

The Main Tasks of Developing the Professional Competence of Future Technical Specialists on the Basis of Multimedia Tools

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Annotation: In this article, the assessment of professional competence is based on the essence and characteristics of professional formation. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of boundaries separating social phenomena, their search, uncertainty, which implies observation, the skill of modeling the inner world of the interlocutor. is considered as competence for a certain profession.

Keywords: dynamics, non-standard, observability, competent, influence of boundaries, productive, creative, creative thinking, individual phenomenon.

Introduction. The reforms that are being carried out in today's education are clearly defined as a goal in our research. The relevance of our work is that in the globalized competitive age, we have a great goal to educate young people who can fully respond to the demands of tomorrow, productive and creative thinking, and to this end, we test a number of scientific research and new innovative methods through our own experiences. and we have been using them in our educational process, distinguishing their shortcomings and positive aspects [1]. Today's students of the 21st century, along with the development of time, the abundance of external information, in some sense, imposes a great responsibility on us researchers. is his intellectual and moral development based on purposeful independent activity. In our country, along with the developed countries of the world, in the process of educational reforms, the promotion of independent education is an important direction. The research of the phenomenon of educating the professional competence of the pedagogue has been expressed in the works of a number of scientists. These authors put forward the idea that together with the qualities of professional competence and reliability, they describe the teacher's pedagogical culture as a professional-individual phenomenon. In turn, the concept of professional competence, as stated by V.A. Slastenin, expresses the unity of the theoretical and practical readiness of the pedagogue to carry out pedagogical activities and describes his professional formation. Competence in higher education: spiritual, motivational, intellectual and practical training z-self-development, focused on volitional and emotional self-control. The student acquires methods of activity according to his personal interests and capabilities, which helps him to develop his personal qualities characteristic of a modern specialist, to form his thinking, culture and behavior. The essence of the concept of "competence". In the conditions of market relations, resistance to strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to increase it consistently. So, what is competence? What qualities are reflected in the basis of professional competence? It is necessary for a teacher to be able to highlight the qualities of his competence. In this place, we will talk about these and related ideas. The English concept of "competence" literally means "ability". The content serves to illuminate "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional qualifications, skills and talents." The concept of "competence" entered the field of education as a result of the scientific research of psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and ownership of a plan of action in complex processes". Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires

constant enrichment of specialized knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work. Professional competence is evident in the following cases:

- in complex processes;
- when performing unclear tasks;
- using conflicting information;
- being able to have an action plan in an unexpected situation. A specialist with professional competence:
- consistently enriches his knowledge;
- absorbs new information;
- deeply understands the requirements of the time;
- searches for new knowledge;

He processes them and effectively uses them in his practical work. Below, the essence of the qualities reflected on the basis of professional competence will be briefly explained.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence - preparing for the organization of professional-pedagogical activities, rationally solving professional-pedagogical tasks, realistic assessment of the results of activities, consistently developing BKM, this competence is based on psychological, methodical, informational, creative, innovative and communicative competence. is thrown into z. They express the following content: 1) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in a timely manner. get; 2) methodical competence - methodologically rational organization of the pedagogical process, the correct determination of the forms of educational or educational activities, the ability to choose methods and tools in accordance with the purpose, the ability to effectively use methods, the successful use of tools; 3) informational competence - searching, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively; 4) creative competence - a critical and creative approach to pedagogical activities, the ability to demonstrate one's own creative skills; 5) innovative competence - improving the pedagogical process, improving the quality of education, putting forward new ideas to increase the effectiveness of the educational process, and successfully implementing them into practice; 6) communicative competence - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them. 7. Personal competence - consistently achieving professional growth, improving the level of competence, demonstrating one's inner capabilities in professional activity. 8. Technological competence - assimilation of advanced technologies that enrich professional and pedagogical BKM, ability to use modern tools, techniques and technologies. 9. Extreme competence - in emergency situations (natural disasters, technological process failure), in the event of pedagogical disputes, the ability to make rational decisions, to act correctly [20, 21]. In the works of pedagogical scientists, various aspects and components that allow a wider and more detailed study of competence from a pedagogical point of view have been isolated and studied. S.E. The following definitions of competence are presented by Shishov: - general competence based on knowledge, experience, values and skills acquired through study; - the ability to establish the relationship between knowledge and situations, to find a suitable solution to the problem (it is permissible only if it is demonstrated in a certain

situation [22, 23]. Future professional education formation of teacher's professional competence has a special place among the complex problems in training pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adapting to professional pedagogical activity is becoming more evident. It is necessary to include diagnostic, communicative, management and projective training groups in the essential characteristics of professional training. The pedagogue's cognitive activity is determined in many ways by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world. In this case, the characteristics of self-regulation are characterized by the need to constantly improve one's knowledge and skills, and the ability to strictly coordinate one's behavior towards other people[24]. In the works dedicated to the research of the teacher's professional training ability, it is distinguished by the following types: - special training ability - mastering the professional activity at a sufficiently high level, the ability to plan one's future professional development; - the ability of social upbringing - mastery of joint professional activity, cooperation, as well as the methods of professional communication adopted in this book, social responsibility for the results of one's professional profession. The professional competence of the teacher of vocational education, willful qualities, intellectual potential, emotional qualities, practical skills, interrelation of self-management abilities and individual reflecting the level of socio-cultural activity of the person is formed on the basis of qualities [25, 26]. According to the tradition formed in European countries, professional qualification is the competence of a specialist, and the educational system aimed at its formation is measured by the level of knowledge, skills and qualifications. the following can be recognized as important pedagogical conditions for training: - normative and educational-methodical documents that can meet modern requirements (state educational standard, model curricula, working curricula, model availability of educational programs, work programs, textbooks, study guides, methodological recommendations, additional special literature, instructional tools, lesson plans, projects, etc.); the high level of knowledge, skills and qualifications of teachers, qualified training masters, technical staff, sufficiently developed level of professional competence and having scientific potential; - material and technical aspects of the educational process (educational buildings, educational auditoriums, educational workshops, practical laboratory equipment), information technologies (radio, television, computer, copiers, laboratory equipment) equipment, audio, video, multimedia, simulators, film projectors, slide projectors, video projectors, the availability of a set of technical tools, etc.) and students, as well as the content, direction, unity of goals, etc.) of students' interactions; - consistent, continuous and systematic implementation of organizational and educational-practical activities. Summarizing the definitions and descriptions given to the concept of "professional competence of a teacher", it can be interpreted as follows: Professional competence of a teacher is one of the important aspects of professional competence in the activity of a pedagogue, and it is related only to the implementation of professional and professional activities of the pedagogue. represents all needs, abilities, skills, knowledge and interests[27]

For this :

- tend to manage the process of creative research;
- It should be remembered that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.

Summary. In the formation of professional competence, the desire for full professional formation, perception of pedagogical technological situations, including the ability to expand the scope of professional interests, is a demand for self-improvement. Most students have a deep and constant interest in professional knowledge, skills, abilities and abilities, and their manifestation.

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