



Improving the Methodology for Developing Students' Professional Competence Based on Imitation Models

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Abstract: The upgrading of the educational process based on imitation models is one of the novel approaches to fostering students' professional competence that are covered in this article. These days, it is crucial to update the educational system, use interactive teaching methods, and enhance the learning process with contemporary technology. New educational strategies are especially needed to improve students' analytical thinking abilities, solidify their practical knowledge, and assist them in adjusting to actual work settings. Thus, using imitation models to structure the learning process and combining the theoretical and practical facets of education have become essential components of contemporary teaching methods. This paper offers a thorough examination of the value of creative teaching strategies, the function of professional development for teachers, and the prerequisites for the modern educational process.

Keywords: Professional Competence, Education, Psychology, Society, Cooperation, Enthusiasm, Technology, Modernization, Communication.

Introduction

Today, the scholars of our country are studying the experiences of developed nations and implementing fundamental reforms in all spheres of society, taking into account local conditions, economic and intellectual resources. This approach ensures the achievement of new successes. Although international cooperation in various fields is yielding positive results, strengthening national independence in all aspects, enriching the achievements gained, and swiftly addressing existing shortcomings require exceptional dedication, enthusiasm, courage, and determination from members of society.

Thus, the modernization of the education system is a process that includes finding effective mechanisms for educating the younger generation, equipping the learning process with modern technologies, renewing it spiritually, and structurally reorganizing it through technical and technological advancements. This process must be carried out in accordance with the principles of nurturing a well-rounded individual. For this reason, every educational institution in the country is paying special attention to improving the quality of the specialists it prepares. At a time when nanotechnologies are being developed in science and industry, the creation of new-generation textbooks, the

implementation of the module-credit system in education, various types of assessments, the use of active teaching methods, and other organizational measures ensure that future specialists acquire the knowledge, skills, and competencies required by modern standards. Today, all necessary conditions are being created in our country to establish the legal foundations of the national education system. In turn, these reforms have provided opportunities to improve the structure and content of education. As the President of our country, Shavkat Mirziyoyev, has emphasized: "We consider the improvement of all levels of the education and upbringing system in accordance with modern requirements as our top priority" (Mirziyoyev, 2017). Currently, increasing the effectiveness of education, developing the professional competence of specialists, directing pedagogical staff toward innovative activities, integrating innovative teaching methods and information and communication technologies into the learning process in higher education institutions, and adopting and strategically applying advanced foreign experiences have been identified as pressing tasks in the modernization of the higher education system.

Methodology

One of the main objectives of today's higher education institutions is to help students become more professional competent, and to do so, creative pedagogical approaches are needed. We investigate the potential for improving students' professional training by using imitation models as the methodological cornerstone of our study. The objective of this methodology is to build practical skills, enhance students' ability to adapt to professional situations, and construct educational procedures that mirror real-life conditions.

In the educational process, imitation models produce settings that closely mimic actual settings, allowing students to acquire skills like cooperation, problem-solving, and analytical thinking. This method develops students' capacity for autonomous decision-making in addition to improving their preparedness for professional tasks. Empirical research, theoretical analysis, and experimental approaches are all skilfully combined in this process.

The methodology's theoretical underpinnings are examined using constructivist pedagogy, competency-based learning, activity-based learning, and educational process modelling principles. Students' preparedness for their professional activity is evaluated using the experimental research method. In this process, the following methods are used:

- role-playing games and imitations to foster a professional atmosphere and motivate engaged student participation;
- methods of analysis and statistics to assess how well the used instructional strategies contribute to the learning process;
- expert evaluation, which uses assessments from educators and industry experts to ascertain the degree of professional competence growth of students;
- through teacher and student feedback, surveys and interviews are used to assess the methodology's efficacy.

According to research based on these techniques, students are more equipped to handle professional tasks, swiftly adjust to new ways, and fit in with the contemporary workplace. Consequently, in addition to imparting academic knowledge, the educational process is tightly tied to real-world experience, which promotes students' professional growth.

Result and Discussion

In the context of the ongoing innovation processes in Uzbekistan, education – subject to increasingly high demands – has become a fundamental requirement for human development. The pedagogical education system, which necessitates radical reforms, serves as the central link in the modern educational framework, ensuring the successful resolution of educational and training challenges. This is primarily determined by the effective use of pedagogical technologies in the learning process, alongside teaching methods, and the adequate professional preparation of educators.

The criterion for the quality of professional-pedagogical training is the teacher's professional competence, which fully reflects all the requirements set by society and the state for 21st-century specialists. In this regard, preparing competent teachers is one of the top priorities of modern professional pedagogical education (Shuhrat et al, 2025).

