

The Issue of Developing Professional Competence of Students

Abdurakhmonov Jakhongir Sherali's son

Lecturer, Department of technological education, Termez State University

Abstract: this article will talk about the role of the credit-module system in the development of professional competence of students. What is competence, how it arose, the stage of development and a.G.Bermus, M.A.Choshanov, M.Aronov, O.Ye. Lebedev, I.A.Zimnyaya, A.V.Khutorsky, L.T.The opinions and views of the khurvalievas on this matter were considered. The views of scientists were appreciated.

Also, in this article, competence was determined on the basis of specific examples of the fact that an improving individual combines all his senses, knowledge, experience, in general, his entire being into a single system. The distinction between competence and competence was considered and a conclusion was made on the subject.

Keywords: competence, student, Higher Education, decision, law, teacher, lecturer.



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Of particular importance in the world are the development of students' competencies on base and science, improving the methodology for harmonizing the content of education with the achievements of Science, International Programs for assessing the level of student assimilation (PISA, TIMSS) and scientific research on the diagnosis of the formation of student competencies[1, 279 P.].

Competency “is formed from the Latin word” *competere*“, which in translation means” competent“,” to be worthy”. When” competence ” is said, the level of awareness of an individual from one field to another, knowledge of that field, is understood. The purpose of writing this methodological manual is to formulate a deep pedagogical – psychological training in relation to competence in the teaching and education of students in the system of innovative processes in education and the content and essence of the concept of competence, scientific-theoretical foundations of pedagogical competence. While the functions are:

- teaching students to be able to use resources related to pedagogical competence and generating visions of pedagogical competence in them;
- acquaintance of future teachers with theoretical knowledge on pedagogical competence, one of the most important problems facing the modern personality Society – a promising direction on the modernization of the educational process;
- arming with modern requirements for pedagogical competence;

- ensure that they acquire the cognitive skills necessary to organize the educational process taking into account the psyche of the child, his neuropsychological, neuropedagogical capabilities;
- consists in the formation of creative and methodological literacy in the implementation of pedagogical activity, as well as in-depth pedagogical-psychological training in relation to competence. Pedagogical competence is formed in interaction with a number of disciplines: theory and history of pedagogy, pedagogical conflict, neuropedagogy, pedagogical imidjalogy, innovative pedagogical technologies, psychology of young Times, social pedagogy, pedagogical Axiology, pedagogical psychology. The achievement of educational efficiency through the effective application of innovative pedagogical and Informational Technologies in the course of the lesson, implementation of the educational system, which is complex, laborious, rich in unforeseen circumstances, but considered the necessary need of society, in a new way and in a new context, is a requirement of the period[2, 33].

The potential of mainly pedagogical personnel is a decisive factor in ensuring that a graduate of an educational institution enters into personal, social, economic and professional relationships in his life, takes his place in society, solves the solution to the problems faced, and, most importantly, is competitive in his field, profession. Professional competence, along with personal maturity, is therefore important to harmonize all the renewal in society. A.G.According to bermus, "competence unites all the senses, knowledge, experience, in general, the whole being of an improving individual into a single system"[3, p.14.].

"Competence" is not only the fact that an individual is knowledgeable, but also constantly updates his knowledge, " says M.A.Choshanov. M.In Aronov's opinion, competence indicates that the specialist is ready for a certain activity. The ability to function in ambiguous situations is competence, says O. Ye. Lebedev. competence is based on the intellectual personal, social professional life activity of a person, writes I.A.Zimnyaya[4, p.258].

A.V.Khutorsky believes that the concepts of" competence "and" competence " can be distinguished as follows. Competence is a qualitative and effective activity in the attitude of an individual towards something and processes within a certain framework, being considered a continuum of personal qualities (knowledge, qualifications, experience, methods of activity). Competency, on the other hand, means that a person has the sum of competencies that are in demand, expressing his personal attitude towards the types of activities. As can be seen from the above, a number of controversies continue over the issue of competence over its place in society.

