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# THE SOCIAL AND PEDAGOGICAL FUNCTION OF HIGHER EDUCATION INSTITUTIONS IN THE UPBRINGING OF THE MODERN SPECIALIST

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**Abstract**
The article proposes the socio-pedagogical function of a technical university as an independent object of pedagogical research. The essence of this function is substantiated, and the dynamics of its transformation depending on socio-cultural conditions are identified. It is demonstrated that the development of the socio-pedagogical function is associated with changes in role positions, goal orientation, and the profile-industry direction of educational activities. A socio-pedagogical approach to the upbringing of a specialist in a higher education institution is justified, which defines a strategic process of continuous movement toward the desired outcome — the ideal image of a modern specialist. The model of the specialist is dynamically formed based on the demands and expectations of the subjects of socio-economic activity (the state, society, academic staff, students, and university graduates), who create the components of a dynamically evolving model (competencies, competences, and personal qualities). This model generates the goals of education and determines the qualitative parameters of the university's educational environment. It is established that the components of the model of a new socio-cultural type of specialist are determined by the historical and genetic development of pedagogical concepts that describe professionally significant characteristics of a specialist's personality. These components must be consistently present in the process of modeling the professional and personal qualities of a specialist across different periods of the development of the professional education system and should not be solely determined by the regulatory frameworks of the current period. The competence-based model of a specialist of a new socio-cultural type genetically encompasses competences, competencies, and personal qualities.

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**Keywords**: Competence, competencies, personal qualities, educational process, conceptual framework, constructive specialist, invariant factors.

## Introduction

The modern stage of societal development is characterized by actively unfolding innovation processes. Accordingly, the perspective on the place and role of the individual in an innovation-driven society is also changing. One of the key factors of social progress is the readiness of both public and individual consciousness for change, for active participation in these changes, and for the acceptance of novelty as a value. In such a society, the process of professional education, which shapes the modern specialist, gains particular significance. The professional activity of the modern specialist is characterized by the necessity of participating in innovative processes under new socio-cultural conditions. In this regard, the role of the professional education system in preparing contemporary specialists is undergoing transformation. What becomes important is not only the acquisition of current professional competencies, but also the creation and assimilation of new socio-cultural values[1-3]. In this process, the system of upbringing within modern higher education institutions plays a significant role. By shaping the educational environment for specialist training, the educational institution fulfills a socially and pedagogically significant function of upbringing.

In this context, the study of the socio-pedagogical function of higher education institutions in nurturing modern specialists is of particular importance for Uzbekistan. This research relies on the integration of interdisciplinary knowledge and requires a comprehensive analysis of current issues and contradictions at the socio-pedagogical, theoretical, and methodological levels.

## METHODS

In the context of modern Uzbek society, there is a need to reconsider the functional role of the educational component within the system of professional education. As a social institution, professional education in Uzbekistan is responsible for developing the personal and professional potential of individuals and must continuously update the content and goals of its socio-pedagogical function in response to changing societal needs and development priorities. In this research,

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the socio-pedagogical function of a university in Uzbekistan is regarded as its transformative role within society, aimed at fostering socially constructive interaction among all participants in the educational process. This interaction supports the formation of active, socially responsible specialists who are committed to lifelong learning and the continuous development of their socio-personal competencies in the face of changing socio-cultural conditions. An important integral characteristic of specialists in the context of Uzbekistan's modern development can be the model of their socio-personal competencies—defined as generalized ways of acting that enable effective engagement in educational, cognitive, and professional social activities.

The growing need of Uzbek society for graduates of a new socio-cultural type—those equipped with essential socio-personal competencies—underscores the socio-pedagogical importance of this study. The social interaction of participants in the educational process shapes the graduate of a technical profile of a new socio-cultural type, who demonstrates a high level of personal and professional development aimed at self-transformation and the transformation of the surrounding environment. This specialist is oriented toward the quality of the final product, capable of making moral choices, working in a team, taking responsibility for their health, understanding the impact of their work on nature and society, and possessing a high level of socio-personal competence, which defines the vector of their development in changing socio-cultural conditions.

