of the teaching staff of an educational organization working in accordance with professional requirements.

Conclusion

In order for students to have a positive attitude to their chosen profession, so that the process of forming professional and gen-

eral competencies is effective, it is necessary to constantly search for effective forms and methods of education that help students master the complex of professional qualities of a specialist and professional culture. The leading role in this belongs to teachers and curators of groups, because in modern life education is understood not only as the transfer of experience from the older generation to the younger, but also as the cooperation of all participants in the educational process: students, teachers, curators, business managers, professional mentors of future specialists.

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METHODOLOGY OF STUDENT ACTIVATION ON THE SUBJECT OF DETERMINING THE ROOTS OF A NONLINEAR EQUATION BASED ON A DECOMPOSITED GRAPH SCHEME

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Abstract

The main feature of the pedagogical technologies used in the educational process is to ensure the guaranteed achievement of the planned educational results. The method of decomposing the content of subjects is a necessary condition for the technologization of the educational process, but it is not sufficient to achieve guaranteed effective knowledge. All students strive to successfully complete one or another subject, but not all achieve the same high results. In our opinion, in order to further improve and increase the quality of the educational process, a graph scheme is proposed that represents the sequence of effectively describing the content of logically structured topics according to the student's levels of knowledge acquisition.

Keywords: *educational science, analysis, decomposition, logical structure, graph scheme, module, educational process, efficiency*

Introduction

The process of decomposition of the system is multi-step, leading to a tree-like structure. The qualitative side of the demand for this structure causes two conflicting principles (Pervozvansky A. A., Gaitsgori V. G., 1979; Gushchina, O.M., 2013; Narman H. S., 2020): completeness, integrity (the problem should be considered as comprehensively and in detail as possible) and simplicity (the tree should be highly coherent both “widthwise”

and “longitudinally” should). The balance between the stated quantitative requirements arises from the qualitative requirements: to reduce the analyzed complex object to a set of simple objects, if this is not possible, then it is necessary to determine the exact causes of the intractable complexity.

Literature analysis

The topic decomposition process is multi-step, which, as mentioned above, leads to a

tree-like structure. In this structure, the quality side of the requirement is divided into two opposite principles (Pervozvansky A.A., Gaitsgori V.G., 1979; Gushchina, O.M., 2013; Narman H.S., 2020; Burakov N.B. 2020): completeness (the problem should be considered as comprehensively and in detail as possible) and simplicity (the tree should be highly consistent both “width-wise” and “longitudinally”). The balance between the stated quantitative requirements is derived from the qualitative requirements. It is necessary to determine the exact causes of the intractable complexity, if it is not possible to bring the complex subject under study and analysis to a set of simple logical complete semantic objects.

The principle of simplicity in terms of the “width” of the tree! it is necessary to reduce its size (determined according to the number of meaningful model elements, logical concepts), therefore, it requires a more coherent model as a basis, on the other hand, the principle of completeness It requires to make the most developed and perfected content model as possible. In this case, a compromise is achieved using the concept of purpose-essence, that is, components, logical elements, which are essential to the purpose of the analysis, are added to the model. This issue will be resolved by experts.

The principle of simplicity from the point of view, it is desirable to reduce the size of the semantic tree of the topic “longitudinally”, that is, it is necessary to reduce the number of decomposed hierarchical steps, it is better to bring it to 2–3 steps. However, from the point of view of the principle of completeness of the topic, the decomposition can be continued as desired, until a specific decision is made (objects, issues, topics, etc. of different complexity can have different “depth” levels of decomposition). Such a decision can be made according to the following considerations:

– first of all “Longitudinal” decomposition is stopped after obtaining a result that does not require further division into parts (small system, small goal, small task, small object, etc.), that is, after it leads to a simple, understandable, secure, solution-obvious result. This result is called simple (the concept of simplicity). For some issues (for example, mathematical, technical, economic, etc.), the

concept of simplicity is clarified to a simple, clear formalized form, to a logical concept, while for other issues, it remains vague and is defined by experts.

Secondly, in non-simple fuzzy fragments, its decomposition is different, previously unused, the model obtained by gradually hierarchically dividing the previous model into parts is obtained as acoc. Because new essential elements and concepts can be obtained by decomposing existing components, the decomposition algorithm must include the possibility of returning to the model that was previously used. There is no need to revise all the elements and logical concepts of the model, it is enough to consider only the newly introduced ones.

In the shown algorithm (Fig. 1) allows the use of models in different parts in different areas, where the more parts are divided, the more useful it is.

For pedagogy, the issue of decomposing the content of educational programs is the main one. Decomposition of the content of educational programs is carried out by developers of educational documents (Narman H.S., 2020; Burakov N.B., 2016; Shatalov M.A., Yusupov F., Shamuratova I., Yusupov D. and Khudayberganov T., 2012; Yusupov, D.F., 2016).

- by subjects (study courses), which in turn are divided into sections, sections by subjects, subjects by separate classes, etc. (a structuring option of dividing the educational content into subjects);
- by modules (another option is modular study of the curriculum in object decomposition). In turn, the module is divided into separate blocks (credit units) and so on. In general, the division ends with the minimal indivisible “unit” of the educational process – the issue of education.

