

COMPARATIVE PEDAGOGICAL ANALYSIS OF THE DEVELOPMENT OF PROFESSIONAL LEGAL COMPETENCIES

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ABSTRACT

This article substantiates the need for the development of professional and legal competencies of youth and the integrated use of traditional and modern methods of teaching educational standards, curricula through information and communication technologies and programs, as well as the integration of didactic means, in accordance with the trends in the development of the education sector in the world, features effective use of its capabilities.

Keywords: professional and legal competence, self-development, personal worldview, expert, communication, knowledge, competence, professional skill, responsibility, motivation.

Analyzing the professional and legal competence of students, we express it as follows: an intermediate result that allows us to compare the quality of preparation and the planned result at any stage of professional and legal education; – the professional training of a future specialist and the purpose of education are expressed in the model of a university graduate. In the modern period, the quality of education, which occupies a leading place in the social development of society, is considered by many experts as a component (component) of professional and legal competence - the personality of a specialist. The quality of education depends on the formation of professional competence and at the same time has a significant impact on its structure.

Researcher A.K. Markova in her study identifies important components of professional legal competence [1, p. 36]. Firstly, special or professional legal competence is the ability to engage in activities at a high level and, at the same time, not only possession of special legal knowledge, but also the ability to apply this knowledge in practice; secondly, socio-professional legal competence is the ability to use socially accepted methods of communication, establish joint professional activities and cooperation; thirdly, personal professional legal competence is the ability to solve professional problems, self-development, and have a personal outlook; fourthly, it determines that individual professional and legal competence is characterized by readiness for professional development, advanced training, creation of innovations and the possession of temporary professional motivation.

In particular, L.M. Mitina in her research work characterizes the professional and legal competence of the future specialist:

- active (knowledge, abilities, professional skills, individual ways of performing work responsibly and independently);
- communicative (creative ways of communication);
- personal (work on oneself, self-development skills) [2, p. 75].

F.E.Zeer [3, pp. 42-53] from scientists of the Commonwealth of Nations: a favorable moral and spiritual environment in the educational process, humanity and democratization of

communication with students, effectiveness of interaction, effectiveness in solving problems, future specialists. admits that his satisfaction with his job largely depends on his communication competence.

Researcher M.I. Lukyanova [4, pp. 56-61] believes that the main concept is the structure of knowledge, skills and abilities, that is, competence. The competency reflects current trends in understanding the results of the educational process and the requirements for professional legal activity and emphasizes the need to describe the processes of assessing the quality of education and ensuring its improvement.

At the present stage of development of society, the education system is undergoing serious changes associated with a change in the cultural and historical model of development. Whatever reforms are carried out in the education system, they will be imposed on the participant - that is, the teacher. It is the teacher who is the main person in the introduction of various innovations. For the successful implementation of innovations (and one of the main ideas of modernization of education is the development of competencies), it is necessary that future specialists have the necessary level of professional and legal skills to solve the problems assigned to them in the new environment. The development of professional and legal competencies of students can be considered as one of the methods of development and self-expression of participants in the educational process. Thus, professional and legal competencies become one of the main components of personal success, competitiveness and personal satisfaction, as well as a high professional level, which depends on the quality of education and practice.

Below we will dwell on the factors influencing the development of the professional and legal competence of the future specialist:

Motivational qualities cover the needs, motives and goals of the chosen profession, which are formed and developed throughout a person's life. Motivating ideas constitute a significant part of motivational qualities. It is formed at a certain stage of a person's life and is associated with the place where he lives. Motivation for learning covers a system of goals, needs and motives that encourage the student to acquire knowledge and consciously approach it, acquire knowledge, and be active. In most cases, motivation is perceived by experts as a sequence of elements, and not as a holistic system. In such cases, special motivations and interests arise and the following goals are clearly set: developing interest in one's subject and chosen profession, fostering a responsible approach to the study of new content and technologies. However, achieving such goals does not lead to the formation of holistic motivation, but to its division into parts, that is, students awaken motivation to study individual subjects, but motivation to acquire general knowledge remains undeveloped.

Intellectual abilities are characterized by:

- types of thinking (for example, creative, theoretical and practical knowledge);
- way of thinking (imaginative and imaginative thinking, fundamentals of thinking);
 - intellectual qualities (attentiveness, flexibility, critical thinking, ability to act intellectually, etc.);
- cognitive processes (attention, imagination, memory, perception), thinking processes (analysis, synthesis, systematization, formalization, clarification, interpretation, etc.), cognitive

skills (the ability to pose a problem, formulate a problem, analyzing it, putting forward hypotheses). promote, justify, draw conclusions, be able to apply knowledge, etc.);

- knowledge acquisition skills (extracting basic knowledge, planning, setting goals, ability to read and write at the same time, recording (summarizing) main provisions, etc.;

– acquired knowledge and skills outside the sciences (ideas about morality and universal human values, life views, etc.);

Volitional qualities are characterized by a conscious definition of a goal. A strong-willed student is characterized by determination, the ability to overcome internal and external obstacles, physical and mental stress, self-control and initiative [5, pp.43-46].

Emotional qualities are characterized not only by feelings, but also by qualities of self-esteem. When setting goals, it is very important to pay attention to the formation and development of emotional qualities, namely:

- take into account the formation of the necessary skills to manage your emotions;

- learning to manage your specific feelings (anger, anger, anxiety, complaint, envy, sympathy, shame, pride, fear, happiness, love, etc.);

- learning to understand your emotional states and their causes.

Practical skills embody psychological, pedagogical, methodological, technical and technological abilities, actions, and personal skills in various fields of activity and communication. Self-government is the freedom to choose goals and means of achieving them; Conscientiousness, a critical approach to one's activities, comprehensiveness and understanding of actions, comparison of one's behavior with the behavior of others, confidence in the future; characterized by the ability to maintain and control one's physical and psychological state at the required level.

CONCLUSION

The professional and legal activities of specialists in the technology of pre-processing of natural fibers (cotton) include complex types of pedagogical activities. They, in turn, require in-depth knowledge and improvement of skills in the field of specialization, which is required by the professional activities of students studying in the field of technology for pre-processing of natural fibers (cotton). The successful implementation of these tasks depends on the professional legal competence of the specialist and its continuous improvement. Of course, the professional, legal and personal qualities of specialists in the technology of pre-processing of natural fibers (cotton) are considered as aspects of their professional competence. If these two things - the task and the personal and professional characteristics of the future specialist - are the basis of his competence, then his improvement determines his professional and legal competence.

Personal characteristics and uniqueness of students studying the technology of pre-processing of natural fibers (cotton) in their future specialty, scientific mindset - erudition, professional and legal culture, professional skills, intelligence, thinking, love of amateur performances, high general culture, observation, sensitivity, creativity, attitude, exactingness, justice, patriotism, high spirituality, respect for oneself and others, sociability, optimism, desire to work in a team, intellectual activity, interest in news and its implementation, special training of specialists in this area. an area that takes into account the knowledge and skills of a technologist in his

specialty. It is necessary to know your subject at a scientific level, to know modern achievements and promising directions and the level of development of this science, to know the achievements of production in this industry today. Knowledge of state standards in your field is important. Professional legal competence is formed and improved in the process of professional training of a specialist. If education carried out in a higher educational institution is considered as a process of forming the foundations of professional and legal competence, then in practice it is considered as a process of improving and deepening professional competence and can be assessed as an increase in competence. to a higher level.

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