The upbringing of a specialist in a higher education institution is considered a holistic process, complex and multifaceted in nature, with many structural elements that are also processes in themselves. These elements require the application of methods from various sciences, including economics, sociology, psychology, cultural studies, psychophysiology, political science, medicine, and others. The essence of the interdisciplinary approach, as a set of techniques and methods in the study of the research object, implies the consideration of the pedagogical essence of the process of specialist upbringing in higher education within various contexts of related sciences. This allows for maintaining the integrity of understanding the process of upbringing as an object of pedagogical knowledge, which is regarded as one of the sections of pedagogical science, in combination with the contextual dimensions of other sciences. Interdisciplinary contexts of related sciences enable the study of various elements of the holistic educational process in higher education

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institutions as independent processes, the peculiarities and regularities of which are governed by the principles of other sciences.

One of the main interdisciplinary substantive contexts that determine the development process of the research object in social time and space is the socio-cultural conditions, which can only be effectively studied within the framework of an interdisciplinary approach. In this research, socio-cultural conditions are understood as a holistic, interconnected set of economic, political, cultural, natural-ecological, and other conditions. These conditions are characterized by the significant influence of the environment in which the educational activity takes place.

Economic conditions for the implementation of educational activities in higher education institutions today are determined by the complex conditions of the transformation of Russian society towards improving the quality of life and the orientation of the economy towards an innovative development path. The analysis of living standards and income structure of the population, health of the population, the situation in education, science and culture, the ecological situation, demographic and migration trends, the labor market situation, and the problems of youth employment, social well-being, and social attitudes of Russians allows us to characterize the current conditions for carrying out educational activities in higher education institutions in the country as unfavorable.

Student youth has been and remains a discriminated group in the labor market – invisible to official statistics. The Labor Code of the Republic of Uzbekistan regulates the employment of full-time university students in such a way that the young person is forced to choose the latter role, "worker," which is less prestigious in social terms but more economically advantageous, rather than the "student" role. Official statistics show that youth aged 24-29 is a constant segment of the unemployment structure.

Cultural studies analysis of the technology, methods, and techniques of constructing the educational process has revealed the psychological-pedagogical, informational, and material-technical conditions that influence the cultural development and self-development of students in the educational environment of higher education institutions.

The involvement of sociological tools allows for the investigation of the socio-cultural portrait of modern students, which is relevant for the educational process

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in higher education institutions and enables the determination of strategies for educational interaction.

The social development of students has a concrete-historical nature. Modern students were formed during a period of profound social transformations and the establishment of new statehood. The radical changes in the living conditions of society as a whole were not merely the background for student youth but their very life (for it was during these 20 years that the generation of "children of perestroika" became students). The situation is further complicated by the fact that these changes turned out to be much longer and far less effective than expected. The dynamically changing social situation in the development of modern students necessitates monitoring studies.

## RESULTS

The definition of the social well-being of student youth is the subject of research in sociology and psychology. Modern youth sociology directs pedagogy to the study of the value-motivational component of the student's personality, their social well-being, worldview, mood, life plans, and perceptions of life success, as well as their attitudes and value orientations. The study of students' social well-being, integrating sociological and socio-psychological approaches, allows it to be interpreted as the result of an individual's awareness and experience of the meaning and significance of various aspects of life, thus emphasizing the subject's activity, self-assertion, and self-realization.

Research conducted with the author's participation has revealed the specificity of the axiological sphere of students in technical higher education institutions[4-5]. The core of the value consciousness of students in both technical and humanities fields is largely the same: family (67% and 69%), health (62% and 58%), and friends (46% and 41%). However, the value of money (54% and 41%), material well-being, and owning a business is significantly higher for students in technical fields. It occupies the third position in the value hierarchy. This same position in the hierarchy for students in humanities fields is taken by the value of work that aligns with personal interests. Compared to students in technical universities, humanities students place greater value on creativity, the realization of their abilities (37% vs. 33%), and beauty (19% vs. 14%).

The study also revealed that the field of study influences the structure of

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professional expectations: students in technical fields value connection with modern technology, the latest technologies (22%), the opportunity to earn high wages (65%), and the opportunity to work in a friendly team (40%), while students in humanities fields prioritize the creative nature of work (54%) and job suitability to their abilities (35%).

Sociological studies of the socio-cultural portrait of youth clearly show the social and cultural separation of young people. In combination with natural protest sentiments, youthful maximalism, and the need to stand out during self-identification, this can lead not only to the loss of a young person's potential for innovative development but also to the dominance of negative life strategies and a tendency toward deviant behavior (crime, alcoholism and drug addiction, suicidal behavior, prostitution).

