

METHODS OF FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS ON THE BASIS OF AN INNOVATIVE APPROACH

Karimova Feruza Hamidorovna

Lecturer of Tashkent State University of Economics 1 course

Khakimova Love Fayziyevna

Scientific Director, Professor

ANNOTATION

This study considers the introduction of a systematic approach in the training of higher education specialists, which effectively leads to the formation of their professional competence. The results of the study of professional difficulties of teachers of higher educational institutions in interaction with participants in the educational process are presented. The technology of training based on a systematic approach creates conditions for the systematic organization of the activities of participants in the learning process, as well as for the development of systems thinking skills and a systematic approach in cognitive, practical and other current and upcoming events. An important factor in the formation of the professional competence of future specialists is the formation of an indicative basis for their future professional activities. The characteristic of the structure and components of professional competence is given. Examples demonstrating the implementation of the formation of professional competencies with an emphasis on the current needs of society are also presented. A description of a significant increase in the professional competence of students after the correction of the methods of its formation is given.

Keywords: knowledge, skills, abilities in cognitive, theoretical and practical activities, systematic representation of professional competence

INTRODUCTION

The problem of creating modern system methods that serve the formation of the student's professional competencies seems to be very relevant. The issues of systematic representation of professional competence, its systemic structure and organization, as well as a systematic approach to its formation remain insufficiently studied. As a phenomenon, professional competence is considered by us as a system formation, as an integrity, as a set of its constituent competencies, which manifest their properties and functions only within the framework of this integrity. At the same time, the possibilities for the formation of system representations, system skills and other appropriate ways of thinking in subjects are significantly expanded. It is also aimed at various activities used in the study, the mastery of which is an indispensable condition for the successful solution of the tasks set for vocational training, professional socialization and comprehensive personal development of the future specialist. The systematic approach allows us to understand and form the professional competence of future specialists as an integral set of competencies and personal qualities necessary for professional activity. It is quite difficult to understand and form an interrelated set of competencies without purposeful training and active use of systemic knowledge, skills, abilities in cognitive, theoretical and practical activities, as

well as an indicative basis for the upcoming professional activity. Of particular importance are the so-called indicative schemes of activity (actions), their assimilation equips future specialists to achieve certain goals and objectives of the tasks set.

In general, competence is defined as a measure of the correspondence of knowledge, skills and experience of a certain socio-professional status of individuals to the real level of complexity of the tasks performed by them and the tasks that need to be solved. Discussing professional competence, the authors of the work define it as an integral characteristic of the business and personal qualities of a specialist, reflecting not only the level of knowledge, skills, experience sufficient to achieve the goals of professional activity, but also the social and moral position of the individual. According to A. Subetto, competence is a set of competencies that are actualized in certain activities. At the same time, competence is considered by the latter as a set of potential properties or as a quality in the system of potential qualities of a university graduate. The backbone factors in the formation of professional competence are the goals and final results of professional training, professional socialization and the comprehensive development of professionally significant personal qualities (realized by students). In this case, the professional socialization of the individual involves the entry of the individual into the process of the social environment, his integration into the professional community and, through this, into society as a whole. For the implementation of professional socialization, the necessary conditions were created (in classroom and periodic practice): for the formation of certain ideas among students about the chosen profession and the upcoming professional activity; for the formation and implementation of certain skills of self-government in educational, cognitive and other activities; to assimilate the requirements and rules of conduct established by the professional community and society as a whole, national legislation, regulations and rules of the upcoming professional activity, etc. It is established that the effectiveness of the development of professionally significant qualities of the individual largely depends on the presence of certain skills of systemic thinking in the trainee. In the process of professional education in cognitive and other activities, there was a mastery and active use of skills, systemic and other appropriate approaches, appropriate methods for the effective achievement of goals and the solution of problems and tasks.

