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# INTEGRATION OF THEORY AND PRACTICE IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS OF VOCATIONAL EDUCATION

Akhadova Gulnoza

PhD Student of Jizzakh Polytechnic Institute

[axadovagulnoza7257@gmail.com](mailto:axadovagulnoza7257@gmail.com)

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## Abstract

The development of professional competence of teachers in the field of vocational education occupies a central place in education. For the effective functioning of the educational system, for the high qualification of students, competency of teachers is very important. In the development of professional competence of the teacher, the integration of theoretical foundations and practice is of particular importance. This article analyzes the theoretical and practical aspects of the development of professional competence of teachers of professional education.

**Keywords:** Vocational education, professional competence, theory, practice, integration, practical skills.

## Introduction

As a result of the reforms aimed at ensuring the development of modern approaches to the professional education system, which provides for the training of personnel on the basis of advanced foreign experience, research is underway to modernize the content of modern education for the training of future specialists, to create an educational environment aimed at creating the necessary conditions that allow students to realize them.

Taking into account the prospects and priorities for the formation of professional education and the economy in the Republic of Uzbekistan, today's methods and technological prospects, the real need for personnel in the labor market, the



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proposals of employers and the principle of “life-long training” are designed to train a person.

Today, new Enterprises, factory factories and institutions are being built and put into operation and social infrastructure is being developed in all regions of the Republic. All this is increasing the demand for qualified specialists, the development of each industry, the success of projects is directly related to mature personnel.

Therefore, in recent years, the educational system has been modernized, advanced forms and technologies have been introduced. An effective system of training of specialists of the secondary level was established, as well as a new form of professional educational institutions.

Professional competence indicates that the teacher has mastered the knowledge, skills and qualifications associated with his profession. Competency of teachers plays an important role in their activities, since competent educators are able to effectively organize the educational process.

There are several important areas in the development of professional competence: Pedagogical knowledge: the teacher's knowledge of pedagogy, psychology and didactics.

Practical skills: teacher's skills in organizing the educational process, applying methodologies and technologies.

Reflection and self-assessment: the teacher's ability to analyze his activities and make updates for himself.

Integration of theory and practice is one of the main factors in increasing efficiency in education. By putting theoretical knowledge into practice, the teacher will be able to see what approaches work in the actual educational process.

Modern pedagogical methods help in the development of professional competence of the teacher. Interactive methods, innovative technologies and methodological approaches make it possible for educators to learn new skills. For example, techniques such as cooperative teaching, creative pedagogy, problem education help to activate teachers and provide more effective education.

Teacher training courses are one of the main tools for the development of professional competence. Through these courses, teachers get acquainted with



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new pedagogical technologies, methodologies, and teaching methods. Qualification courses serve to tailor teachers to the requirements of modern education.

It is also important to create self-development opportunities for educators. This includes practical lessons, scientific work, sharing their experiences with others and analyzing educational processes. Educators need to constantly update themselves and learn new knowledge and skills.

The application of pedagogical technologies in practice plays a large role in the development of professional competence of teachers. With the help of Internet technologies, multimedia tools, online courses and simulation, teachers can learn new pedagogical techniques.

The practical skills of the teacher are the main factor in the formation of professional competence. In the learning process, the teacher increases his competence by using various techniques, analyzing his activities and studying innovations. For example, it is necessary to create opportunities for teachers to apply creative approaches, interactive methods and diagnostic tools.

The criteria for the correlation of theory and practice in education are used in the field of pedagogy, in the scientific system of information about education. Pedagogical practice is the 1st period of pedagogical development, the beginning of which goes back to early Society and continues even now.

Educational integration areas are divided into: organizational, technological and institutional. These, in turn, consist of meaningful interdisciplinary integration; courses, programs for creating complex plans; integration of components in various areas of Education, joint and vocational education, integration of technical and humanitarian education, organizational and technological forms of learning; relations and interaction within Higher Education, Foreign Relations of the educational organization, integration of Science and education.