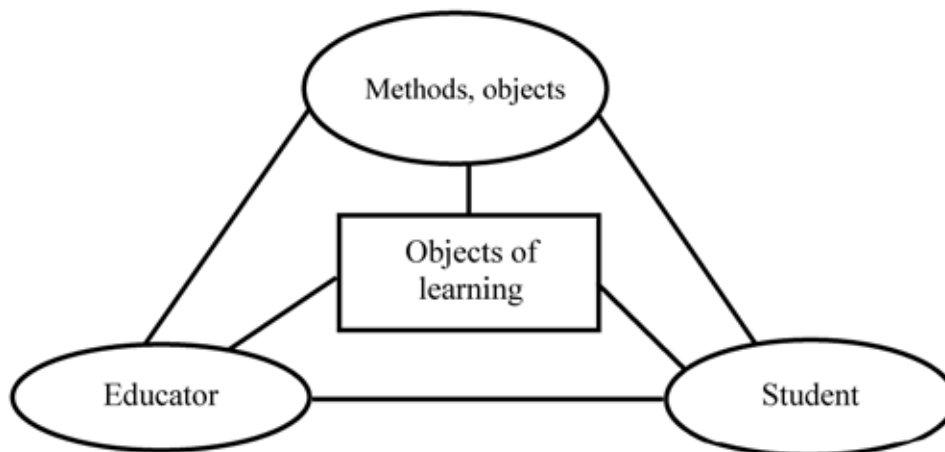
Methodology

Based on the above considerations, we will develop a method of teaching the studied topic by decomposing it based on the principles of logic, that is, in the form of a systematic structure, into simple, comprehensible logical parts without breaking the integrity of the content.

The problem of selecting and structuring the components of the educational material has been widely discussed among pedagogues, experts and scientists for a long time. Currently, there are many models that represent the meaningful logical structure of educational material. Although the nature of these models is different, the used methods and approaches have been successfully tested in real pedagogical processes and have given their positive results. As a result of the analysis of the nature of the educational process, most authors emphasize that it is twofold. The essence of teaching P.I. Pidkasisty: "... teaching can be

characterized as a goal-oriented process of mutual active actions between the teacher and the learner, as a result of which the learner acquires a certain level of knowledge, skills, experience of activity and behavior, as well as personal qualities, that is, it is a new quality rises to the level of interpreted. In the current modern interpretation of education, it is usually added its third element – learning content". The educational process does not have a two-way character at all. It is implemented with the help of a large number of connections between the teacher, the student and the object of learning (Fig. 1).

Figure 1. *The numerous relationships that exist between the teacher, the student and the object of learning*



The topic of approximate determination of the roots of a nonlinear equation (Yusupov, D. F. 2016; Zenkov A.V., 2016) can

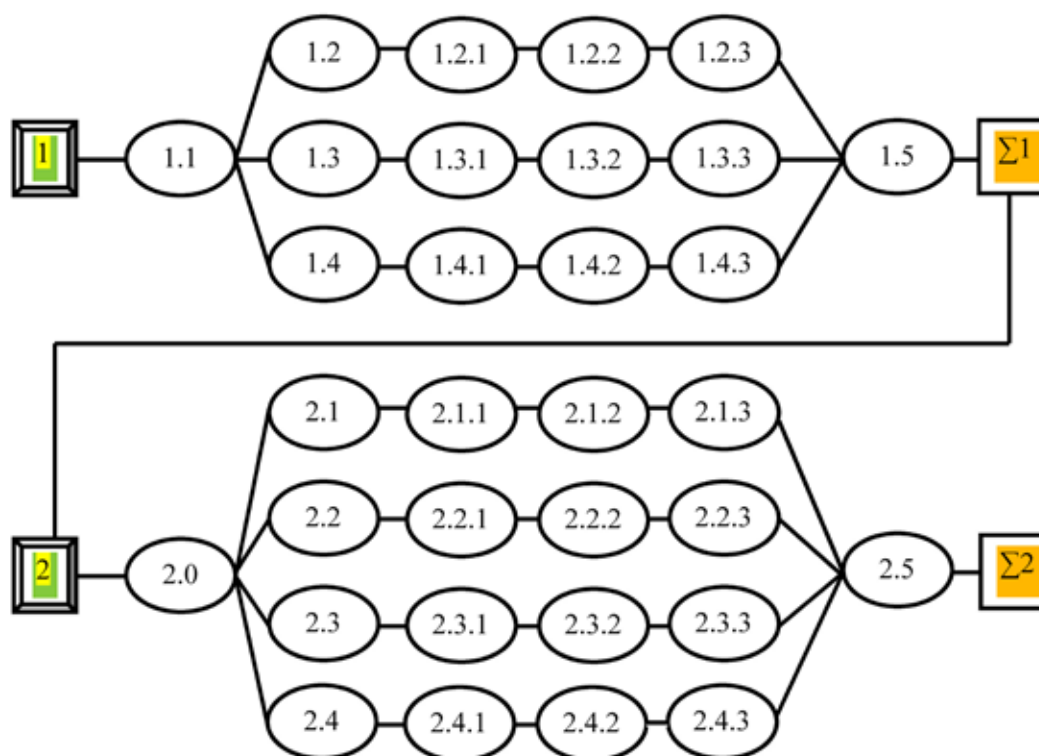
be visualized as a structured graph scheme in the form of elements divided into logical sections (concepts) (Table 1).

