



TECHNOLOGY AND METHODOLOGY FOR DEVELOPING PROFESSIONAL COMPETENCIES OF “MAHALLA”⁴⁹ EMPLOYEES IN THE PROFESSIONAL DEVELOPMENT PROCESS

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Uzakov Kakhramon Pazildinovich

*Senior Lecturer, Academy of Public Administration under the President of the
Republic of Uzbekistan*

Abstract: *This article discusses the technology and methodology for developing professional competencies of mahalla employees in the process of professional development. The paper explains the procedures for conducting certain authorial methods and exercises.*

Keywords: *mahalla, professional competence, andragogy, professional development, teaching method, learning effectiveness, training session, group work, training*

INTRODUCTION

In the context of increasing global tensions and the ongoing processes of globalization, enhancing the role of civil society institutions is becoming an increasingly pressing issue. In particular, countries around the world continue to rely on civil institutions to accelerate democratic reforms. These include the protection of human rights, the promotion of gender equality, social protection, access to education, and addressing issues related to youth and women, where the capacities of public organizations and civil society institutions are actively utilized.

This, in turn, necessitates the further development of the mahalla sector in Uzbekistan, which functions as the largest civil institution in the country in the form of citizens' self-governance bodies. Achieving this requires, first and foremost, the enhancement of the professional competencies of specialists working in this field.

The modern system of education aimed at training, retraining, and professional development of personnel sets as its primary objective the formation of learners' (individuals') independence, creativity, and innovativeness, as well as, most importantly, the development of employees' professional competence. In the process of professional development courses, it is essential to abandon reproductive teaching strategies in the training of mahalla employees. Instead, it is necessary to incorporate effective and modern

⁴⁹ **Mahalla\Uzbek Mahalla** – is a civil institution existing in Uzbekistan. The Mahalla institution is established as an administrative-territorial unit encompassing several streets. This institution serves as a bridge that assists citizens and authorities in addressing social, economic, political, legal, environmental, and other local issues within its jurisdiction. The *mahalla* is considered a self-governing body.



pedagogical technologies and methodologies in organizing curriculum modules that include knowledge, skills, and competencies aligned with educational standards.

This, consequently, requires the improvement of technologies and methodologies for developing the professional competencies of mahalla employees.

According to Uzbek scholars N.A. Muslimov, Q.M. Abdullayeva, and N.S. Gaipova, competence is defined as the ability to independently and creatively apply the acquired set of theoretical knowledge, skills, and abilities in practice; this competence develops both during practical training and in post-higher education professional activity [2].

Russian scholar A.V. Khutorskoy notes that competence represents a set of interrelated personal qualities (knowledge, skills, and abilities) formed in relation to a certain range of subjects and processes, enabling effective or ineffective interaction with them. Competency, in turn, implies the individual's possession of the corresponding competence [9].

According to the British scholar John Raven, competence is a specific ability that encompasses the knowledge of a narrow specialization, particular skills and abilities, a mode of thinking, and an understanding of responsibility for one's actions, all of which are necessary to perform precise and concrete activities in a particular field [8].

In organizing the professional development process effectively, it is essential to take into account the specific characteristics and capabilities of the subject. In this regard, an andragogical

approach is widely used in developed countries today.

Some scholars even argue that adult education is more critical than children's education. For instance, G. Wells stated that "it is not the education of children, but rather the education of adults that can save the world from destruction."

Most foreign researchers have interpreted adult education based on pedagogical principles and have referred to its specific features as adult pedagogy. In the 1950s–1960s, the term "andragogy" emerged in the scientific works of scholars such as M. Ogrizovich and B. Samolovchev, the renowned German professor F. Pöggeler, the Swiss theorist G. Hanselmann, and Polish scholars M. Siemenski and L. Turos.

These scholars attempted to distinguish andragogy from pedagogy. The formation and recognition of andragogy as an independent discipline dates back to 1970, when the fundamental work by the American theorist and practitioner of adult education, M. S. Knowles, entitled "The Modern Practice of Adult Education: Andragogy or Pedagogy", was published [1].

A review of the literature indicates that the majority of scholars worldwide interpret andragogy as an independent discipline and scientific field within



pedagogy, as well as a domain of social and гуманитарий knowledge [7].

MAIN PART

As noted above, it is necessary to rely on andragogical approaches in the professional development of *mahalla* employees. In this regard, it is appropriate to base the process on the theory of adult education developed by Malcolm Knowles.