The cause of deviant behavior is explained from the perspectives of psychology, biology, sociology, and cultural studies. The biological and psychological explanation of deviance is mainly related to the analysis of the nature of the deviant personality, while the sociological explanation takes into account social and cultural factors based on which individuals are considered deviant. In the cultural studies explanation of deviance, the emphasis is placed on analyzing the significance of cultural values.

Studies of deviations in the socialization processes of student youth require the examination of factors influencing the health of the younger generation, which highlights the relevance of biological, psychological, and psychophysiological knowledge. Research results in the fields of psychophysiology and social medicine have revealed current negative trends in the deterioration of students' health during their time in higher education institutions, related, for example, to the use of psychoactive substances.

The role of psychological knowledge and various branches of psychology—such as developmental, social, educational, engineering psychology, and personality psychology—within a personality-oriented approach to education is fundamental, as it helps to define the foundations of the educability of students, linked to the orientation of the individual's personality and the psychological patterns of its development during the student age, when the stability of most mental functions is achieved. It is at this stage of ontogenesis that the individual becomes the subject of self-education, which is a necessary prerequisite for the personality-oriented

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focus of higher education. The personality-oriented approach to education, based on the socio-activity understanding of the nature of the individual as the central concept of domestic psychology, aims to maximize the educator's support in the formation and development of the students' personality. This occurs through building collaborative activity between the educator and students on the principles of cooperation and understanding, acceptance, and providing psychological support when necessary. The real educational process is organized using a system of tools and methods that are consistent with the principles of personality-oriented education.

The interdisciplinary approach, which allowed for the identification of various disciplinary contexts in the study of the process of educational activity in universities, made it possible to form different historically defined models that collectively describe the mutual influence of the educational process and socio-cultural conditions. The educational activity of a university, in the interdisciplinary context, transforms into a kind of generalized socio-pedagogical function of the university in society, which has various forms of model representation.

The Soviet model (1917-1985) – implementation of the function within the system of party and Komsomol activities. The main characteristic of this period was the state's order for the ideological preparation of young Soviet citizens and the strict regulation by the government of educational institutions and student organizations (Komsomol, student unions, student brigades). There was a process of state planning for the volume and quality of professional training for the national economy. Professional educational institutions closely interacted with base enterprises, the primary employers of personnel.

The model of the first transitional period (1986-1991) is characterized by a weakening of the ideological role of the state, the emergence of new economic trends in the country, the process of democratization of public-political life, and the introduction of paid educational services. The implementation of the socio-pedagogical function of universities was significantly influenced by the following factors: the autonomy of universities in solving content and economic issues, the search for non-budgetary sources of funding, the freedom of teachers in choosing teaching technologies and content, the emergence of competition in the educational space, and the lack of partnerships with employers.

The corporate model (1992-1995) is associated with the near-complete transfer of

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responsibility for the implementation of the socio-pedagogical function from the state to the university level. According to the "Law on Education," education is defined as "a purposeful process of teaching and upbringing in the interests of the individual, society, and the state..." This indicates the weakening of the educational component in the implementation of the socio-pedagogical function at the university.

The model of the second transitional period (1996-2006) is associated with the formation of a legislative framework for regulating the socio-pedagogical function by the state and the increasing role of the educational process in the implementation of the socio-pedagogical function at universities. Thus, the "Law on Education" was amended, and in the revised edition, education is understood as "a purposeful process of upbringing and learning in the interests of the individual, society, and the state...". Corresponding additions were also made to the "Law on Higher and Postgraduate Professional Education." The State Program for Education Development highlighted the need for "strengthening the educational function in the formation of citizenship, diligence, respect for human rights and freedoms, for the Motherland, family, and the surrounding nature," as well as "restoring the educational functions of educational institutions and the education system as a whole in the new conditions." The National Doctrine of Education defines the goals and objectives of education and upbringing, including ensuring historical continuity between generations, preserving, disseminating, and developing national culture, and nurturing patriots. According to this document, three indicators are subject to evaluation: the presence of conditions for extracurricular work with students in the educational institution, the level of organization of educational work with students, and the formation of incentives for personality development.

