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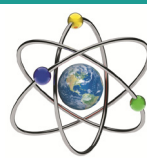
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalar va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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PROFESSIONAL COMPETENCE OF SPECIALISTS WORKING WITH OLDER ADULTS: CONCEPTUAL REQUIREMENTS

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Abstract: The accelerating demographic transition towards population ageing has transformed the preparation of specialists who serve older adults from a marginal training issue into a central concern of social policy. This article reconstructs the conceptual architecture of professional competence in gerontological practice, drawing on four decades of scholarship in social gerontology, geriatric medicine, social work and adult education. The study applies a theoretical-analytical design: normative documents, competence frameworks and empirical findings published between 1970 and 2025 are compared in order to isolate the invariant components of such competence. The analysis yields a five-domain model that unites knowledge of ageing processes, instrumental skills, communicative capacity, ethical maturity and reflective self-regulation. It is argued that gerontological competence cannot be reduced to a checklist of procedures; it emerges as an integrative personal quality that develops through continuing professional education, supervised practice and sustained contact with older people themselves. The findings may inform curriculum design in universities that prepare social workers, nurses, psychologists and care managers.

Key words: professional competence, gerontology, older adults, social work, ageism, continuing education, care quality.

Annotatsiya: Aholining qarishi tomon jadallashayotgan demografik o'tish keksa yoshdagi insonlarga xizmat ko'rsatuvchi mutaxassislarni tayyorlash masalasini chekka o'quv muammosidan ijtimoiy siyosatning markaziy masalalaridan biriga aylantirdi. Ushbu maqolada ijtimoiy gerontologiya, geriatrik tibbiyot, ijtimoiy ish va kattalar ta'limi sohalaridagi qirq yillik ilmiy tadqiqotlarga tayangan holda gerontologik amaliyotdagi kasbiy kompetensiyaning konseptual arxitekturasini qayta ko'rib chiqiladi. Tadqiqotda nazariy-tahliliy yondashuv qo'llanilgan: 1970-2025-yillarda nashr etilgan me'yoriy hujjatlar, kompetensiya modellari va empirik tadqiqot natijalari mazkur kompetensiyaning invariant tarkibiy qismlarini aniqlash maqsadida qiyoslanadi. Tahlil qarish jarayonlari haqidagi bilimlar, instrumental ko'nikmalar, kommunikativ salohiyat, axloqiy yetuklik va refleksiv o'zini o'zi boshqarishni birlashtiruvchi besh domenli modelni aniqlaydi. Gerontologik kompetensiyaning muayyan amaliyotlar ro'yxatiga qisqartirib bo'lmazligi asoslanadi; u uzluksiz kasbiy ta'lim, nazorat ostidagi amaliyot va keksa insonlarning o'zlari bilan muntazam muloqot qilish orqali rivojlanadigan integrativ shaxsiy sifat sifatida namoyon bo'ladi. Tadqiqot natijalari ijtimoiy xodimlar, hamshiralar, psixologlar va parvarish bo'yicha menejerlarni tayyorlaydigan universitetlarda o'quv dasturlarini ishlab chiqishda qo'llanilishi mumkin.

Kalit so'zlar: kasbiy kompetensiya, gerontologiya, keksa yoshdagi insonlar, ijtimoiy ish, eyjizm, uzluksiz ta'lim, parvarish sifati.

Аннотация: Ускоряющийся демографический переход к старению населения превратил подготовку специалистов, работающих с пожилыми людьми, из второстепенной проблемы профессионального обучения в один из центральных вопросов социальной политики. В данной статье реконструируется концептуальная архитектура профессиональной компетентности в геронтологической практике на основе четырёх десятилетий научных исследований в области социальной геронтологии, гериатрической медицины, социальной работы и образования взрослых. В исследовании применяется теоретико-аналитический подход: нормативные документы, модели компетенций и результаты эмпирических исследований, опубликованные в период с 1970 по 2025 год, сопоставляются с целью выявления инвариантных компонентов данной компетентности. Анализ позволяет выделить пяти-доменную модель, объединяющую знания о процессах старения, инструментальные навыки, коммуникативные способности, этическую зрелость и рефлексивную саморегуляцию. Обосновывается, что геронтологическая компетентность не может быть сведена к перечню процедур; она представляет собой интегративное личностное качество, развивающееся посредством непрерывного профессионального образования, практики под супервизией и постоянного взаимодействия непосредственно с пожилыми людьми. Полученные результаты могут быть использованы при разработке учебных программ в университетах, осуществляющих подготовку социальных работников, медицинских сестёр, психологов и менеджеров по уходу.

Ключевые слова: профессиональная компетентность, геронтология, пожилые люди, социальная работа, эйд-жизм, непрерывное образование, качество ухода.

INTRODUCTION

Few social processes of the present century are as predictable, and as poorly prepared for, as the ageing of populations. Demographic projections indicate that the share of persons aged sixty and above will rise from roughly one billion in 2020 to some 2.1 billion by mid-century¹, with the sharpest increases occurring in low- and middle-income states.