From an andragogical perspective, adult education generally takes into account intellectual and psychological changes associated with age. It requires an emphasis on experience and practice in the learning process and organizes instruction based on adults' autonomy and individual needs.

The retention of information acquired during training sessions is considered a key outcome of the learning process.

The earliest representation of such a model is believed to originate from the book “*Audio-Visual Methods in Teaching*” published in 1954. The pyramid model is thought to have been developed in the early 1960s by the National Training Laboratories Institute at its main campus in Bethel, Maine; however, it is reported that the original internal research has been lost [1]. Nevertheless, the NTL Learning Pyramid model became a central representation of this concept, and many subsequent models have been based on it.

The NTL model typically consists of the following categories (see Table 1) [5]:

Table 1.

Tabular representation of the Learning Pyramid model of the NTL (National Training Laboratories Institute)

No.	Retention Rate	Learning Activity Prior to Assessment
1	90%	Teaching others or immediate application of knowledge
2	75%	Practicing what has been learned
3	50%	Participating in group discussions
4	30%	Observing demonstrations
5	20%	Watching and listening to audiovisual materials
6	10%	Reading

Specialists describe various approaches used in training public sector employees. One of the most widely applied approaches is training sessions. A training plan outlines the materials and activities that guide a group toward achieving specific learning objectives. It specifies the topic to be studied, the

duration of each section, the teaching methods applied to each topic, and the measures used to ensure that participants have acquired the required knowledge.

There is no universal approach suitable for all practical training sessions. However, given the wide range of available alternatives, determining the most effective teaching method for



learners may require considerable time and analysis.

The effective use of training sessions in adult education is becoming increasingly widespread. This trend contributes to their transformation into an integral component of the lifelong learning principle. Indeed, lifelong learning, or continuous education, identifies training sessions as one of its primary forms.

Training sessions are structured programs designed to provide individuals with various educational values. These may include, for example, corporate training or team-based professional development. Such sessions are highly effective for enhancing knowledge and professional skills, improving morale, strengthening team cohesion, and other related purposes. They may incorporate lectures, assessments, discussions, and demonstrations.

In organizing professional development courses for *mahalla*

employees in the form of training sessions, it is essential to rely on their prior experience. Therefore, particular emphasis should be placed on discussions and case-based methods. Case studies should include clear and precise information about the situation, as well as detailed data and statistics regarding the causes and factors that led to the given outcome.

To ensure the effectiveness of discussions, it is important to divide participants into small groups. The grouping process should take into account participants' professional experience, areas of specialization, regional background, and other relevant characteristics.

For example, if 18-24 participants are to be divided into three groups, they may initially be categorized into three groups—"A," "B," and "C"—based on their professional experience (see Table 2).

Table 2.

Classification of Participants into Small Groups

Category	Number of Participants (Total = 21)	Group 1	Group 2	Group 3
"A" Category: Less than 1 year	4	A1 + B3 + C3 = 7	A2 + B3 + C2 = 7	A1 + B4 + C2 = 7
"B" Category: More than 1 year	10			
"C" Category: More than 2 years	7			



If participants are grouped based on equal work experience or other shared characteristics, this process can be implemented in a similar manner. However, when forming groups, it is essential to ensure diversity within each group in terms of participants' categories, such as experience, field of specialization, region, age, gender, and other relevant attributes.

When organizing group work, it is advisable to move away from traditional approaches and adopt non-traditional formats. The conventional method—assigning separate tasks to each group, allocating a fixed time for preparing presentations, and having a single representative present the results—is now considered somewhat outdated. In such cases, not all group members actively participate, and there is also a possibility that participants may be assigned to groups working on unfamiliar topics, which can negatively affect their engagement.

As an alternative, it is effective to apply the author-developed “Solar System” method. In this approach, group leaders are first selected according to the number of groups. The number of leaders and groups corresponds to the number of problems (tasks) designated for

discussion. For example, if there are four tasks, four leaders are selected and four groups are formed accordingly.

Leaders are chosen through short, topic-related questions: the first participant to provide a correct answer is designated as a leader. For instance, the participant who first correctly answers the question related to Task 1 becomes Leader “A” and does not participate in subsequent questions. Similarly, the first correct respondent to Task 2 becomes Leader “B,” and so on, until Leaders “C” and “D” are selected.