Table 1. – *Concepts of logical completion of the subject*

No.	Educational elements, basic concepts
1	Determination of the section-interval where the roots of the nonlinear equation lie, general considerations
1.1	Methods of determining the interval in which the roots of a nonlinear equation lie
1.2	Analytical determination of the interval in which the roots of a nonlinear equation lie
1.2.1	Mathematical description
1.2.2	Build an algorithm
1.2.3	Compilation of the program, implementation, testing and obtaining the result
1.3	the interval in which the roots of a nonlinear equation lie graphically
1.3.1	Mathematical description
1.3.2	Build an algorithm
1.3.3	Compiling, debugging, testing and getting results
1.4	Algorithmic determination of the interval in which the roots of a nonlinear equation lie
1.4.1	Mathematical description

No.	Educational elements, basic concepts
1.4.2	Build an algorithm
1.4.3	Compiling, debugging, testing and getting results
1.5	Giving individual assignments to students
Σ1	Assessment of student knowledge
2	Methods of approximate determination of the root of a nonlinear equation in the interval in which it is found
2.0	Methods of approximate determination of the root of a nonlinear equation in the interval found, general considerations
2.1	A method of bisecting an interval
2.1.1	Mathematical description
2.1.2	Build an algorithm
2.1.3	Compiling, debugging, testing and getting results
2.2	Simple iteration method
2.2.1	Mathematical description
2.2.2	Build an algorithm
2.2.3	Compiling, debugging, testing and getting results
2.3	Newton's method
2.3.1	Mathematical description
2.3.2	Build an algorithm
2.3.3	Compiling, debugging, testing and getting results
2.4	Combined method of Vatar and Urunma
2.4.1	Mathematical description
2.4.2	Build an algorithm
2.4.3	Compiling, debugging, testing and getting results
2.5	Giving individual assignments to students
Σ2	Assessment of student knowledge

Figure 2. Structured logic graph scheme of the topic



The scheme of the logical graph structured in the decomposition method of the subject can be imagined as follows (Fig. 2).

Now, based on the logical graph scheme of the topic, in the process of describing and explaining each educational element (lecture, practice, experiment-test, seminar), the methodology and set of software agents (tools) will be developed, respectively, for the effective use of modern information communication and pedagogical technologies.

Summary

By dividing the content of the educational material into structures based on some criteria, systematizing the content and explaining the science based on modern technologies (lecture, practical, experience), organizing the process of mastering the content and essence of the subject in a communicative (online, offline) individual way, in the form of a teacher-student, saves time. It is possible to increase the efficiency of the educational process, to develop effective methods and methods of teaching material.

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Section 3. Preschool education

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CONTENT AND ARCHITECTONICS OF MANAGEMENT COMPETENCIES OF A MANAGER

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Abstract

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Abstract: The article presents the content, composition of management competencies of managers of preschool educational organizations, composition of professional competencies, personal qualities for a leader, as well as qualities that have professional significance in the article, socially significant requirements for leadership activities, management culture of a leader, management, theoretical and practical issues of improving preschool educational organizations.

Keywords: *education, pedagogy, technology, quality, management, competence, innovation*

СОДЕРЖАНИЕ И АРХИТЕКТОНИКА УПРАВЛЕНЧЕСКИХ КОМПЕТЕНЦИЙ РУКОВОДИТЕЛЯ

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Аннотация

В статье представлено содержание, состав управленческих компетенций руководителей дошкольных образовательных организаций, состав профессиональных компетенций, личностные качества для руководителя, а также качества, имеющие профессиональную значимость в статье, социально значимые требования к лидерской деятельности, управленческая культура руководителя, управление

освещаются теоретические и практические вопросы совершенствования дошкольных образовательных организаций.

Ключевые слова: образование, педагогика, технология, качество, менеджмент, компетентность, инновации

Введение

В качестве стратегической цели развития дошкольного образовательного учреждения можно добиться его преобразования в учреждение инновационного типа, а в качестве тактической цели – аналогичным образом вибрации Управленческие мероприятия. Эффективное управление инновационными процессами определяется прежде всего тем, что основана методология решения проблемы, соответствующая методологическому подходу, то есть управленческая деятельность строится на теоретико-методологической основе, соответствующей качеству совокупности базовых концепций, принципов и исследований. Осуществление радикальных изменений в современном дошкольном образовании требует версии в образовательном процессе талантливый, предприимчивый, заблуждающийся, амбициозный, способный брать на себя ответственность за достижение поставленных целей, способный эффективно работать во времена экономических кризисов, профессионально подготовленных, готовых работать в изменившихся условиях нового типа.

Результаты

Существуют разные взгляды на то, в чем заключается квалификация лидера. Некоторые утверждают, что концепция компетентности включает поведение отдельных сотрудников при выполнении своих обязанностей, знания и навыки, которые влияют на это поведение или лежат в его основе. Компетентность – это знание лидером “самого себя” в профессиональной деятельности. И это:

– знать их потребности, интересы, стремления, ценностные ориентации, социальные роли и мотивации;

– оценка своих профессиональных возможностей (знаний, умений, квалификаций);

– соотношение профессионально значимых качеств с их стандартно – социальными значимыми требованиями профессии;

– выработка собственного поведения, личного стиля работы, основанного на самооценке как профессионала.

Компоненты управленческой компетентности руководителя дошкольного образовательного учреждения включают следующие компоненты:

Личностно-творческий компонент характеризует уровень личностного саморазвития руководителя дошкольного образовательного учреждения, степень овладения методами саморазвития, саморегуляции, самосовершенствования, нравственного, витального и профессионального самоопределения, а также отражает личностную позицию педагогического, правового и управленческой деятельности.

Одним из эффективных механизмов, обеспечивающих реализацию человеческого потенциала руководителя дошкольного образовательного учреждения, является его рефлексивная способность. Поэтому это рассматривается как одна из ведущих характеристик управленческой культуры. Следует признать, что личностно-творческий компонент, помимо социальной ориентации на управленческую культуру лидера, дает различные субъективные характеристики, характеризующие его творческую индивидуальность, субъективный опыт и индивидуально-личностные способности. Личность руководителя обогащается в духовной, творческой, созидательной деятельности, направленной на изменение дошкольного образовательного учреждения.

Важнейшим личностным качеством, характеризующим уровень профессиональной культуры руководителя дошкольного образовательного учреждения, является его индивидуальный образ мышления.