In the field of education, the awareness of the main elements of universal competence is one of the most fundamental problems of modern pedagogy. In the case of basic competence, there is a wide variety of opinions on the application of the experience of Educators of the world or on the setting of competence criteria based on the norms of traditional Uzbek pedagogy, only those issues that have not yet been solved. A.Pedagogical scientist of the Avloni Institute for teacher training L.T.Khurvalieva describes:" competence – knowledge, skills, competence, views, value and personal qualities of individuality, the manifestation or ability to influence qualification " [5, p.79].

Educator olima T.L.Khurvalieva divides the professional competence system into five groups.

Professional competence:

- ✓ access to knowledge of pedagogy and psychology;
- ✓ work on oneself; - be able to plan, evaluate and reconnect the educational process;
- ✓ that students can realize their need;
- ✓ formation of motivation in students;

- ✓ innovation in the educational environment;
- ✓ excellent knowledge of his science;
- ✓ proficiency in English.

Stages of formation of professional competence:

1. Self-analysis and awareness of the necessary things.
2. Self-development planning goal, task setting.
3. Self-expression and correction of shortcomings.

Personal competence:

- ✓ sociability;
- ✓ tolerance;
- ✓ leadership;
- ✓ active, enterprising;
- ✓ flexible;
- ✓ following a healthy lifestyle;
- ✓ responsibility;
- ✓ performance;
- ✓ humanism;
- ✓ nationwide;
- ✓ informative;
- ✓ cultured;
- ✓ ownership of universal values;
- ✓ having a national culture;
- ✓ participation in the social life of the country;
- ✓ respect for the culture of other nations.

Special competence:

- ✓ knowledge of the needs of students;
- ✓ knowledge of various age features;
- ✓ stratification of Education;
- ✓ individualization of Education.

A.V.Khutorsky describes seven competencies of the teacher in education:

1. As a worldview, that is, value and self - awareness-are manifested in connection with the teacher's worldview, imagination and value. He can see and understand the essence of events and phenomena in the environment, direct himself to this, be able to substantiate his opinion as an educator. Can find a solution to the problem. This competency provides a mechanism for self-awareness in the teaching and other activities of the teacher[6, p.65.].

2. Have universal national and universal values; participate in the social life of the country; respect for family, customs; acquire social skills. Able to understand and explain the impact of science on human life and the development of the world to students[7, p.76].
3. Educational and cognitive process-independent cognitive activity of the teacher. Logical thinking. Able to assess educational and cognitive activity, analyze knowledge and skills.
4. Having a degree is a pedagogical activity, a skill for acquiring information about their science.
5. Communicability is the ability to know language, interact with a wide variety of people, have a unique place in the team.
6. Socio-useful work, family relations and responsibility, participation in the development of society, socially useful work. Having economic and legal skills.
7. To work on oneself-to develop oneself physically, spiritually, intellectually.

Communicative competence-requires full-fledged communicability from the teacher. It assumes a positive attitude with the student and team members in any situation. Depending on the educational content, situation, situation, the purpose of the teacher as a whole is to create a “developing environment” in the audience[8, p.144]. I.e.:

- giving students motivating motivation for activities;
- the formation of understanding and imagination and skills through the independent use of students, encouragement of educational activities. Search for the necessary information, project of its activities and its implementation in practice, understanding the purpose of the work and approach the result with responsibility;
- independent selection of topics, goals, objectives, level of complexity, forms and methods by students;

In conclusion, the criteria for professional erudition and ability of a modern teacher include: social, methodological and specialized erudition and the ability to know, be able to explain, Be observant, speak, organize, gain prestige, be able to behave correctly, see the future and be able to distribute attention.

A teacher can successfully organize a pedagogical process only when he feels that he has professional competence at the level of the position he occupies. Already, it is elevated by such qualities as professional erudition, honesty, truthfulness, resourcefulness, tireless productive work, creativity and creativity.

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