What this shift demands is not merely a larger workforce but a differently prepared one. Older clients present a configuration of needs that rarely fits the specialisms of a single discipline: chronic illness intersects with bereavement, restricted mobility with financial precarity, cognitive decline with the wish to remain autonomous. A specialist trained only in procedures will manage such situations poorly, because the decisive variable is judgement rather than technique². It is precisely this observation that has moved the notion of professional competence to the centre of gerontological education.

The present article pursues three objectives. First, it traces how the understanding of competence in work with older adults has evolved since the founding studies of the 1970s. Second, it identifies the structural components that recur across otherwise divergent national frameworks. Third, it proposes an integrative model in which those components are related to one another rather than merely enumerated. The method is conceptual-analytical: rather than generating new empirical data, the study interrogates existing frameworks, curricula and research findings for their implicit assumptions about what a competent practitioner is.

LITERATURE REVIEW

The vocabulary of competence entered professional education through the work of D. McClelland (1973), who argued that conventional intelligence testing predicted occupational success far less reliably than behavioural indicators observed³ in real working situations. Applied to the helping professions, this insight relocated the criterion of quality from what a specialist knows to what a specialist reliably does under conditions of uncertainty.

Gerontology absorbed the idea slowly. R. Butler (1969) had already named ageism as a systematic distortion of professional perception, showing that practitioners' attitudes towards old age operate as a determinant of care quality quite independently of their technical training. B. Neugarten (1974) contributed the distinction between the young-old and the old-old, which undermined the habit of treating persons over sixty as a homogeneous category. Somewhat later, P. Baltes and M. Baltes (1990) formulated the model of selective optimisation with compensation⁴, offering practitioners a developmental rather than a deficit reading of later life. Taken together, these contributions supplied the conceptual ground on which competence frameworks could subsequently be built.

Institutional codification followed in the 1990s and 2000s. The Council on Social Work Education launched its Gero-Ed initiative and, through the work of J. Rosen and S. Zlotnik (2001), produced the first systematic inventory of gerontological competencies for social work. In nursing, P. Benner's (1984) novice-to-expert progression was adapted by the Hartford Institute for Geriatric Nursing to specify what expertise means at the bedside of an older patient. In Europe, the Bologna reforms encouraged learning-outcome formulations, while the World Health Organization's Integrated Care for Older People framework (2017) reframed competence around intrinsic capacity rather than diagnosis⁵. Russian and Central Asian scholarship, represented among others by N. Shakhmatov (1996) and later by O. Krasnova and A. Liders (2002), emphasised the psychological dimension: the practitioner's own attitude to ageing and mortality as a working instrument.

A recurring criticism deserves mention. Several authors, notably G. Cheetham and G. Chivers (1996), warned that competence frameworks tend to fragment professional activity into discrete observable acts and thereby lose the holistic judgement they were meant to capture. This objection is not fatal, but it imposes a requirement on any model proposed today: the components must be presented as interacting facets of a single capacity, not as an inventory to be ticked off⁶.

- 1 United Nations, Department of Economic and Social Affairs. World Population Ageing 2020: Highlights. New York: UN, 2020, pp. 1–4.
- 2 Benner P. From Novice to Expert: Excellence and Power in Clinical Nursing Practice. Menlo Park: Addison-Wesley, 1984, p. 32.
- 3 McClelland D.C. Testing for Competence Rather Than for Intelligence // American Psychologist, 1973, Vol. 28, No. 1, pp. 1–14.
- 4 Baltes P.B., Baltes M.M. Psychological Perspectives on Successful Aging // Successful Aging: Perspectives from the Behavioral Sciences. Cambridge: Cambridge University Press, 1990, pp. 1–34.
- 5 World Health Organization. Integrated Care for Older People: Guidelines on Community-Level Interventions to Manage Declines in Intrinsic Capacity. Geneva: WHO, 2017, pp. 9–15.
- 6 Cheetham G., Chivers G. Towards a Holistic Model of Professional Competence // Journal of European Industrial Training, 1996, Vol. 20, No. 5, pp. 20–30.



RESEARCH METHODOLOGY

The study employed a theoretical-analytical and comparative approach. Normative documents, competence frameworks, curricula and empirical research findings published between 1970 and 2025 were analysed and compared. The analysis focused on identifying the key structural components of professional competence required for specialists working with older adults and integrating them into a unified conceptual model.

ANALYSIS AND RESULTS

Comparison of the frameworks surveyed above reveals a stable core of five domains. They are set out in Table 1, together with their behavioural indicators and the scholarly tradition from which each derives. The domains are ordered from the more codifiable to the more personal, but the sequence carries no hierarchy of importance: deficiency in the fifth domain disables the first four as reliably as ignorance of pharmacology disables clinical practice.