Meeting society's demands requires modern teachers to possess a high level of culture, deep spirituality, a sense of responsibility toward their homeland, accountability, extensive knowledge, and a pedagogical interest in developing their students' creative potential. Additionally, they must be capable of engaging in innovative activities, continuous self-improvement, and professional dynamism, along with many other essential qualities. For this reason, alongside the task of nurturing well-rounded individuals, another crucial issue today is the formation of a specialist's professional competence. The competency-based approach focuses on determining which methods a specialist has mastered, what tasks they can perform, and what they are prepared for in their professional activities.

The concept of "competence" was introduced into the field of education as a result of psychological research. From a psychological perspective, competence refers to a specialist's ability to navigate unconventional situations and unexpected circumstances, engage in communication, adopt new approaches in interactions with opponents, handle ambiguous tasks, utilize information filled with contradictions, and possess a strategic plan for operating within continuously evolving and complex processes.

Professional competence is the acquisition of the knowledge, skills, and abilities necessary for a specialist to perform professional activities and the ability to apply them effectively in practice (Khudayqulova, 2021). A professionally competent teacher, first, positively influences the formation of creative learners in the educational process; second, achieves successful results in their professional activities; and third, effectively realizes their personal professional potential.

In other words, competence is the activity carried out to achieve the desired result. Unlike the structure of human cognitive activity in the form of concepts and perceptions, competence is manifested and identified in the process of activity.

In practice, competence is the product of knowledge and the ability to apply it effectively. Unlike knowledge, competence cannot be demonstrated or evaluated without practical application. The primary criterion of competence is the ability to maintain composure in various situations, including stressful conditions. Its occasional successful application is not considered a true indicator of competence. It is important to emphasize once again that “competence” and “competency” refer to achieving consistent results in changing conditions and situations. Additionally, unlike knowledge, competency is not dependent on specific circumstances (Ochilova et al, 2022).

Modern requirements for teachers in the process of educational system reforms and innovations include:

- understanding and promoting the essence, significance, and importance of government decisions regarding education and youth;
- possessing deep knowledge in their field of expertise and focusing on enhancing students' subjectivity and activity in the learning process;
- having the skills to work collaboratively based on friendly relationships, organizing and managing educational processes, fostering and coordinating cooperation between students and teachers, motivating learners, and establishing a reflective educational environment through the organization of reflective activities (Imomqulov, 2024).

Research is being conducted worldwide on various aspects of developing professional competence, ensuring scientific and methodological support, and improving the pedagogical and psychological mechanisms for training competitive specialists. These research directions include:

- enhancing specialists' individual capabilities through the formation of professional competence;
- psychological scientific studies on the development of professional, communicative, and intellectual competence in specialists;
- research-oriented education in the implementation of professional development;
- developing skills in designing the educational process based on competence development (Karimova, 2024).

A true educator is someone who can always have a positive moral influence on students. To achieve this, a teacher must continuously improve their ethical qualities. A competent teacher is a pedagogical figure who possesses the necessary understanding to effectively organize and manage the educational process, has a deep knowledge of developmental psychology, upholds strong moral values, applies advanced pedagogical technologies in teaching, holds the required education and professional training, and demonstrates high pedagogical skills and extensive professional experience.

The professional competence of pedagogical teachers is determined by their level of understanding in organizing and managing the activities of educational institutions on a scientific basis, their organizational, research, managerial, and pedagogical skills, their inclination and commitment to self-development and continuous independent learning, as well as their ability to organize pedagogical processes in accordance with modern requirements, ensure student engagement, and enhance the learning process.

Conclusion

One of the most important prerequisites for societal advancement nowadays is the modernisation of the educational system and the growth of students' professional ability. It is essential for experts to get the information, abilities, and competencies necessary to satisfy modern demands in a time of rapid global innovation. As a result, enhancing instruction in higher education, incorporating new technology into the curriculum, and developing students' professional competence using scientific techniques have been designated as top priorities. Students learn how to work in real-world situations and acquire theoretical knowledge by using imitation models in the classroom. This is essential for improving their professional proficiency, cultivating their ability to think independently, and encouraging a creative approach. Specifically, instructional strategies that include hands-on activities, interactive classes, and problem-solving techniques boost students' enthusiasm for their field and assist in moulding them into experts who can satisfy the needs of the market economy.

The nation's intellectual capacity is increased, education quality is improved, and the next generation is shaped into highly trained and morally mature professionals thanks to initiatives to promote students' professional competence. Using imitation models to structure the educational process improves students' theoretical understanding and prepares them for professional tasks. Thus, creating pedagogical education in accordance with contemporary demands and integrating cutting-edge technology provide a solid basis for both the present and the future.

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