Обсуждение

Многие ученые – педагоги и психологи – обратились к проблеме образования, направленного на формирование компетентности. В их работе определено

и рассмотрено огромное количество аспектов когнитивного подхода в образовании.

Основная часть научно-педагогических исследований, направленных на компетентность, связана с проблемами подготовки и непрерывного развития педагогических кадров. В этих работах педагоги дошкольных образовательных учреждений (И.Б. Бичева, Н.В. Остапчу и Б.), воспитатели и руководители учреждений начального и среднего профессионального образования (А.В. Шурека, А.Н. Кузьмиская и Б.), преподаватели системы дополнительного профессионального образования изучали вопросы формирования профессиональных компетенций (Бичева, И.Б. 2003; Останчук, Н.В. 1999; Шурешко, А.В. 1999; Кузьмицкая, А.Н. 2002).

И.П. Семькин называет управленческой компетентностью руководителя образовательного учреждения готовность и способность профессионально выполнять управленческие функции в соответствии с принятыми в настоящее время нормами и стандартами (Семькин, И.П. 2001).

Е.Н. По мнению Беловой, управленческую компетентность руководителя образовательного учреждения в области культуры можно понимать как способность и желание руководителя выделить проблемы образовательного учреждения, провести всесторонний и углубленный анализ и найти соответствующие пути их решения (Белова, Е.Н. 2006).

Л.Г. Киселева рассматривает управленческую компетентность руководителя образовательного учреждения как личностный и профессиональный характер с точки зрения компетентностного подхода, включающий готовность и способность профессионально выполнять управленческие функции, которые должны обеспечивать эффективное решение профессиональных проблем. Управленческая компетентность формируется в результате постепенного накопления знаний и опыта в управленческой деятельности, а управленческая компетентность руководителя образовательного учреждения рассматривается как необходимый компонент в структуре профессиональной компетентности руководителя

образовательного учреждения (Киселева, Л.Г. 2007).

Так Е.Н. Белова, В.И. Бандар, Л.Г. Киселева, В.И. Маслов, И.П. Семькин ссылаются на определение понятия “управленческая компетентность руководителя образовательного учреждения”, которое включает в себя способность и готовность выполнять управленческие функции, но авторы выполняют различные функции; общая дело в том, что результатом выполнения этих функций должно быть достижение задач, связанных с деятельностью или развитием образовательного учреждения. Отметим, что эти исследователи рассматривают понятия “профессиональная компетентность руководителя образовательного учреждения” и “управленческая компетентность руководителя образовательного учреждения” как двухтипные, но взаимосвязанные, и рассматривают управленческую компетентность руководителя организации.

Содержание понятия “управленческая компетентность руководителя образовательного учреждения” согласуется с содержанием понятия “профессиональная компетентность руководителя образовательного учреждения”, под которым авторы понимают готовность руководителя к выполнению управленческих функций. То есть это более широкое понятие, чем понятие “профессиональная компетентность руководителя образовательного учреждения”, “управленческая компетентность руководителя образовательного учреждения”, поскольку оно определяет готовность руководителя эффективно осуществлять различные виды деятельности, в том числе управленческую. Мы рассматриваем управленческую компетентность руководителя образовательного учреждения как готовность лидера эффективно выполнять управленческие функции, основанные на теоретических знаниях и практических навыках, опыте, индивидуальных личностных качествах, разумном желании достигать цели и решать поставленные задачи.

Система дошкольного образования является первой ступенью системы непрерывного образования, которая предъявляет высокие требования к качеству

образования в дошкольных образовательных организациях.

В дошкольном образовательном учреждении руководитель является основным звеном, обеспечивающим его эффективное функционирование и результативность воспитательной работы.

Особое место отводится управленческим навыкам в современных условиях, в которых изменения в жизни общества и образовательных учреждений происходят быстрее. Успех развития учреждения, его социальный статус зависят от профессиональной квалификации руководителя, его способности быстро принимать решения, умения направлять команду на непрерывное развитие, творческий рост.

Боясис Р. определил необходимость по-другому назвать ряд факторов, отличающих успешного лидера от менее успешного коллеги, включая личные качества, мотивы, опыт и поведенческие характеристики. Боясис Р. ввел понятие компетентности лидера и описал его следующим образом: “способность человека вести себя таким образом, чтобы удовлетворять трудовым требованиям в конкретной организационной среде, что, в свою очередь, является причиной достижения намеченных результатов”. Он предложил следующие группы компетенций:

- цель и деятельность руководства;
- подчиненное руководство;
- Управление человеческими ресурсами;

Таким образом, можно выделить следующие определения управленческой компетентности лидера:

- поведенческие аспекты, влияющие на производительность;
- любые индивидуальные характеристики, которые могут быть измерены или надежно рассчитаны и которые могут быть важны для проведения различия между эффективным и неэффективным выполнением работы;
- базовые навыки и возможности, необходимые для хорошего выполнения конкретной работы;
- все личные характеристики, знания, навыки и ценности, связанные

с работой, которые мотивируют человека хорошо выполнять свою работу;

- основная черта личности, которая приводит к продуктивной или высокой производительности на работе.

Поведенческая компетентность лидера включает в себя такие характеристики, как межличностные отношения, лидерство, аналитические способности и нацеленность на достижения.

Компоненты управленческой компетентности руководителя дошкольного образовательного учреждения включают следующие компоненты:

Личностно-творческий компонент характеризует уровень личностного саморазвития руководителя дошкольного образовательного учреждения, степень овладения методами саморазвития, саморегуляции, самосовершенствования, нравственного, витального и профессионального самоопределения, а также отражает личностную позицию педагогического, правового и управленческой деятельности.

