

## TECHNOLOGIES FOR IMPROVING THE FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS ON THE BASIS OF A CREATIVE APPROACH

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### ANNOTATION

In the modernization of education, great importance is attached to the formation of professional competence as a controlled process in assessing professionalism. In active educational methods, the formation of the technology of professional competence of a specialist plays a role. The unit of learning task is a problem situation. The use of active teaching methods allows students to effectively prepare for professional activities. Under the influence of this activity, the process of assimilation by students of educational material arises and is realized, the set goal is achieved, a complex of methods for the formation of professional competence is revealed.

**Keywords:** teaching methods, education system, vocational training, global environmental and human values, educational process.

### INTRODUCTION

The modernization of education attaches particular importance to the formation of professional competence as a controlled process of the formation of professionalism. Active teaching methods act as technologies for professional training of a specialist. The unit of the content of education is the problem situation. The use of active teaching methods allows students to effectively prepare for professional activities. This problem occurs when a student's assimilation process occurs, he studied content, the intended goal is achieved, a set of methods for performing professional activities is determined.

connection with the modernization of education, the professional skills of a specialist are of particular importance as a controlled process of the formation of his professionalism. The education system presupposes the development of a person as a subject of culture, activity and takes into account self-formation, that is, the construction and implementation of a program for the formation of professionalism. Professional competence is the result of vocational training. Currently, in the scientific literature there is no unambiguous approach to the definition of the concept of "professional competence".

The closest concept of "real professionalism" corresponds to the individual degree of compliance with the requirements of the profession. Professional competence is preparedness and ability to labor, to fulfill professional roles. K. M. Ohanyan gives a definition of professional competence - "it is a system of scientific and practical skills formed in the process of learning and self-education, which affects the quality of solving professional problems, and developed personal and professional qualities, manifested in business and partner communication with people when solving them. life problems". Z.A.

A. Yagudina believes that professional competence is a pivotal indicator the qualification level of a specialist. She gives the following definition of professional competence: this is a complex individual mental education based on the integration of social experience, theoretical knowledge, practical skills and personal qualities, including the functions of in accordance with the norms, standards, requirements adopted in society at a specific historical moment. It also includes the following components: the integrity of the world, value-orientational orientation, general culture, professional knowledge, pedagogical skills, personal qualities. IA The level of general culture, psychological competence, knowledge of practical technologies of social work. The general cultural component of professionalism is represented by social workers but national and universal values, moral norms and principles, views and actions approved by society. Psychological competence presupposes a way to the ability to diagnose, understand and take into account in the practical mental and personal activities of the client, the conditions of his life and communication. An organic component of the psychological competence of a social worker is adequate self-diagnosis - awareness of oneself as a person, individuality, one's capabilities and ways interaction with the client (clients) in social networks. and how to resolve this client's problems. The technological competence of a social worker means possession of the means and procedures for the implementation of his main functions - psychological, socio-pedagogical, legal, organizational.

The goal of a humanistic ally-oriented process of competence is such a development of the personality that orients it towards active, transformative and professional activities consistent with social, global environmental and human values. The norms of professional competence in the conditions of a university are: State standard, expert characteristics, professional gram of a specialist.

The quality of higher education as a result is presented through an indicator of professional competence, understood as compliance with the requirements of the socio-economic and cultural-professional spheres. A systematic approach is the basis for building models for the formation of professional competencies and the design of educational programs at a university, since it is focused on a comprehensive study. Improving the technology of professional training of competence is one of the first places among the development programs of higher education. Professional education of specialists in the social sphere can be considered as the basis of society, a base of competent personnel of a system of levels and types that contribute to the development of innovations in the system of support and protection of the population.

Each situation is unique in its own way and requires a special innovative vision, creativity, ethical attitudes and at the same time technical no logical competence, which allows a systematic and effective solve clients' problems by implementing a social assistance program. At the same time, the content of education and the content of training are identified. They often mean that which is subject to assimilation; Each type of content has a corresponding way of assimilation. However, when the concepts of "content of education" and "content of education" are divorced, that is, the content of education is the products of social experience, presented in the symbolic form of educational information. The content of education is that level of development personality, which is formed in the process of performing educational and cognitive activity and can be recorded as its result at a given moment in time. Creation of conditions for creativity, pedagogical cooperation. This is the aim of the theory of active

learning, in which the school of memory gives way to the school of thinking, a research approach to the assimilation of professional and social practice. This implies an increase in the personal activity of not only students, but also teachers., consideration of learning as a process of interpersonal interaction and communication to achieve a common goal - the formation of theoretical and practical thinking, the development of the personality of a future specialist.

The convergence of the university and the social sphere was expressed in the emergence of new organizational forms and methods of teaching. They record two counter moves - from the social to the university and from the university to the social sphere: - real material is involved to create problem situations, course design, role-playing, business games, etc. - the emergence and widespread dissemination of scientific research work and research and development work, the defense of diplomas on real topics and the introduction of their results into production, etc. Complementary the method of technology for the personal development of a specialist is creative work: essays, essays, author's projects, term papers and theses. A significant place in the training of a specialist in innovative technologies and, above all, in the computerization of the educational process. Computerization of education, according to this, does not mean a simple addition of a new means to an already established educational process. The use of information models of certain subject situations reveals the wound not the unavailable properties of these commands, expands the search area of options for solutions and its level. Attempts to find an adequate model of the real, designed for the possibility of understanding the world in artificial, classroom conditions, lead to the emergence of forms and methods of "active learning" - problem lectures and seminars, discussions, situations and business games, scientific research work, etc. They simulate real situations professional affairs, reflecting the subject-technological and socio-cultural content of the work of specialists. It is the active teaching methods of this content.

Active teaching methods as a technology for forming the competence of a specialist focused on the process of self-development of the creative potential of an individual, possibly based on a personality-activity approach, focused on the individual as a goal, subject, result and the main criterion. Resolution involves the inclusion of the person's thinking. The system of educational problem situations represents the possibility of deploying the training system in its dynamics through a modeling program of professional activity. This is especially evident in the game forms of learning that imitate real situations. The forms of actual educational activity are reproduced mainly in the transfer and assimilation of information by students. However, already here, say, at a problem lecture or in a seminar-discussion, the subject context of future professional activity is outlined - the actions of specialists are modeled.

The essence of quasi-professional activity is the recreation in classroom conditions. y and at the conceptual and practical level of the conditions and dynamics of production as people employed in it. So, in a business game with the help of imitation and game models, the objective, social and psychological content of a specialist's work is recreated, the contexts of his professional activity are set. In the form of teaching students used in scientific research, practicing the practice of a "real" diploma project (its results can even be implemented into practice), remain in the positions of students and at the same time become professionals. The forms of organizing such student activity are close to the forms of real professional activity of a specialist. In accordance with the activity approach, the main goal of a student's university education is the



formation of an integral structure of his professional activity as a specialist, abilities and formally competent action. In psychological culture, it is common the following components of activity are given: need - motive - goal - conditions for achieving the goal (the unity of goal and conditions constitutes a task) and the corresponding activity - action - operation. The need for a motive for activity is concretized in a motive that not only stimulates, but also directs activity on a specific object. Based on needs, motive and object, he chooses a system of actions and deeds, directs activity to transform the object of activity into result that satisfies the need.

Activity can "open" outwardly from any link through which "entry into the system" can occur. As a backbone link, it is customary to consider the goal of activity as an ideal model, an image of the future result.

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