The term integration is used to describe phenomena that represent one or another harmonizing processes. There are views regarding the classification of types of knowledge harmony bases. In this, in particular, methodological, ontological, gnoseological and social foundations are distinguished. Large-scale research is carried out in determining the exact forms of coherent knowledge. The integration of theory and practice helps to combine these objects: combining information



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about the foundations of scientific, general cultural, psychological, pedagogical, scientific blocks; interdisciplinary connection – the choice of objects of integration in the system of educational sciences; work – a skillful task combining real knowledge and education, the subject of work using difficult decision conditions; subjective-personal integration, includes mental factors and processes (mental, speech, motor, etc.).

Motivational technologies ensure the orientation of students to the application of theoretical knowledge in the practical work of the teacher. Pedagogical technologies help to transfer the knowledge and skills acquired by students to new conditions. Management technologies are used to achieve the didactic goal of professional education, that is, the formation of the ability to solve pedagogical problems, the development of methods and skills of professional pedagogical activity in the process of solving pedagogical problems. In each technology, components (components) are allocated that the teacher can use in accordance with the goals of professional education. The procedural components of technologies (targeted, meaningful, organizational, feedback) expand the scope of their application in the professional field. The purpose of this is to determine the content of the stage of professional training; organizational – use forms of Organization of cognitive activity of students; feedback – the choice of forms of feedback, which allows you to observe the formation of pedagogical problem-solving skills.

The communication between theory and practice takes the form of integration. Integration determines the unity of the components of the organization of education through the connection between theory and practice.

The combination of theoretical approaches and practice is important for the development of competency of teachers of professional education. The professional competence of the teacher is important in improving the quality of education and encourages teachers to constantly improve skills and self-development. It is possible to increase the effectiveness of the educational system by applying theoretical knowledge to practice, applying new pedagogical techniques, creating mentoring systems for teachers.

Integration of theory and practice in education is the process of applying theoretical knowledge to practical activities in order to improve the effectiveness



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of the educational process and to fully formulate the knowledge, skills and qualifications of students. Theoretical knowledge teaches students basic concepts, laws, and principles, while practice allows them to be applied in life, applied in real conditions.

A theory is the sum of learned, systematized knowledge in a particular field or science. In education, theory teaches students the basics, principles of Science and methodology. Theoretical knowledge teaches students to think analytically, through which it is possible to understand certain phenomena and processes.

Practice is the process of applying theoretical knowledge in life. In education, practice trains students in real-world settings, helping to develop and modify specific skills. These skills serve to prepare students for the job market.

The integration of theory and practice increases the effectiveness of the educational system, since:

- Theoretical knowledge is the basis of Practice: Theory helps to understand what approaches are effective in practice. Theoretical knowledge, in turn, is used in solving problems arising in practice.
- Practice tests theory: theoretical approaches tested in practice show that they work under real conditions. This allows teachers to analyze and update their approach.
- Strengthening thought: practice helps to strengthen theoretical knowledge, since students, after applying theoretical knowledge in real conditions, master them well.
- Development of social and professional skills of students: through practice, students develop skills to work with the team, make decisions, solve problems and establish effective communication. These skills will help them not only in their studies, but also in future professional activities. In the professional education system, the integration of theory and practice is especially important, since students carry out activities that are directly related not only to study, but also to the profession they are studying. For example, students of technical schools or professional colleges need not only theoretical knowledge, but also the exchange of experience, the formation of professional skills through practical training.





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In teaching activities, theoretical knowledge (pedagogical, psychological, methodological knowledge) should be inextricably linked with practice. Teachers direct students to an effective education by practicing theoretical techniques in the classroom. At the same time, reflective approaches are necessary, calling on teachers to analyze and update their experience.

In the educational process, educators work with reference to methodological approaches to the implementation of theoretical knowledge into practice. For example, theoretical foundations such as didactic methods, psychological approaches, lesson planning and management are used in practice. In this, the professional competence of the educator helps to fully illuminate knowledge and skills.

The following approaches are used to integrate theory and practice:

**Problem teaching approach:** this approach directs students to solve real-life problems. Problem-based teaching requires the application of students' theoretical knowledge in practice by relating it to real problems.

**Practice-oriented teaching:** this approach aims to give students not only theoretical knowledge, but also to prepare them for real practice. For example, testing theoretical knowledge in laboratory work or practical training.