Одним из эффективных механизмов, обеспечивающих реализацию человеческого потенциала руководителя дошкольного образовательного учреждения, является его рефлексивная способность. Поэтому это рассматривается как одна из ведущих характеристик управленческой культуры.

Следует признать, что личностно-творческий компонент, помимо социальной ориентации на управленческую культуру лидера, дает различные субъективные характеристики, характеризующие его творческую индивидуальность, субъективный опыт и индивидуально-личностные способности. Личность руководителя обогащается в духовной, творческой, созидательной деятельности, направленной на изменение дошкольного образовательного учреждения.

Важнейшим личностным качеством, характеризующим уровень профессиональной культуры руководителя дошкольного образовательного учреждения, является его индивидуальный образ мышления.

Заключение

Таким образом, личностно-творческий компонент управленческой культуры руководителя дошкольного образовательного учреждения раскрывает управление образовательным учреждением как творческий акт. Освоив ценности и технологии управления, руководитель дошкольного образовательного учреждения изменяет их, объединяет, что определяется личностными характеристиками руководителя и характеристиками объекта управления. В управленческой деятельности руководитель дошкольного образовательного учреждения реализует себя как личность, как лидер, организатор и воспитатель.

Технологическая составляющая управленческой культуры руководителя дошкольного образовательного учреждения включает в себя методы и приемы управления дошкольным образовательным учреждением. В управлении дошкольными образовательными учреждениями технология предполагает решение определенных педагогических задач. Решение этих проблем основано на способности менеджера действовать в области педагогического анализа, планирования, организации, контроля, регулирования и корректировки управленческой деятельности. Уровень управленческой культуры руководителя дошкольного образовательного учреждения зависит от степени владения приемами и методиками решения такого рода задач.

Творчески работающий руководитель создает свои собственные технологии

управления в соответствии с внутренними потребностями системы конкретного дошкольного образовательного учреждения и с учетом индивидуальных творческих возможностей. Производственная способность профессиональной деятельности руководителя дошкольного образовательного учреждения призвана способствовать достижению высоких результатов в управлении системой дошкольного образования. Важное место отводится овладению руководителем информационными, личностно-ориентированными технологиями управления.

Успешная реализация профессиональных знаний и умений руководителя дошкольного образовательного учреждения во многом зависит от того, обладает ли он такими деловыми личностными качествами, как:

- целеустремленность, организованность, реализм и последовательность;
- уверенность, способность формулировать и четко определять цели, ясность и решимость в их достижении;
- умение и неумение убеждать подчиненных в правильности своего решения;
- чувство новизны, творческий подход к бизнесу;
- аналитические и синтетические навыки в оценке прогресса и результатов работы;
- необходимость постоянно расширять и углублять свои знания в педагогике, психологии, экономике, юриспруденции, теории управления дошкольным образовательным учреждением.

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Section 4. Secondary vocational education. Pedagogy of secondary vocational education

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DEVELOPMENT OF THE TESTOLOGICAL COMPETENCE OF STUDENTS IN THE PROCESS OF IMPROVEMENT OF QUALIFICATIONS

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Abstract

This article presents recommendations for the development of professional and testological competence of students in the process of advanced training. Information is provided on the current state of the professional and testological competence of a teacher, as well as on the methods, means and technologies for its development in the system of advanced training.
Keywords: *Advanced training system, lifelong education, quality of education, professional competence, testological competence, testology, test items*

РАЗВИТИЕ ТЕСТОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ СЛУШАТЕЛЕЙ В ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ

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Аннотация

В данной статье представлены рекомендации по развитию профессионально-тестологической компетенции слушателей в процессе повышения квалификации. Приводится информация о современном состоянии профессионально-тестологической компетентности педагога, а также о методах, средствах и технологиях ее развития в системе повышения квалификации.

Ключевые слова: Система повышения квалификации, непрерывное образование, качество образования, профессиональная компетенция, тестологическая компетенция, тестология, тестовые задания

Введени

Одним из важных факторов повышения качества и эффективности образования является развитие профессиональных знаний, навыков, умений и компетентности каждого педагога. А обеспечение высокого уровня профессионализма педагогов – одна из актуальных проблем сегодняшнего дня. Поэтому в настоящее время уделяется большое внимание совершенствованию системы повышения квалификации педагогических кадров.

Повышение квалификации педагогических кадров является частью непрерывного образования, основная цель которого – совершенствование, обновление и углубление имеющихся знаний педагога, состоит, прежде всего, в дальнейшем совершенствовании педагогического опыта и повышении педагогического мастерства. В процессе обучения учитель организует познавательную деятельность учащегося, управляет, контролирует, оценивает и создает условия для всестороннего развития обучающегося на основе реализации образовательных целей. О результатах курсов повышения квалификации можем судить по тому, в какой степени слушатели, прошедшие курс, способны применять полученные знания и навыки на практике.

Одним из факторов, влияющих на качество образования в учебном процессе, является система оценивания. Очень важно, чтобы оценочная деятельность педагога осуществлялась им в интересах социально-психологического развития учащегося. Для этого она должна быть адекватной, справедливой, объективной.

В последнее время для проверки знаний учащихся все чаще используется педагогическое тестирование. Одним из наиболее важных вопросов в системе повышения квалификации педагогических кадров являются вопросы осведомленности учителя о правильном ведении системы оценивания, о правилах составления тестов, о требованиях к составлению и проведению тестового контроля. Профессиональной компетентностью педаго-

га считается приобретение педагогом знаний, умений, навыков, необходимых для ведения профессиональной деятельности, а также умение правильно и на должном уровне использовать их на практике, в учебном процессе.