The four leaders are then positioned equidistantly around a central circle (representing the “sun”), facing outward, collectively forming a single “solar system.” Each leader is assigned one group (representing a “planet”) positioned in front of them. According to a predetermined time regulation, each group discusses the assigned task with the current leader. After the allotted time expires, the groups rotate to the next leader.

In this manner, each group interacts with multiple leaders and engages in the discussion of different tasks. This process resembles the movement of planets orbiting around the sun (see Table 3).

Table 2.

The “Solar System” Method of Group Interaction

Timer	Group 1 Interaction	Group 2 Interaction	Group 3 Interaction	Group 4 Interaction	Clock Time Indicated
1st Timer	Leader A	Leader B	Leader C	Leader D	3:00
2nd Timer	Leader B	Leader C	Leader D	Leader A	6:00
3rd Timer	Leader C	Leader D	Leader A	Leader B	9:00



4th Timer	Leader D	Leader A	Leader B	Leader C	12:00
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Central Circle (“Sun”): Leaders A, B, C, and D positioned equidistantly around the center.

Outer Circles (“Planets”): Groups 1, 2, 3, and 4 positioned around each leader.

Arrow directions indicate the clockwise movement of groups to the next leader after each timed session.

This figure illustrates the “Solar System” method used for organizing group discussions during training sessions. Four leaders, denoted as “A,” “B,” “C,” and “D,” represent the “sun” positioned centrally. Four groups, labeled as Group 1, Group 2, Group 3, and Group 4, orbit around the leaders, symbolizing “planets.”

Each timer (1st timer to 4th timer) depicts a sequential rotation of the groups as they move clockwise around the leaders to discuss different topics or problems. The clock images indicate the time allocated for each discussion session:

Here is your text translated into **academic English style**:

Conclusion and Advantages of the “Solar System” Method

At the conclusion of the activity, each leader discusses their assigned task with all groups. Subsequently, the leader selects one participant from each group to form their presentation team. This team prepares a concise presentation within a limited timeframe and delivers it sequentially.

The advantages of this method include:

- Ensuring active participation of all attendees;
- Enabling participants to engage with not only one task but all assigned tasks;
- Providing leaders the opportunity to interact with members of all groups, not just one;
- Creating opportunities for every participant to demonstrate their abilities;
- Fostering systematic collaboration among participants;
- Encouraging attentive listening during presentations;
- Promoting cooperation and consensus-building among groups rather than competition, as participants complement each other’s contributions.

Group work during training incorporates several educational elements, such as discussions and debates, presentations, teamwork, question-and-answer sessions, energizers (physical activities), participant engagement, healthy competition, practical application of acquired knowledge (skills), and mutual experience exchange.

Today, the *mahalla* as an organization assumes nearly one hundred responsibilities and directs numerous instructions and letters for execution in its daily activities. Therefore, the teaching materials, methods, educational technologies, and exercises developed



within the dissertation study were designed for the “Document Management in Mahalla” module in the training curriculum aimed at enhancing the qualifications of FO‘O‘BO employees.

In particular, the “Telephonogram” exercise was created to develop competencies related to document management and executive discipline among trainees. To conduct this exercise, a guideline sheet (telephonogram) is distributed according to the number of participants. It contains several numbered tasks that participants are required to complete promptly. The initial questions are designed to be simple, for example: “Write your full name.” At the end of the instructions, participants are asked to respond to one or two specific questions, such as: “Tax inspectors answer all questions, while chairpersons of Mahalla assemblies respond only to questions 1 and 6.” Ultimately, participants carefully review the documents before concluding on the necessary execution steps.

CONCLUSION

In Uzbekistan, it has been established that the socio-economic

reforms of the state originate not from districts or cities but from the lowest administrative unit—the *mahalla*. As a result, positive changes and outcomes have been achieved at the *mahalla* level. The “Uzbekistan — 2030” strategy mentions the word *mahalla* ten times and assigns important socio-economic, legal, and moral responsibilities to the *mahalla* institution. Therefore, developing training methodologies for *mahalla* employees during qualification enhancement is crucial for the effective implementation of assigned tasks and achieving positive results. This includes increasing *mahalla* employees’ socio-economic and politico-legal knowledge, improving professional skills, and developing both their “hard” and “soft” skills.

This article developed several authorial educational methods and techniques aimed at improving the efficiency of professional development processes for *mahalla* employees. These include the TANK and Solar System methods, as well as the NH Pyramid and Telephonogram exercises.



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