The modern transitional model of integrating universities into the international community in the context of the transition to an innovative economy, the direction and main trends of which were set by the processes of the country's integration into the global community, the processes of globalization in the economic, socio-political, and other spheres, and Uzbekistan's joining the Bologna Declaration, is characterized by the following main features in the implementation of the socio-pedagogical function of universities at this stage: close and inseparable interaction between the state, society, employers, and educational institutions. Currently, there

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is an objective shift of focus from public education to self-education and self-development of the individual. This innovative process reflects the influence of democratic processes in society, economic liberalization, and the involvement of youth in new social conditions. At this stage, the main principles of the development of educational systems in educational institutions are: the connection of education with the reality of modern life, an activity-based approach to education that takes into account the student's future profession, the implementation of the principle of the alignment of the interests of society and the individual, the humanistic nature of the system of general and specific goals, tasks, and directions of education, unity of education and self-education; simultaneous educational impact on the student from various educational and social structures to form a harmonious personality, consistency and continuity of forms, methods, and means, and the creative and humanistic orientation of the educational process.

The implementation of the socio-pedagogical function of universities in the context of the modern period model, with respect to student youth, contributes to the preparation of a professionally and culturally oriented personality, possessing worldview potential, abilities for professional, intellectual, and social creativity, and equipped with developed professional and socio-personal competencies that correspond to the changing socio-cultural conditions.

Education, as a social institution, performs a specific set of functions aimed at meeting certain societal needs. These needs, refracted through the social interests of society and its various groups, take the form of social orders. Social orders change due to socio-cultural dynamics, which is often the cause of numerous reforms and public dissatisfaction with the education system[5-6]. By fulfilling social orders, education performs the following main functions: the transmission of socio-cultural experience and the formation of new ideals, spiritual values, and moral norms; the formation of an intellectual, creative, and professional societal elite, prepared for innovative activities and solving non-standard tasks; continuous education, offering opportunities to update one's knowledge, improve qualifications, and change professions.

The education system influences the social structure of society in three main directions: first, as one of the factors of social mobility, offering the opportunity to move from one social group to another; second, as a mechanism for reproduction. Currently, the importance of the third direction of influence on the social structure

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of society is increasing: the formation of a socially active personality, ready and capable of socially transformative activity. The integration of modern technical universities into the socio-cultural space of not only the city, region, but also the global community, along with the ever-increasing demands on graduates of technical universities, requires a qualitatively new understanding of the reality of educational activities. In connection with the strengthening of the positions of humanistic education, the tasks of designing a new educational environment arise, one that is a multidimensional space, adequate to the modern needs of university graduates and employers, and in line with the trends in the development of contemporary culture, economy, industry, and technology. Therefore, a flexible combination of ideas of social construction of reality and environmental approaches to education is required, focusing on the development of socially constructive interaction, a creative atmosphere, and humanistic communications in educational systems.

We introduce the pedagogical concept of the "educational environment" of a technical university, which is defined as a technically and creatively oriented educational environment, i.e., an environment for the professional and personal development of a student focused on professional activities in the technical field. The impact of the "environment-subject" is always directional, and this direction is set by a specific list of relevant tasks. In the current conditions of the educational activities of technical universities, this vector is primarily defined by the requirements set for graduates by society and employers. The socio-pedagogical function of the university in shaping the subject qualities of graduates lies in the creation of an educational environment within the university that provides the student with real opportunities for the expression of social activity. The structure of the technically and creatively oriented educational environment, proposed by the author, consists of 7 microenvironments: self-management in social and professional engineering activities, scientific and technical creativity, cognitive-creative activity, environmental education, humanization of technical education, innovative design and entrepreneurship, and pedagogical education for teachers and curators.

A humanizing factor in the formation of the technically and creatively oriented educational environment of a technical university is student self-governance. The system of student self-governance in a university consists of its subjects (the

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student environment, student self-governance bodies, educational structures influencing the student environment, the personality of the leader); relationships within the activities of student self-governance, the goals and content of the interaction between the subjects of student self-governance, organizational forms, methods, and means of this interaction. Organizational and pedagogical conditions for the effective functioning of the student self-governance system are differentiated. Long-term research on student activism in universities in our country proves the increasing role of the educational potential of student self-governance in shaping the personal qualities of graduates.