Под тестологической компетентностью мы понимаем комплекс аналитико-конструктивных, организаторских и управленческих способностей педагога, характеризующих его умение анализировать, оценивать и проектировать тестовые материалы, направленные на выполнение четких воспитательных и образовательных целей, а также умение проводить дидактические тесты и анализировать их результаты.

Тестологическая компетентность – это приобретение организационных, управленческих и аналитико-конструктивных тестологических компетенций, личностного отношения к ним, а также совокупность навыков использования тестов и их результатов в образовательном процессе (Кравченко К., 2011). Анализ содержания и составления тестовых заданий позволяет определить место тестологической компетенции в системе профессиональных компетенций учителя. В настоящее время в связи с активным использованием тестовых технологий на всех этапах образования, организация и проведение дидактических тестов, а также умение анализировать полученные результаты становится необходимой частью повышения квалификации педагогов.

Анализ литературы по теме

По поводу понятия “профессиональная компетентность” различные исследователи дают разное толкование и выражают различные мнения. Например, по мнению Э.Ф. Зеера, в процессе достижения профессионального совершенства функциональное развитие профессиональной компетентности достигается путем интеграции различных проявлений компетентности, за счет которого становится сильнее связь личности с необходимыми

профессиональными качествами. Иными словами, степень профессиональной компетентности включает в себя профессиональную подготовку и опыт, понимание себя, уверенность в своих силах, глубокие знания по специальности и другие личностные качества, характеризующие профессиональное совершенство педагога.

Также вопросам совершенствования системы повышения квалификации, профессиональной переподготовки педагогов, дифференциации системы повышения квалификации, дальнейшего совершенствования управления качеством образования были посвящены научные исследования, труды: (Йўлдошев, Ж.Ф., 1998; Юлдашева Ж.Г., 2016; Зарипова К., 1993), которые представили рекомендации по совершенствованию системы повышения квалификации педагогических кадров.

По мнению (Ибрагимова А.А., 2018, Абдалиной, Л.В., 2008, Боймуродовой, Г.Т., 2020) актуальными задачами процесса повышения квалификации являются:

- постоянное повышение профессиональных компетенций слушателей;
- развитие инновационной деятельности и профессиональных навыков слушателей;
- обеспечение развития субъективных взглядов, профессионального саморазвития слушателей;
- развитие навыков самоуправления;
- профилактика психологических барьеров и профессиональных противоречий в профессиональном развитии.

О. Орлова – исследователь одной из независимых государств бывшего Союза, провела научные изыскания системы повышения квалификации в странах Европы и ее места в развитии образования, а В.Б. Гаргай представил научный анализ основных тенденций развития системы повышения квалификации учителей в Великобритании. В своих работах они проводили исследования по повышению профессиональной компетентности педагогов.

В. Кузнецова, В. С. Аванесов, А. Н. Майорова, Н. М. Саенко в своих научных работах акцентировали внимание на вопросах развития компетентности будущих учителей по разработке и использованию дидактических тестов в учебном процессе

Методология исследования

По результатам исследования, проведенного Б. Назаровой, выделяются следующие виды профессиональной педагогической компетентности:

- специальная или профессиональная компетентность;
- аутокомпетентность;
- экстремальная профессиональная компетентность;
- социальная компетентность.

Для того чтобы педагог развивал свои профессиональные компетенции, ему необходимо постоянно работать над собой. Работа над собой может проявляться в следующем:

- находиться в постоянном поиске совершенства в плане приумножения знаний, умений, навыков;
- быть требовательным к себе, к деятельности подходить креативно;
- постоянно развивать способности, быть трудолюбивым;
- постоянно самосовершенствоваться, работать над собой, стремиться развивать в себе творческое начало.

То есть учителю необходимо постоянно совершенствовать свои педагогические профессиональные компетенции. По этой причине перед центрами повышения квалификации ставятся большие и важные задачи.

К общим критериям использования тестологии относятся: методика создания тестовых заданий, результативность, достоверность и соответственно, необходимость брать во внимание специфические особенности каждого отдельного предмета, содержание предмета, логическую структуру тестов, цель теста, а также необходимость учитывать измерение и порядок контроля и оценивания профессиональных и общеобразовательных знаний (Толипова, Ж. О., 2016).

Одним из важных правил методики составления тестов является определение того, с какой целью проводится данный тест. Необходимо подготовить тестовые задания и учитывать методику тестирования, соблюдать дидактические требования к тестовым заданиям, разработать план теста, план тестирования по предметным разделам, определить план те-

створения на степень усвоения учебного материала.

На сегодняшний день тестология является практическим предметом, ставящим перед исследователями теоретические вопросы, математические исследования, предлагающий модели и методы.

При составлении тестов необходимо руководствоваться основными требованиями к тестовым заданиям: (Аванесов, В.С., 1995):

- правильность содержания тестового задания;
- логическая форма высказывания;
- корректная формулировка задания;
- правильность оформления тестового задания;
- краткость вопросов и ответов тестового задания;
- правильность расположения элементов задания;
- одинаковость правил оценки ответов;
- одинаковость инструкции для всех испытуемых;
- адекватность инструкции форме и содержанию задания.

Научные исследования показывают, что в настоящее время дидактические тесты рассматриваются как инструмент систематического контроля процессов обучения, а также как средство формирования у обучаемого определенного уровня знаний, навыков и умений, позволяющих осуществлять самоконтроль усвоения материала.

Анализ и результаты

В настоящее время большое внимание уделяется оценке системы непрерывного образования, вопросам проведения внешнего и внутреннего мониторинга. Возникает необходимость изучить опыт зарубежных стран, детально все проанализировать и на этой основе, совершенствуя изученное, создать национальную систему оценивания. В связи с этим необходимо отметить, что предстоит большая работа по восполнению пробелов в знаниях слушателей, касательно системы оценивания, международных программах оценивания и тестологических знаниях слушателей.