According to Z.A. Reshetova, the general methodological attitude of systems thinking is to consider any objects of science from an identical point of view in their single universal form of existence: in the form of systems as integrity in unity with the internal complexity and organization of parts. McDermott believes that systems thinking is the foundation of clarity in thinking and communication, a way to see more and more. By seeing a different, broader picture, you'll be able to more accurately understand what's going on and act in a way that gets the best results in the long run. In their view, systems thinking is an approach that allows us to see and understand the meaning and patterns in observable sequences – patterns of events – so that we can prepare for the future and influence it accordingly. This means that we will be able to control the situation in a sense.

The article substantiates the expediency of implementing the competence approach in the process of teaching foreign languages at the university. The authors believe that one of the ways to intensify the educational activities of students, increase the level of their motivation to learn a foreign language, develop activity and creativity is the competence approach in teaching a

foreign language. The theoretical analysis of psychological and pedagogical studies of the competence approach is presented in detail. Based on the analysis of differences in the interpretation of the competence structure, it has been established that the basis assumes the presence of knowledge, reliance on them and the connection of competence with their use. The authors give definitions of researchers of the competence approach and formulate the main ideas of the competence approach, as well as identify the most effective methods and techniques for teaching a foreign language from the standpoint of the competence approach. The importance of introducing the competence approach in the process of foreign language training of students is noted. The competence approach, like other innovative approaches to training, requires a phased introduction, therefore, today, to implement the competence-based approach, it is necessary to rely on international experience, taking into account the necessary adaptation to the traditions and needs of our country. The competence approach imposes certain requirements on students and their basic level of foreign language proficiency.

In modern society, where knowledge and the level of intellectual development of a person are becoming the main strategic resource and the most important factor in the development of the economy, the social status of education is significantly increased; new requirements are imposed on its level and quality, which is emphasized in state documents. Rapid socio-economic progress dictates high requirements for the level of teaching a foreign language in higher education institutions, since each new generation of students should be raised to a higher level of foreign language proficiency. Changes in the socio-cultural context of a foreign language, new requests of students regarding the level of proficiency in it cause the need for a qualitative change in the professional training of students. This circumstance necessitated the use of the so-called "competence" approach to the formation of goals and the evaluation of educational achievements. The competence approach in the process of foreign language training of students is one of the ways to intensify the educational activities of students, increase the level of their motivation to learn a foreign language and develop activity and creativity, the ability to work in a team.

The concept of "competence" comes from the Latin word "to compete", which means to approach, to correspond, to try to get. In a general sense, this means compliance with qualification standards, established criteria and standards in the relevant fields of activity and when solving a certain type of tasks, possession of the necessary active knowledge, the ability to confidently achieve results and own the situation.

The competence approach in education is understood as a teaching method that is aimed at developing the ability to solve a certain class of professional problems in accordance with the requirements for the personal professional qualities of the student: the ability to search, analyze, select and process the data received, transfer the necessary information; possession of skills of interaction with other people, the ability to work in a group; knowledge of the mechanisms of planning, analysis, critical reflection, self-assessment of one's own activities in non-standard situations or in conditions of uncertainty; possession of heuristic methods and methods of problem solving.

The competence approach imposes certain requirements on students and their level of proficiency in a foreign language.

Competence includes a set of interrelated personality qualities - knowledge, skills and abilities, modalities of actions established in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them. Competence is, first of all, the general ability and readiness of the individual for activity, based on knowledge and experience, which are acquired through training and are focused on the independent participation of the individual in the educational and cognitive process and are aimed at its successful integration into society.

Competence cannot be determined through a certain amount of knowledge and skills, since a significant role in its manifestation belongs to circumstances. Competence, at the same time, closely links the mobilization of knowledge, skills and behavioral relationships, which is tuned to the conditions of a particular activity. The specificity of pedagogical goals for the development of general competencies is that they are formed not in the form of the teacher's actions, but in terms of the results of the student's activities, in terms of his promotion and developmental effect in the process of assimilation of a certain social experience. Whatever the teacher does, as a result, he forms and develops in the student the ability to independently manage his own activities, to manage himself as its subject. It is quite clear that such self-management can take place only if the student has created an appropriate regulatory framework for his activities, namely the conceptual basis - the formation of knowledge and understanding of the surrounding reality, the emotional and value basis - the formation of the individual's relations to the surrounding world and other people, the operational basis - the formation of the ability to work with objects of the surrounding reality.