The changes occurring in our legislation in recent decades create a fundamentally new situation where each pedagogical team has the opportunity to independently model and implement educational systems at universities that are adequate to the changing cultural-historical and socio-economic conditions of the country and region. We conducted an organizational-conceptual analysis of the educational systems and concepts of educational activities in 30 universities, which revealed the traditional two-component structure of the educational system (extracurricular and social activities), the disconnection of the educational process from the innovative educational activities of universities, and the declarative nature of educational work concepts. The educational activity concepts do not take into account the specialization and sectoral affiliation of the universities, sociological monitoring data on the socio-cultural characteristics of specific student groups, and current student issues. Attempts to apply principles and mechanisms of managerial activity (quality management systems) to educational activities are formal in nature.

The strategies for innovative transformations that have had the greatest impact on university educational activities in the last decade are the introduction of a competency-based approach and the creation of quality management systems for educational activities. Both of these strategies are responses to the "managerial revolution" in science and a result of the expansion of market relations in scientific and educational institutions.

The analysis shows that in the practice of universities, the educational process is not integrated into the development of students' competencies. University processes are divided into educational, research, and managerial aspects, and the work of implementing the competency-based approach is limited to the formation

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of new generation educational standards and additional professional education programs.

A fundamental change in perceptions of universities in the spirit of the ideology of quality management brings up the issue of the satisfaction of both external and internal consumers with the quality of student education. The application of quality management theory and tools to the educational process has, firstly, introduced employers and society as external consumers of the educational service, not only at the level of declarations and calls but directly institutionally. Secondly, it has provided a new perspective on the organization of feedback from students, teachers, and the socio-cultural environment. The conclusion drawn from the implementation of the quality management system in educational activities is that there is a need for the integration of two innovative strategies into one and the construction of a modern educational system using the full arsenal of both the competency-based approach and the philosophy of quality management.

The development of the competency model was carried out within the framework of the competency-based approach methodology, which orients the multi-level education system towards preparing graduates of a new socio-cultural type for the innovatively developing economy of the country. The model of the graduate of the new socio-cultural type is considered the scientific basis for designing and managing the educational activities of higher professional education institutions[7-8].

The strategy for organizing the process of modeling the image of a specialist of the new socio-cultural type as the basis for the formation of the model in terms of the process and outcome of education involved a longitudinal pedagogical study, based on the actualization of challenges and demands from the interested stakeholders in the university's educational activities. In our study, a "challenge/order" refers to the collective requirements or assignments from these interested stakeholders, the fulfillment of which would allow for the cultivation of a modern specialist for the innovative economy of the country. The stakeholders in the study include: the state, society, employers, the university in the form of administration and faculty, students – future specialists, and working graduates.

The overall methodological approach to organizing the longitudinal pedagogical study from 1995 to 2009 was focused on studying the image of a specialist of the new socio-cultural type in terms of education. Within the chosen strategy, localized

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studies were conducted over different periods of time, highlighting various aspects of educating the graduate of the new socio-cultural type. The number and time localization of experimental studies were determined by the period of greatest relevance of challenges/orders from the main stakeholders in the education process. The study of personality traits significant for professional activity, as well as the value and professional orientations of students, aimed at managing the educational activities, remained important throughout the entire period of the research. Therefore, the research was conducted every 4 years - in 2005, 2009, 2013, 2017, and 2021.

In connection with the implementation of the Bologna Declaration and the transition to a competence-based approach in the system of multi-level training of specialists, the study of the competence and competencies of graduates has become highly relevant. Accordingly, research into these components of the educational outcome is being conducted and has been conducted for samples of all interested consumers and participants in the educational process: students, working graduates, employers, administrators, and teaching staff - from 2000 to 2023.

The design of the model of a specialist of the new socio-cultural type was based on the updating of the conceptual and terminological apparatus, which required conducting a historical-genetic analysis of the process of forming pedagogical categories that make up the methodological foundation of the model. The historical-genetic analysis process was carried out simultaneously with the longitudinal pedagogical study. This determined the specificity of selecting pedagogical concepts, the content of which adequately describes the desired image of the specialist of the new socio-cultural type. Based on the degree of formation and social acceptance of the emerging pedagogical concepts, we have identified three periods for the selection of its main components in order to justify the conceptual apparatus of the model: 1970-2001 - the stage of conceptual uncertainty; 2002-2007 - the stage of conceptual diversity; from 2008 to the present time - the stage of state legislative consolidation of concepts.