Анализируя учебные планы и программы курсов повышения квалификации работников народного образования, мы обратили внимание на то, что темам, связанным с повышением тестологической компетенции учителей, уделяется мало внимания. Например, модулю «Приемы и инструменты оценивания компетенций учащихся» в учебном плане курсов повышения квалификации учителей информатики за 2022 год было выделено всего 4 часа (2 часа теории, 2 часа практических занятий). Этих отведенных часов может быть недостаточно для развития тестологической компетентности учителей-предметников. Отсюда возникает потребность в постоянном совершенствовании знаний учителей в составлении тестов по установленным требованиям и правилам, в умении анализировать знания и умения учащихся.

В нашей стране проводится большая работа по изучению и сравнению международных программ оценивания, и на этой основе формируется новая система мониторинга качества образования. Большое значение придается изучению международного опыта, детальному анализу существующей системы, совместной работе с соответствующими международными и зарубежными институтами, агентствами, научно-исследовательскими учреждениями, совершенствованию национальной системы оценивания, отвечающей современным требованиям.

Однако практика показывает, что некоторые наши учителя не обладают необходимыми знаниями и навыками использования дидактических тестов и их подготовки, и нуждаются в дополнительных занятиях в этом направлении.

Это можно увидеть по результатам анкетирования и опросов среди слушателей повышения квалификации. Приведем результаты опросов, проведенных для анализа знаний по тестологии среди учителей:

- 59% респондентов не обладают достаточными знаниями и практическим опытом оценки, анализа и разработки тестовых заданий;
- 58% респондентов используют малоэффективные (малорезультативные) информационные технологии при создании и организации тестов;

– 65% респондентов выразили мнение о необходимости организации дополнительных тренингов или семинаров по улучшению результатов тестирования и анализу результатов тестов.

Обеспечение тестовой системы научно-методическими источниками считается одним из наиболее актуальных вопросов сегодняшнего дня. И эта проблема, прежде всего, заключается в умении учителя создавать педагогические тестовые задания. Для этого, в первую очередь, учитель-педагог должен знать, что такое тестология, и о том, что это за наука (Аванесов, В. С., 1987).

В тестовые задания необходимо включать самые нужные, важные, основные части учебного материала. Необходимо акцентировать внимание не на том, когда появилось, но, возможно, почему и как это возникло – вопросы, которые необходимо использовать в тестах. Учащиеся, отвечая на вопросы тестовых заданий, должны использовать знания и навыки, полученные в ходе учебного процесса, по пройденным темам. Форма и содержание тестовых заданий должны быть взаимосогласованы и взаимообусловлены.

Для того чтобы создавать тестовые задания, согласно существующим требованиям, учителю необходимы тестологические знания и навыки. Отсюда возникает необходимость создания специального курса по повышению тестологической компетентности учителей или модуля по тестологической компетентности в процессе повышения квалификации.

В целях частичного решения данной проблемы и совершенствования знаний, умений, навыков учителей по тестологии и системам оценивания в повышении квалификации, мы создали специальный курс “Развитие тестологической компетенции учителя”. В данном целевом курсе формируются и развиваются знания, умения и навыки слушателей по тестологии, тестам, требованиям к составлению тестов, созданию и анализу тестов с помощью веб-технологий, видам международных оценочных программ. По этим темам различного рода информация: видео-уроки, презентации, тексты лекций, тесты, – внесены в специальную электронную платформу «Непрерывное профессиональное образование» и внедрены в практику использования.

Заключение

Обобщая сказанное, отметим, для развития профессиональных и тестологических компетенций, педагог должен постоянно работать над собой, находиться в поиске новых возможностей, посещать дополнительные учебные семинары и тренинги, совершенствовать свои знания.

Необходимо включить темы профессиональной компетентности и тестологии в учебную программу курсов повышения квалификации, эффективно использовать возможности инновационных и информационных технологий и регулярно внедрять новые методы и технологии обучения в практику обучения.

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Section 5. Specialized branches of pedagogy

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THE APPLICATION OF MEDIEVAL AND BAROQUE MUSIC IN YOUNG MUSICIANS EDUCATION FOR THE UPBRINGING OF MUSICAL, AESTHETIC PERCEPTION AND THE CULTURAL DEVELOPMENT OF PUPILS AND STUDENTS

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Abstract

Medieval and baroque music is one of the scopes of art which being created centuries ago still remains actual and relatively unknown up to now. Under the surface of precepting structural simplicity in that music it carries huge diversity of soundings and a perfect harmony of different musical instruments. Also, the unique technical solutions for both instrumental and vocal compositions present in that. Thus, now, these harmonies sometimes are being used not only by musicians but also for the curing of some stress symptoms. Current paper is devoted to study of Baroque and medieval music importance for young musicians' education.

Keywords: *children music education, musical hearing training, baroque music, medicinal music, musical ensemble, aesthetical education*

Introduction

Baroque music includes the compositions, which were composed during the period about from 1600 to 1750 in predominant style of Western classical music. The Baroque period can be divided into three general

phases of development: early, middle, and late (Bukofzer, M. F., 20213). During all the baroque period practically all the composers experimented with finding a fuller sounding for each particular instrumental part of ensembles and orchestra. That is why some

changes in musical notation, which were oriented to the development of figured bass as a quick way to notate the chord progression of full song or part of composition, were made. As an experiment, the various types of different instruments of enlarged notes diapason were created too (Georges, P., 2017). Also, the instrumental forms of the solo concerto and sonata as musical genres were established and developed. And it should be emphasized that the central role compositions of Antonio Lucio Vivaldi for all the mentioned processes in classical musical style formation is invaluable (Poghosyan A. R., Babayan B. G. Vivaldi's Baroque, 2021). In XX – XXI centuries baroque music had a second wave of interest to itself and not only in aspect of new found compositions but also in medicine, as a huge antistressor factor (Poghosyan A., Babayan B., Labadze A., Avetisyan D., 2021; Nair B. K., Heim C., Krishnan C., D' Este C., Marley J., Attia J. 2011).

