RELEVANCE OF DEVELOPING COGNITIVE COMPETENCE OF FUTURE SOCIAL SECTOR SPECIALISTS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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STATEMENT OF RELEVANCE

Tezisda raqamli ta'lim muhitida bo'lajak ijtimoiy soha xodimlarining kognitiv kompetentligini rivojlantirish masalasining ilmiy-amaliy dolzarbligi uchta omil asosida asoslanadi: ijtimoiy muammolarning murakkablashuvi, kasbiy faoliyatning raqamlashuvi va O'zbekiston Respublikasining 2022-yil PF-60-sonli ta'lim islohot Farmoni. MakKlellend, Raven, Prensky va mahalliy tadqiqotchilar asarlarida mavzu yoritilgan bo'lsa-da, raqamli muhitni ijtimoiy soha xodimlarini tayyorlash bilan birlashtirgan maxsus tadqiqotlar etishmasligi ko'rsatiladi. Mavzuning nazariy va amaliy ahamiyati asoslanadi.

В тезисе обосновывается научно-практическая актуальность проблемы развития когнитивной компетентности будущих специалистов социальной сферы в цифровой образовательной среде на основе трёх факторов: усложнения социальных проблем, цифровизации профессиональной деятельности и образовательных реформ Узбекистана — Указ ПФ-60 2022 года. Несмотря на труды МакКлелланда, Равена, Пренски и отечественных учёных, отмечается дефицит специализированных исследований. Обосновывается теоретическая и практическая значимость темы.

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The thesis substantiates the scientific-practical relevance of developing cognitive competence of future social sector specialists in the digital educational environment based on three factors: the growing complexity of social problems, the digitalization of professional activity, and the educational reforms of Uzbekistan — Presidential Decree PF-60 of 2022. Despite work by McClelland, Raven, Prensky and local researchers, a deficit of specialized research integrating the digital environment with social sector training is noted. The theoretical and practical significance of the topic is substantiated.

Tezisda raqamli ta'lim muhitida bo'lajak ijtimoiy soha xodimlarining kognitiv kompetentligini rivojlantirish masalasining ilmiy-amaliy dolzarbligi asoslanadi. Ijtimoiy muammolarning murakkablashuvi, kasbiy faoliyatning raqamlashuvi va O'zbekiston Respublikasining ta'lim islohotlari — 2022-yil PF-60-sonli Farmoni — uchta asosiy omil sifatida ko'rib chiqiladi. MakKlellend, Raven, Prensky va mahalliy tadqiqotchilar asarlarida mavzuning ilmiy tahlili amalga oshirilgan bo'lsa-da, ushbu sohadagi tadqiqotlar kamchiligi ta'kidlanadi.

SCIENTIFIC AND PRACTICAL SIGNIFICANCE

В тезисе обосновывается научно-практическая актуальность проблемы развития когнитивной компетентности будущих специалистов социальной сферы в цифровой образовательной среде. Три ключевых фактора рассматриваются как определяющие: усложнение социальных проблем, цифровизация профессиональной деятельности и образовательные реформы Республики Узбекистан — Указ ПФ-60 2022 года. Отмечается дефицит специализированных исследований, несмотря на наличие работ МакКлелланда, Равена, Пренски и отечественных учёных.

The thesis substantiates the scientific-practical relevance of developing cognitive competence of future social sector specialists in the digital educational environment. Three key factors are examined as determinative: the growing complexity of social problems, the digitalization of professional activity, and the educational reforms of the Republic of Uzbekistan — Presidential Decree PF-60 of 2022. A deficit of specialized research in this area is noted despite existing work by McClelland, Raven, Prensky and local scholars.

The convergence of three major trends — the accelerating digitalization of professional life, the growing complexity of social problems, and the transformation of higher education — makes the development of cognitive competence of future social sector specialists in the digital educational environment one of the most pressing issues in contemporary pedagogy. Each of these trends independently generates demand for higher levels of cognitive competence; together, they create an imperative that educational systems can no longer afford to ignore.
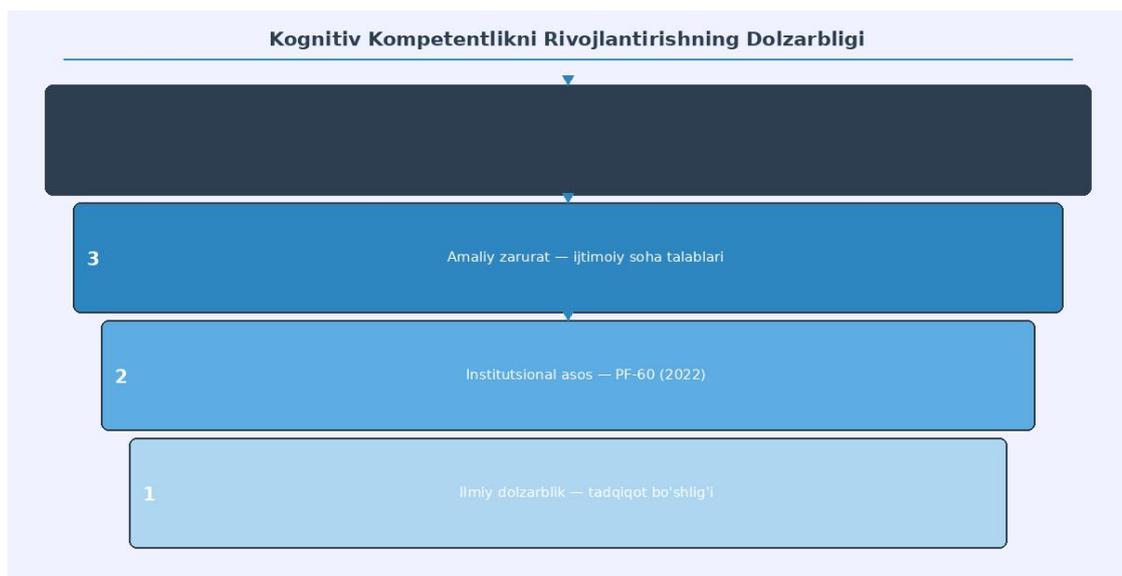
The digitalization of professional life means that social sector specialists increasingly work in data-rich environments requiring sophisticated information processing skills. They must navigate complex digital case management systems, evaluate evidence from multiple digital sources, communicate effectively through digital channels, and make decisions in real time on the basis of incomplete and rapidly changing information. These demands place cognitive competence — the ability to process, analyze and apply information in complex and dynamic situations — at the center of professional readiness.