The criteria for selecting the concepts of the main components of the model were based on the principles of completeness of description, adequacy, functionality, and the dynamics/mobility of formation. The pedagogical categories that were most in line with the goals of the research, and which most fully and functionally describe the image of the specialist of the new socio-cultural type, were the

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concepts of personality quality, competence, and competency. We have presented the process of historical-genetic analysis of the formation of the content of the concepts of personality quality, competence, and competency. The scientific sources for the historical-genetic analysis were scientific studies, normative documents, and project research.

The concepts of personality quality, competence, and competency, which have been continuously developing over the three identified periods from 1970 to the present, most fully meet the principles of selection as components of the model of a specialist of the new socio-cultural type. The model formed in the research does not exclude any of the components—concepts that are "historically outdated." Excluding any of the components leads to an incomplete and partial description of the complex process of educating the specialist of the new socio-cultural type[9-10].

For the call/order of various stakeholders in the educational process, each component performs its functional role. For the employer, the most functional concept is competence, for the student, it is personality quality, and for the academic staff and administration, it is competency.

The concepts describing the main components of the model develop dynamically and flexibly, without losing their significance in the education of the modern specialist throughout the entire period of the study. Limiting the use of only one of these components, such as competencies, which have been legally enshrined in the current period, and not using previously experimentally researched competencies and personality traits, would lead to insufficient scientific justification of the model being developed.

The approach to forming requirements for the educational component of the engineering education outcome in an innovatively changing society was the integration of essential characteristics of socio-personal competence, competencies, and the qualities of a competitive personality of an engineer—not only as a professional but also as a citizen, possessing spiritual and moral qualities, and skillfully using their education for the benefit of individuals and society.

The historically and genetically defined content of the main concepts describing the components of the model of a specialist of the new socio-cultural type is as follows:

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Socially significant competence refers to an integral characteristic of a person, reflecting their ability and readiness to realize and enhance their personal potential, effectively solve both standard and non-standard professional and life tasks, and respond to the challenges of the modern innovative economy and changing socio-cultural environment. It also encompasses a high level of socialization, cooperation, and influence on society and the socio-professional environment.

Competence is the ability to apply knowledge, skills, and personal qualities for successful activity in a specific field.

Personal qualities refer to the set of individual and socially typical traits, stable states, and properties that predetermine a person's behavior in the changing socio-cultural and professional environment. These qualities determine the productivity of a person's multi-faceted activities as a subject of self-change and a constructor of social relations.

One of the hypothetical assumptions tested during the experimental and empirical work was the following: the competency model of a specialist of the new socio-cultural type is described by historically and genetically defined concepts—personal qualities, competencies, and competences—which are components of the model consisting of structurally and substantively variable elements. The model has a dynamic additive nature, where components are united by pedagogically significant connections with an integral character. The model is dynamic, and the elements that make up the components continuously change based on changes in socio-cultural conditions.

The methodology of the longitudinal pedagogical study consisted of forming a set of the main elements of the components of the model—competencies, competences, and personal qualities—presented in various works and authorial studies, reflecting the image of a specialist of the new socio-cultural type in terms of education. The initial set included a list of elements: 198 competencies, 16 competences, and 10 personal qualities. The currently updated final set represents a list of elements that also meet the previously identified principles of selection: completeness of description, adequacy, functionality, and dynamism/mobility of formation, and consists of 99 competencies, 16 competences, and 10 personal qualities[11-12].

The result of the formation of the model is described based on a set of attributes for the formation of the competency model—descriptors as qualitative characteristics

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of the future elements of the model. The characteristics of the descriptors are presented in three blocks corresponding to the components of the model. For the greatest functional convenience in modeling, a system of coding the main elements (descriptors) of the model components was introduced. The coding system also reflects the interconnections between the blocks—the components of the model.

An analysis of the internal interconnections of the model's components revealed its integral nature. All components of the model are in a state of complex dynamic interrelations. The use of sociological and statistical analysis methods allowed for the identification of the pedagogical significance of the interconnections between the model's components, which is described through three categories: direct connection—conscious choice of the subject of the element of the model; feedback—ignoring the subject of the element of the model; significance—the degree of satisfaction with the challenge/order of the subject, determined by the significance coefficient (k), which is measured from 0 to 1.