Aim

The main aim of current research was to describe and assume total cultural influence effect of medieval and baroque music on a cultural development of young musicians, using the practice of music performance.

Materials and methods

All the data was collected during the long-term, continuous teaching experience in 6 musical schools and YCU within a period of over the 17 years. The participant of solo end ensemble performances had presented compositions on authentic reconstructed and modern instruments, at the State Republic and International Festivals/Competitions (Italy, Sweden, Georgia, France, Ukraine, etc.). As a result, they were awarded by I prize awards and Grand-Prix.

Results and Discussion

Modern technologies made the sheets, soundings and aesthetic elements of medieval and baroque performances reconstruction possible, such as like in case of “Regnum Musicum” medieval music ensemble. The compositions of Western European authors from XIV–XVI centuries (transcription is done by A. Poghosyan and B. Babayan) were performed by “Regnum Musicum” ensemble on authentic recorders and drums, with addition of modern violins and coloratura soprano. Members of ensemble were pupils of Yerevan Music School Named After Alexander Achemyan, who were awarded by I place award on State Republic Musical Competition (Fig. 1–2.).

Figure 1. “Regnum Musicum” Ensemble: 2008 (a) and 2011 (b)



Supervisor: A. Poghosyan. Multi-instrumentalist participants (from left): a) M. Babayan (violin, recorders), B. Babayan (coloratura soprano; recorder; drums; violin), G. Eghiazaryan (violin, drums); b) A. Papoyan (violin), M. Babayan (violin, recorders), M. Mkrtchyan (violin, cello, drums), B. Babayan (coloratura soprano; recorder; drums; violin), A. Baghdasaryan (guitar)

The baroque music left the strong influence on the lifestyle of all the participants. The majority of them successfully continued the musical career in various universities of

world. Integration of children, playing the different musical instruments is very positive practice for the training of their musical hearing and rhythm perception possibilities,

as well as for their personal development a self-recognition as a part of collective.

Thus, it has not only musical but also the social importance. It was successfully demonstrated by the performance of Adagio from Vivaldi's RV 314a Concerto by the Children string orchestra of Art School Named

After B. Kanachyan. So, this is a unique author's transcription of original composition for the modern classical musical instruments (violin, cello, contrabass), authentic lute and modern electronic instrument: portable keyboard with harpsichord register sounding usage (Fig 3).

Figure 2. Performance of "Adagio" from Vivaldi RV 314a Concerto by Children string orchestra (a) and Vivaldi RV 146 Sinfonia by pupil string quartet and basso continuo. (transcriptions and adaptation, made by A. Poghosyan and B. G. Babayan)



a)



b)

Figure 3. Performance of the transcriptions of A. Vivaldi by mixed-age ensembles of children, students and lecturers



a)

b)

a) "Largo e cantabile", RV 556 (originally written for violin and bassoon), transcription for coloratura soprano and violin (B. G. Babayan: IV year's student, coloratura soprano, YC; A. Poghosyan: violin lecturer, art director); b) "Grave", RV 541 (originally written for violin and organ), transcription for coloratura soprano and 3 violins (B. Babayan, A. Poghosyan (transcription authors), R. Hovhannisyan, J. Hovhannisyan (IV pupil and V year pupil, Art School Named After B. Kanachyan)

The music of Baroque style during the period of its development had expanded the size, range, and the grade of complexity of instrumental and vocal performances and the understanding of music as itself. So, the implementation of that style in to the program of music teaching in schools (as basic literature for children starting from first year) and universities (student solo performances or the ensemble/choir/orchestra performances of compositions with author cadenza, as well as performer's urtexts, improvisations and variations) (Xia T., Sun Y., An Y., L. Li, 2023; Benedek M., Borovnjak B., Neubauer A. C., Kruse-Weber S., 2014). Simultaneously with the application of baroque music to the interest scope of modern music and the development of young musicians it also can be successfully used for the creative thinking increase in students' community. Also, it should be noted, that the performance of baroque music by the mixed age and international ensembles, which include both children, students and their lecturers is always positively effect on the personal development of the participants and their social integration in community.

Taking in consideration all the mentioned above it might be concluded that the baroque music in that terms might develop the independent and creative thinking of young musicians. Besides, medieval and ba-

roque music influence is significant for the real globalisation of art and internationalization of it, in case of being used at the primary steps of music learning in difference to the traditional focused usage of folk melodies of different populations due to their simplicity. In music of baroque that simplicity is combined with the polyphonic soundings, what increases the musical hearing grade in pupils during the performance of it, especially in case of ensemble compositions. Moreover, the baroque music is being used for the treatment of many diseases as the significant part of music therapy especially for anxiety, stress symptoms, post-traumatic syndrome and the range of neurodegenerative diseases (Lam H. L., Li W. T. V., Laher I., Wong R. Y., 2020; Fang R., Shengxuan Ye S., Huangfu J., Calimag D. P., 2017).

Conclusions. According to the long-term practice of teaching the experience have demonstrated a huge increase in cultural development of all the persons who had contacted to baroque art. The practice of participation to baroque ensembles played a special role in significant increase in musical hearing training and the musical style sense formation among the pupils and students. Also, the baroque and the medieval music listening and performing supports the increase of independence in musical performing art and the creativity progress of performers.

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