Table 1: Five-domain structure of professional competence in work with older adults

Domain	Substantive content	Typical behavioural indicator	Conceptual source
Gnostic (knowledge)	Biological, psychological and social regularities of ageing; geriatric syndromes; legal entitlements of older citizens	Distinguishes normative ageing from pathology; explains a diagnosis in accessible terms	Neugarten, 1974; Baltes & Baltes, 1990
Instrumental (technical)	Functional and cognitive assessment, care planning, rehabilitation methods, case management	Applies validated screening tools; revises the care plan when status changes	Benner, 1984; WHO ICOPE, 2017
Communicative	Adapted speech, active listening, work with sensory and cognitive limitation, family mediation	Verifies comprehension rather than assuming it; addresses the client, not the accompanying relative	Krasnova & Liders, 2002
Axiological (ethical)	Respect for autonomy, confidentiality, resistance to ageist stereotyping, end-of-life ethics	Obtains informed consent from the person with reduced capacity where possible; refuses paternalistic shortcuts	Butler, 1969; Beauchamp & Childress, 2001
Reflexive (self-regulatory)	Awareness of one's own attitudes to ageing and death, emotional regulation, burnout prevention, supervision	Uses supervision after difficult cases; recognises countertransference in reactions to a client	Cheetham & Chivers, 1996; Maslach, 2001

Two clarifications follow from the table. The gnostic domain is necessary but conspicuously insufficient: surveys of nursing and social work students conducted by M. Kane (2004) repeatedly found accurate factual knowledge of ageing coexisting with strongly negative attitudes towards older clients. Conversely, the reflexive domain is the least teachable through lectures and the most dependent on supervised practice, which explains why programmes that add gerontological content without adding placement hours show only modest attitudinal gains.

If the five domains describe the target state, the question becomes how educational systems attempt to reach it. Table 2 juxtaposes four influential frameworks, each formulated in a different institutional context, in order to show both their convergence and the gaps that remain.

Table 2: Comparison of selected competence frameworks for work with older adults

Framework and year	Institutional context	Primary emphasis	Principal limitation
CSWE Gero Competencies, 2001	Social work education, USA	Assessment, intervention and service coordination across the ageing continuum	Attitudinal and reflexive dimensions weakly operationalised
Hartford Geriatric Nursing Competencies, 2000	Nursing education, USA	Recognition of geriatric syndromes, medication safety, functional maintenance	Confined to clinical settings; limited attention to social context
European Core Competences for Health and Social Care, 2013	Cross-sectoral, European Union	Interprofessional collaboration and continuity of care	Generic formulation; ageing-specific content is thin
WHO ICOPE Competency Guidance, 2017–2019	Global public health	Intrinsic capacity, person-centred goal setting, community-level care	Presupposes infrastructure absent in many systems



The comparison exposes a shared blind spot. All four documents specify what the practitioner should be able to do, yet none specifies the conditions under which such capability is sustained over a career. Burnout research conducted by C. Maslach and M. Leiter (2001) demonstrates that competence degrades under chronic organisational strain⁷, irrespective of initial preparation. A framework that ignores workload, supervision and institutional culture therefore describes an ideal that its own graduates cannot maintain.

The model proposed here treats the five domains as concentric rather than parallel. At the periphery lie the codifiable elements - factual knowledge and technique - which can be transmitted through instruction and verified through examination. Closer to the centre lie communication and ethical orientation, acquired chiefly through modelling and guided practice. At the core stands reflexivity, which cannot be transmitted at all but only cultivated, and which regulates the deployment of everything outside it. On this reading, a specialist who has mastered assessment instruments yet cannot tolerate the presence of decline will apply those instruments defensively, and the client will experience the encounter as processing rather than care.

Three practical implications follow. First, curricula should distribute contact hours according to the teachability of each domain rather than according to disciplinary convenience; the reflexive core requires supervision, not additional lectures. Second, assessment of competence should include observation in situ, since self-report correlates weakly with the attitudinal variables that matter most. Third, contact with older adults must be embedded early and repeatedly, because the evidence assembled since the contact hypothesis of G. Allport (1954)⁸ indicates that structured, cooperative interaction reduces ageist stereotyping more effectively than any didactic intervention.

The limitations of this analysis should be stated plainly. It is conceptual rather than empirical, and the frameworks compared originate predominantly in high-income systems, which constrains their transferability to contexts where care for older people remains largely a family obligation. Validation of the proposed model in such settings - including the post-Soviet space, where institutional gerontological services are still consolidating - remains an open task.

CONCLUSION AND SUGGESTIONS

Professional competence in work with older adults is best understood not as a sum of qualifications but as an integrative quality in which knowledge, technique, communication, ethical orientation and self-regulation condition one another. The five-domain model advanced in this article organises requirements that are scattered across national frameworks and clarifies why programmes limited to informational content produce disappointing results. Ageing populations will not be served adequately by specialists who know a great deal about old age and remain uneasy in its presence; the decisive educational task is therefore to cultivate the reflexive core around which technical capability becomes humane practice.

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8 Allport G.W. The Nature of Prejudice. Cambridge, MA: Addison-Wesley, 1954, pp. 261-282.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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