To determine the nature of their interrelations, representative sample research methods were used, and statistical methods were applied to establish the degree of statistical correlation between the variables using Spearman’s rank correlation coefficient with the SPSS for Windows v.13.0 program. To check the validity of the relationship between the variables of competencies and competences, we calculated regression equations (linear regression) between competencies, competences, and personal qualities. The identified quantitative and qualitative characteristics of the relationships between elements confirmed the hypothesis of their integral nature.

For example, the "linguistic-communicative" competency is related to components of other competencies associated with it by the type of professional activity—"organizational-management" (direct connection, k = 0.166) and "social interaction" (direct connection, k = 0.163).

Similarly, the personal quality of "initiative" is connected with the competencies of "organizational-management" (direct connection, k = 0.333) and "general cultural" (direct connection, k = 0.225), as well as competencies such as "willing to become a worthy citizen of their country, improves and follows general principles, laws, and norms" (direct connection, k = 0.173) and "possesses the technology for conducting major types of business communication" (direct connection, k = 0.162).

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The hypothesis of the dynamic and additive nature of the model has also been confirmed. The list of elements at this period may change not only depending on the socio-cultural conditions of the environment but also due to the dynamics of the challenge/order from the stakeholders—employers, teachers, students, and graduates.

The analysis of the experimentally identified components of the competency-based model of the specialist of the new socio-cultural type allowed its specification in functional and sectoral aspects. Based on experimental research, it is proposed to reflect the image of a graduate of the new socio-cultural type through the concepts: for technical professionals, the concept of "socially-constructive specialist," and for humanitarian professionals, the concept of "cultural-transforming specialist."

The analysis of the model's implementation based on the selection of 4 subjects and state documents revealed significant differences between the structure of the components of the model for technical and humanitarian specialists (universities).

The statistical significance of the differences was identified and then interpreted, determined by the probability of error: the lower the probability of error (1%, $p < 0.01$ compared to 5%, $p < 0.05$), the greater the difference between the values of the variables.

The analysis of competencies and personality traits, in which the most significant differences manifested, allowed for the differentiation of the model of the specialist of the new socio-cultural type for technical and humanitarian profiles. The content analysis of the components of the model enabled the introduction of working titles for both types of specialists—the model of the socially-constructive specialist and the model of the cultural-transforming specialist.

The terms "socially-constructive" and "cultural-transforming" are not opposites but rather reflect the specific focus of future professional activities. The socially-constructive specialist of the technical profile, especially in innovative activities, contributes to the overall transformation of technological and other cultural characteristics of society. Similarly, the cultural-transforming specialist, whose specialization is in the humanitarian sphere, also contributes to social constructivism through the development of new social technologies, the design of social organizations, and so on. Despite the conditionality of the division, the variation of competencies, competencies, and personality traits for specialists of both types shows significant differences.

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## CONCLUSION

The concept of the "socio-pedagogical function of universities" is explored as a pedagogical category, understood as the transformative role of universities in society, ensuring the process of educating modern specialists in the context of socio-cultural changes, influenced by socio-economic development factors.

It is established that the dynamics of the socio-pedagogical function of universities in educating students, depending on socio-economic development factors and changing socio-cultural conditions, can be represented in the following forms of model manifestation:

Soviet Model (1917–1985): During this period, the functions were implemented at the level of party and Komsomol activities. The main characteristic of this period was the state order for ideological training and strict regulation of educational institutions and student organizations by the state.

First Transitional Model (1986–1991): This period is marked by the weakening of the state's ideological role, the emergence of new economic trends in the country, the democratization of public-political life, and the autonomy of universities in resolving content and economic issues.

Corporate Model (1992–1995): During this period, responsibility for implementing the socio-pedagogical function shifted almost entirely from the state to universities.

Second Transitional Model (1996–2006): This period saw the formation of a legislative framework regulating the socio-pedagogical function of the state, as well as the increased role of the educational process in implementing the socio-pedagogical function of universities. It also involved the restoration of the educational functions of institutions in new conditions.

Modern Transitional Model of Integration (2007–present): This model is associated with Uzbekistan's accession to the Bologna Declaration, Russia's integration into the global community, and the increasing importance of the unbreakable interaction between the state, society, employers, and educational institutions in implementing the socio-pedagogical function of universities. The emphasis objectively shifts from public education to self-education and self-formation of the individual.

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