

**INTENSIFICATION OF THE EDUCATIONAL PROCESS IN
PROFESSIONAL SCHOOLS; REALIZATION OF SOCIAL ORDER
ESTABLISHED BY THE NEEDS OF MODERN**

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Abstract

The rapid evolution of the global economy and the Fourth Industrial Revolution have fundamentally altered the "social order" placed upon professional schools. Modern society demands highly skilled specialists who possess not only technical expertise but also adaptability and multidisciplinary competence. This article examines the intensification of the educational process as a strategic response to these needs. Intensification is explored not as a mere increase in academic load, but as the qualitative optimization of pedagogical methods, integration of digital technologies, and the alignment of curricula with industrial standards. The study highlights the transition from traditional vocational training to a dynamic, competency-based model that fulfills the socio-economic mandates of the 21st century.

Keywords: Intensification, Professional Education, Social Order, Vocational Training, Labor Market, Competency-Based Approach, Educational Optimization.

Introduction

In the contemporary era, the efficiency of professional schools is measured by their ability to respond to the "social order"—a set of complex requirements established by the state, industry employers, and the evolving structural needs of society. As technology cycles shorten, the traditional multi-

year vocational training model often becomes obsolete before students even reach graduation. Consequently, the **intensification of the educational process** has emerged as a critical pedagogical necessity.

Intensification involves maximizing the results of training within a fixed timeframe through the introduction of innovative technologies, psychological mobilization of learners, and the elimination of redundant information. This article seeks to analyze how professional schools can restructure their pedagogical frameworks to satisfy the current social order while maintaining high standards of specialist training in an increasingly competitive global labor market.

Theoretical framework and practical strategies.

The intensification of the educational process in professional schools is deeply rooted in the concept of **pedagogical optimization**. Unlike extensive growth—which seeks to improve results by simply increasing credit hours or physical resources—intensification focuses on the qualitative enhancement of the interaction between the educator and the student. At the heart of this process lies the "social order," which today emphasizes the development of "soft skills" (communication, critical thinking, adaptability) alongside "hard skills" (technical mastery). To realize this order, professional schools must shift toward a **competency-based approach**, where educational content is strictly derived from the actual functions performed in the modern digitalized workplace. This ensures that every hour spent in the classroom or laboratory contributes directly to the student's professional viability.

A primary strategy for intensification is the **modular-block organization of curricula**. By breaking down complex vocational subjects into autonomous, skill-specific modules, schools can provide a more flexible and concentrated learning experience. Each module represents a complete cycle of learning—from theoretical input to practical mastery and competency assessment. This structure allows for a higher density of information transfer and enables

students to see the immediate practical application of their knowledge, which significantly boosts motivation. Furthermore, the integration of **Information and Communication Technologies (ICT)**, such as virtual simulators and AI-driven personalized learning platforms, accelerates the acquisition of technical skills. Simulators, in particular, allow students to undergo intensive "trial and error" cycles in a risk-free environment, reducing the time required to reach professional proficiency by up to 30-40%.

The realization of the social order also requires a **stronger integration of education and industry**, often manifested through "dual education" systems or public-private partnerships. In this model, intensification occurs through the synergy of academic theory and industrial practice. When students spend a significant portion of their training on the production floor, the learning process becomes inherently more intensive because it is driven by real-world deadlines, authentic technical challenges, and the actual professional standards of the employer. This "immersion" technique ensures that the social order—defined by the employer's need for "job-ready" graduates—is fulfilled not just in theory, but through measurable practical output.

However, intensification is not solely a technical task; it is also a psychological and cognitive one. It requires the **activation of the learner's internal potential**. Modern professional education must employ methods that stimulate active thinking, such as case studies, project-based learning (PBL), and collaborative problem-solving. These methods increase the "internal pace" of the educational process by requiring students to synthesize information rapidly and apply it to complex, multi-dimensional scenarios. When students are motivated by a clear understanding of their future professional trajectory, their capacity to absorb and process information increases, leading to a more intensive and productive learning experience.

Conclusion

The intensification of education in professional schools is the only viable path to meeting the sophisticated social order of modern society. By optimizing pedagogical structures, leveraging digital tools, and synchronizing with industry requirements, professional schools can transform from static institutions into dynamic hubs of human capital development. The realization of the social order depends on the ability of the educational system to produce specialists who are not only technically proficient but also intellectually agile. Ultimately, intensification serves as the bridge between the academic classroom and the high-speed requirements of the modern labor market, ensuring that professional education remains a powerful engine for socio-economic progress and individual career success.

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