**Reflective approach:** teachers and students must analyze their activities and be prepared for change. Reflection allows students to reevaluate their own knowledge after testing their theoretical knowledge in practice.

**Collaborative teaching:** interaction and collaboration between teacher and students brings the theoretical foundations of practice closer together. Group work allows students to apply theoretical knowledge in joint practice.

**Interactive methods:** these methods ensure the active participation of students.

Interactive methods help to apply students' theoretical knowledge in practice in the process of mutual exchange of ideas, problem solving and learning new skills.

In the implementation of the integration of theory and practice in education, it is necessary to find solutions to a number of problems: **Teacher competency:** for the successful implementation of theory and practice integration, it is necessary that teachers have a high qualification. Teachers should not only know the theoretical foundations of teaching, but also know how to apply pedagogical techniques aimed at practice in their activities.



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Changes in the educational system: the educational system must be prepared for the infrastructural, methodological and normative changes necessary to support the integration of theory and practice.

Level of student readiness: to ensure that students are ready to apply their knowledge in practice, it is necessary to individualize the educational process and develop adapted approaches for them.

Innovative technologies: modern technologies and online platforms provide a wide range of opportunities for students to practice theoretical knowledge. These technologies help students to self-study, solve problems and connect theoretical knowledge with the real world.

The integration of theory and practice is important in increasing the effectiveness of the educational system. This integration is concerned not only with theoretical knowledge, but also with preparing students for real life and professional activities. Methods and approaches that help students apply theoretical knowledge in practice in the process of acquiring knowledge make education more effective and strengthen their readiness for future professional life. The main role of theory and practice integration in education is that students not only receive theoretical knowledge from books or teachers, but also test them in real conditions. This deepens students' knowledge and skills and prepares them for use in life after the educational process. Teachers, in turn, help students move knowledge into practice by implementing modern pedagogical approaches.

The combination of theory and practice allows students to improve their professional training. In professional education, teachers teach theoretical knowledge through hands-on training, which allows students to apply their knowledge in real conditions. For example, in technical or vocational colleges, students test theoretical knowledge learned through their activities in laboratories or practical classes. This approach increases students' competence and prepares them for the job market.

The integration of theory and practice in education not only increases the professional readiness of students, but also develops pedagogical competence of teachers. Teachers constantly update their knowledge and skills through the application of pedagogical approaches, methodologies, technologies in practice.



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The joint learning of teachers and students serves to enhance the teacher's role and pedagogical skills in improving the learning process.

The integration of theory and practice is important in the development of students ' cognitive and understanding abilities. Practice-based teaching allows students to quickly put the learned knowledge into practice. Such teaching methods increase students ' ability to master innovations and quickly put them into practice. Therefore, the educational process gives quick and effective results. The integration of theory and practice continuously improves the educational process. Through the analysis of their activities, teachers develop and test new pedagogical approaches in practice. This process, in turn, contributes to the self-development of students. The combination of practice and theory encourages teachers to master new methods and technologies, which leads to an increase in the quality of Education.

Another important aspect of the integration of theory and practice is that students not only acquire knowledge, but also develop their social and professional skills. Through hands-on training, cooperative reading, and group work, students learn skills such as teamwork, communication, creative thinking, and decision-making. These skills help them to be successful not only in the educational process, but also in future professional activities.

In place of the conclusion, it can be said that nowadays the developed countries of the world have realized the need to reform their professional education systems in order to economically shape society. American entrepreneur John Grillos talks about the importance of such an approach to education: “the knowledge that students receive in a particular field changes every year, and sometimes they become obsolete before students assimilate them. Therefore, it is even more important for young citizens to come to the economy who are able to independently improve their knowledge and skills, acquire new knowledge and professions when necessary.”

The integration of theory and practice occupies a central place in the development of the educational system. Through the application of students ' knowledge in practice, the effectiveness of the educational process increases, the professional readiness of students increases, the competence of educators develops, and improving the quality of education is achieved. Innovative technologies and





modern pedagogical methods are the main tools of this integration. Also, practices that help students develop not only knowledge, but also social and professional skills, bring the overall quality of the educational system to a higher level. The combination of theory and practice makes it possible for students to receive an excellent education, helps them apply their knowledge in real life and forms all the skills necessary for them to be successful in the labor market.

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