PROFESSIONAL SIGNIFICANCE OF COGNITIVE COMPETENCE

The Decree of the President of the Republic of Uzbekistan No. PF-60 of January 28, 2022 explicitly identifies the development of specialists with high cognitive abilities as a priority of the country's educational transformation agenda. The 'Development Strategy of New Uzbekistan for 2022-2026' reinforces this by setting ambitious targets for human capital development, quality education and the training of personnel capable of contributing to the country's

socioeconomic development. This high-level policy commitment provides the institutional foundation for systematic investment in cognitive competence development.

From a scientific perspective, the issue of developing cognitive competence in the digital educational environment remains incompletely theorized. While there is a substantial body of research on competence-based education (McClelland, 1973; Raven, 1984; Khutorsky, 2003; Zimnyaya, 2006) and a growing literature on educational digitalization (Prensky, 2001; Jurayev, 2022; Oqnazarov, 2021), the specific mechanisms through which the digital environment can be purposefully organized to develop cognitive competence of social sector specialists have not been systematically studied. This gap in the literature represents the scientific rationale for the present research direction.

From a practical perspective, the stakes are high. Social sector specialists — social workers, social pedagogues, rehabilitation specialists and psychologists — work directly with the most vulnerable members of society. Their cognitive limitations directly translate into diminished quality of service for people who often have no alternative sources of support. Conversely, higher levels of cognitive competence in social sector professionals translate into more accurate problem assessment, more creative solution generation, and more effective implementation of support plans. The practical significance of this research direction therefore extends far beyond educational quality — it reaches into the social outcomes experienced by some of society's most vulnerable members.

The professional significance of cognitive competence for social sector specialists can be understood along three dimensions. First, cognitive competence underpins professional judgment: the ability to analyze complex situations, weigh competing considerations, and reach well-reasoned conclusions is fundamental to effective social work practice. Second, cognitive competence enables professional learning: a specialist with well-developed metacognitive abilities learns continuously from experience, identifies patterns across cases, and progressively develops more sophisticated professional schemas. Third, cognitive competence supports professional resilience: research on professional burnout consistently identifies cognitive coping strategies — reframing, problem-solving, seeking information — as protective factors against emotional exhaustion.

CONCLUSION

The issue of developing cognitive competence of future social sector specialists in the digital educational environment is relevant on multiple levels: theoretically, it addresses an undertheorized nexus between digital pedagogy and competence development; practically, it responds to the genuine cognitive demands of contemporary social sector practice; institutionally, it aligns with Uzbekistan's national educational development priorities. Systematic research on this issue promises contributions to pedagogical theory, improvements in professional training quality, and — ultimately — better outcomes for the social sector clients who depend on the competence of the professionals who serve them.

Mavzuning dolzarbligi bir necha omil bilan belgilanadi. Birinchi omil — ijtimoiy muammolarning murakkablashuvi: zamonaviy jamiyatdagi ijtimoiy muammolar — qashshoqlik, oilaviy zo'ravonlik, bolalarga nisbatan qo'pol muomala, nogironlik, qochqinlar va ko'chib yuruvchilar masalasi — tobora murakkab va o'zaro bog'liq xarakter kasb etmoqda. Bu muammolarni hal qilish uchun ijtimoiy soha xodimlaridan nafaqat bilim, balki yuqori darajada rivojlangan kognitiv kompetentlik talab qilinadi. Ikkinchi omil — raqamlashtirish sur'atining ortishi: ijtimoiy xizmatlar tobora ko'proq raqamli platformalarga o'tmoqda, bu esa mutaxassislardan raqamli muhitda kognitiv samarali ishlash qobiliyatini talab qiladi.

Ilmiy adabiyot tahlili shuni ko'rsatadiki, raqamli ta'lim muhitida ijtimoiy soha xodimlarining kognitiv kompetentligini rivojlantirish masalasi yetarli darajada o'rganilmagan. Kompetentlik nazariyasi bo'yicha keng adabiyot mavjud bo'lsa-da (MakKlellend, Raven, Xutorskoy, Zimnyaya), ijtimoiy soha xodimlariga mo'ljallangan va raqamli muhit kontekstini hisobga oladigan maxsus tadqiqotlar kamligi seziladi. O'zbekistonda esa bu yo'nalishdagi tadqiqotlar endigina rivojlana boshlagan: Otepbergenov (2020) va Jo'rayev (2022) ishlarini alohida ajratib ko'rsatish mumkin. Bu ilmiy bo'shliq tadqiqot yo'nalishining nazariy dolzarbligini ko'rsatadi.

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