In her work, Sh.U. Tasbulatova noted that the system-forming role in the target and content components of the modern educational system of many countries is played not by knowledge, but by skills. He also noted that in Western European and American pedagogy, much attention is paid to abilities that go beyond specific subject areas, and these abilities were considered as "important abilities", "basic skills", "basic abilities".

D.N. Kulibayeva believes that the "competence" of the individual is an acmeological category and the potential for intellectual and professional personal development, the characteristics of which are "competencies" that should be formed in the process of education as systemic qualitative neoplasms.

The competence approach is one of the main concepts of the Bologna process, the integration of which is one of the most important educational problems. The format of presenting the results of vocational education requires not only a change in the methods of teaching foreign languages, but also a global rethinking of values and the methodological basis of the entire process and results of linguistic education. According to the competence approach, the knowledge acquired within the framework of the training course should form the basis and framework of the ability to solve professional problems, possess not only knowledge of linguoculturology, but also actively work as a successful participant in intercultural and professional communication.

The competence approach first began to be developed in England. As T.M. Kovalev notes, this was an approach that was invented and understood not by education, but was a response to a specific order of the professional sphere. In other words, this approach is focused on such a system of ensuring the quality of student training that would meet the requirements of the modern world labor market. Thus, the competence approach in education is an attempt to

reconcile, on the one hand, the need of the individual to integrate himself into the activities of society and, on the other, the requirement of society to use the potential of each individual to ensure economic, cultural and political self-development.

The innovative potential for the application of the competence approach in the system of higher education makes it possible to more clearly orient the education process to its final results, in other words, the results of training should be described in the language of competencies, representing a set of knowledge about the abilities and personal dispositions of the subject of the educational process. Focusing on norms, standards and performance criteria is a characteristic feature of the competence approach, i.e. this approach allows you to model the results of education as standards of its quality, while focusing on the specific needs of the relevant areas of professional activity.

The ideas of general and personal development, formulated in the context of psychological and pedagogical concepts of developmental and personality-oriented education, are considered as a prototype of the competence approach. The categorical basis of the competence approach is directly related to the idea of the direction of the educational process, in which competencies set the highest, generalized level of students' skills, and the content of education is determined by a four-component model that includes knowledge, skills, experience of creative activity and experience of value relations. From the standpoint of the competence approach, the level of expert education is determined by the ability to solve problems of varying complexity on the basis of existing knowledge. The competence approach does not deny the value of knowledge, but focuses on the ability to use the knowledge gained. Educational goals are described in terms reflecting the new capabilities of students, the growth of their personal potential with this approach. The development of certain personal qualities, primarily moral, the formation of a system of values is considered as the "final" results of education. The difference between the competence approach and the traditional one is due to the differences in the ways of forming ideas about the value orientations and personal qualities of students. The traditional approach to setting goals recognizes that personal results can be achieved through the acquisition of the necessary knowledge. The acquisition of experience in independent problem solving is considered as the main way in the competence approach. Solving problems is considered in the first case as a way to consolidate knowledge, in the second - as the meaning of educational activity. The competence approach in general education objectively meets both social expectations in education and the interests of participants in the educational process. In general, by competence, we can understand the integral qualities characteristic of the individual, the result of preparing a university graduate to perform activities in certain areas. The competence model of a specialist, currently being developed by domestic and foreign scientists, consists of two main components: special (professional) and linguistic. Language communicative competence is included in the structure of basic or key competencies of a specialist and consists of linguistic, sociolinguistic, discursive, strategic and socio-cultural components.

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