



THE CONCEPT OF PROFESSIONAL COMPETENCE IN MEDICAL EDUCATION AND ITS STRUCTURE

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In the modern healthcare system, a specialist engaged in professional activity is required not only to have deep theoretical knowledge but also a high level of practical skills, communication culture, clinical thinking, and the ability to make independent decisions — that is, a set of complex professional competences. Especially, the work of medical personnel, which is directly related to the life and health of patients, requires the continuous development of these competences.

Competence is a term widely used in modern literature today, encompassing such pressing issues as education, staff selection, assessment of work results, the success of education, students' career orientation, and the like.

The meaning of the word competence is still considered to be not fully clarified from a semantic point of view to this day. Competence emerged in many Western European countries in the 1970s, where competence began to be regarded as a new type of direction in professional training.

The term competency, in turn, is not only associated with acquiring individual, technical, or practical knowledge and skills in education but also expresses a set of abilities and skills that serve as a basis for the further development of the individual. At the same time, the interpretation of this idea varies across almost all European countries.

For example, starting from the 1980s in Germany, the phrase competence in professional activity referred to the goals that students were required to achieve during the initial stage of professional training. This course of study consisted of interconnected, technically complex, and general knowledge, which allowed a higher education graduate to continue working at future workplaces. This general qualification cannot remain unchanged — it must continue to develop, as the demands and conditions of the labor market also change based on the interests of the individual and society.



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The state of higher education, and the content and structure of professional training of specialists, are mainly determined by the economic, social, and cultural needs of society.

In the modern world, education is becoming one of the most important factors ensuring economic growth, meeting social needs, and developing the institutions of civil society. The level of knowledge of the population and the development of educational and scientific infrastructure become an integral condition for the formation and development of society and the economy, whose leading sources are new knowledge, innovative activity, and new production technologies. Education must enable a person to carry out constructive and competent actions in various areas of life, characterized by creativity, initiative, responsibility, resilience to difficulties, high competitiveness, and role flexibility.

The existing concepts of competences and competency, if not synonymous, are very close in nature.

Implementation of the program for modernizing our country's education system and the national project Education leads to the assessment of higher education outcomes being oriented toward evaluating the level of professional competence of future specialists based on the amount of knowledge, skills, and abilities they possess.

The issues of training teachers and specialists in higher education institutions by our country's educators have been covered in a number of publications. The issues of shaping the personality of future teachers and specialists in the process of higher education have been studied in the works of M.A. Abdullajonova, O.A. Abdullina, A.A. Akbarov, Kh.A. Abdurakhmanova, S.V. Safonova, and N.A. Muslimov. The professional skills of teachers have been explored in the works of pedagogical scholars such as Kh. Abdukarimov, N. Azizkhojayeva, A. Aliev, Yu.A. Akhrorov, A.A. Verbitsky, R.Kh. Juraev, B.R. Juraeva, J.Gh. Yuldoshev, S.M. Markova, G.M. Makhmutova, A.A. Hamidov, and F.R. Yuzlikaev.

The strategy for modernizing education in our country speaks to the necessity of implementing a competence-based approach in education. In the training of medical education specialists, the competence-based approach involves not merely transmitting knowledge, skills, and abilities from teacher to student, but forming professional competence in future graduates.



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- The structure of professional competence includes the following:
- Cognitive component — knowledge of the subject and field of activity
- Operational component — practical skills and actions
- Motivational component — readiness to learn and work
- Value–semantic component — attitude toward the profession
- Reflective component — ability for introspection and self-improvement
- The process of forming competence is gradual and systematic, limited by

a specific discipline, and requires:

- an interdisciplinary approach
- practice-oriented training
- students' participation in project, research, and communicative activities

“Professional competence is the integration of knowledge, skills, personal qualities, and motivation necessary for an individual to act effectively in a particular type of professional activity. It is manifested in the unity of core, fundamental, and specialized competences.”

Basic (foundational) competences — general competences necessary for any profession:

- Ability to communicate
- Critical thinking
- Teamwork
- Use of information technologies
- Core competences — competences specific to a particular professional field but mandatory for every specialist:

- Fundamental knowledge within the profession
- Ethics and responsibility
- Professional culture
- Specialized competences — deep knowledge and skills specific to a particular type of professional activity:

- In-depth knowledge of specialized disciplines
- Profession-specific technical and practical skills
- Innovative approaches

The essential competences required for any professional activity are directly linked to an individual's success in a rapidly changing world.