



DIDACTIC BASIS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF UNIVERSITY STUDENTS

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ABSTRACT

The article deals with the actualization of the problem of didactic foundations of the development of professional competence of University students. It is considered the concept of professional competence from a pedagogical point of view. The article substantiates the idea that professional competence is the creation of qualitatively new values that are important in the process of personal development because of the independent acquisition of subjectively new knowledge, skills and methods of research activities in the process of studying at a university.

KEYWORDS: *Competence, Professional Competence, Methodological Competence, Research Work.*

INTRODUCTION

The processes of modernization of higher professional education determine the appeal to the development of professional and personal qualities of students, their spirituality, creative potential, cultural and moral values.

The categorical imperative of the development of higher education is revealed in the postulates of the cognitive, axiological, cultural and communicative paradigm of Pedagogy. With this approach, the dominant feature is not the amount of acquired knowledge and skills, but personal development, the ability to synthesize and analyze information, the ability independently make the right decisions in a non-standard setting. The educational process of the university and self-education designed to promote in every possible way the expansion of the cognitive activity of students, the activation of their own intelligence and moral stress, the formation of the professional competence of a specialist.

Scientific and practical efforts and the search for researchers in the training of specialists are due to the need to resolve the contradictions that have arisen in modern higher professional education:

- Between the socio-economic development of society and the pace of modernization of the system of higher education;

- Between the theoretical elaboration of the humanistic paradigm of education and its practical implementation;
- between the modern requirements for the personality of a professional and the methods and forms of training specialists prevailing in universities;
- between the theoretical level of development of the relevant science and its implementation in the content of education.

Certain contradictions are observed both in the theory and practice of intra-university activities, the essence of which boils down to the following:

- The demands of the labor market are insufficiently satisfied in the practice of university training of specialists;
- Individual characteristics and opportunities of students as consumers of educational services are taken into account by university educational units and teachers;
- The humanistic paradigm is more declared than implemented in the educational process of higher education;
- Self-education of students, which is the cornerstone of lifelong education, is not given due attention;
- The importance of the development of cultural and moral values of students is not fully understood by the teaching staff;
- Reproductive methods and forms of education prevail in teaching methodology of higher educational institutions.

The resolution of the noted contradictions actualizes the problem of the development of the student's professional competence and related issues. The main of which we see as: individualization of education, a systemic and interdisciplinary approach to educational and cognitive activities of students, the development of their creative abilities, the formation of cultural and moral values, the orientation of teachers to co-creative, and interactive interactions with students.

Literature review. In Philosophy, Psychology, Pedagogy, Acmeology, the process of professional formation of a person, the development of his essential foundations and personal qualities are recognized as the most important issues. Its various aspects were addressed by the classics of pedagogists as A. Disterweg, Ya.A. Komensky, A.S. Makarenko, I. G. Pestalozzi, V.A. Sukhomlinsky, K. D. Ushinsky; philosophers N.A. Berdyaev, B.C. Bibler, S.I. Gessen, M.S. Kagan, A.F. Losev, M.K. Mamardashvili, V.V. Rozanov and others.

The works of V.I. Andreeva, S.I. Arkhangelsky, S. Ya. Batysheva, A.P. Belyaeva, V.A. Bordovsky, G.A. Bordovsky, O.V. Dolzhenko, V.I. Zhukova, Yu.A. Konarzhevsky, V.Yu. Krichesky, O.E. Lebedeva, N. D. Nikandrov, N.S. Rozova, V.A. Sadovnichy, Yu.V. Senko, I.A. Skopylatova, V.A. Slastenin, Yu.G. Tatura, S.A. Shaporinsky, G.P. Shchedrovitsky are important in these fields as well.

Ways and means of improving the educational process in higher education are investigated in the researches of G.N. Alexandrova, I.S. Batrakova, V.P. Bepalko, E.V. Bondarevskaya, A.P. Valitskaya, E.I. Kazakova, V.A. Kozyrev, A.A. Orlova, P.I. Pidkasisstogo, K.D. Radina, N.F. Radionova, A.S. Robotova, N.V. Sedova, E.V. Titova, A.P. Tryapitsyna, E.N. Shiyanova and others.

The development of a student's personality, the formation of his professionalism received their scientific substantiation in the works of Yu.P. Azarova, B.G. Ananyeva, E.P. Belozertseva, N.V. Bordovskaya, S.G. Vanieva, V.I. Ginetsinsky, V.I. Zagvyazinsky, Z.K. Kargieva, E.A. Klimova, N.V. Kuzmina, V.V. Lapteva, A.N. Leontiev, G.I. Mikhalevskoy, A.A. Reana, V.A. Yakunin and others.

However, despite the constant interest of scientists in various aspects of training specialists, there is reason to believe that there are still many unexplored issues in the theory and practice of vocational education.

Materials and Methods.

Materials. The study and analysis of scientific and pedagogical literature, the professional activities of more than two thousand specialists of various profiles who graduated from higher educational institutions in different fields and years allow us to state that the key problem of modern higher education is personal and professional the development of the student. His or her self-determination in the profession, the search for and finding the meaning of his being, attitude to truth, which are embodied in practical activity.

The transition to a modern system of training specialists involves:

- Students' awareness of the purpose and meaning of their educational and cognitive activity by freeing themselves from all forms of consumer-contemplative consciousness;
- Building a truly individual humanistic relationship in a university, where the effectiveness of the educational process is determined by the ability of teachers and students to mutually change;
- Replacement of the "ritual" (J.L.Rubinstein), professional-dogmatic behavior of the participants in the educational process with a conceptual one.

The development of a student's professional competence in the humanistic space of a personality-oriented approach makes it possible for teachers and students to seek and find such relationships that stimulate the expansion of the sphere of consciousness, contribute to increasing the motivation of education in order to acquire their own individual meaning in professional activity.

Based on the foregoing, we see the relevance of the research topic in the following:

- The need to implement the humanistic paradigm of education in modern higher education determines the disclosure of the essential characteristics of the development of professional competence of students;
- The need of society for personnel with professional knowledge and skills at the level of modern requirements of the country's socio-economic development and having appropriate cultural and moral values has increased;
- The main condition and prerequisite for the modernization of the system of higher education is the realization that professional activity is increasingly acquiring a spiritual, moral, humanistic orientation;
- The existing system of professional education needs to generalize and systematize the accumulated experience. The problem of the research is to identify the theoretical and pedagogical patterns of the structural-content and functional-technological modernization of the system of training specialists, combining the necessary professional and moral qualities.

The development of students' professional competence, including a set of professional and personal qualities, scientific knowledge and skills, the ability to independent creative activity, the presence of moral culture and spiritual values - involves the development and theoretical substantiation of the following conceptual and technological ideas and provisions.

1. Conceptual provisions are:

- The essence of a modern university as an educational system that develops the professional competence of students;
- A model of a modern professionally competent specialist;

- Psychological and pedagogical principles for the development of professional competence of students;
- Optimal conditions for the development of students' independence as the basis for a professionally competent specialist;
- Value-semantic interaction of a teacher and a student as a condition for the development of a specialist's professional competence;
- The content of the educational process, taking into account the peculiarities of the republic in the development of professional competence of students.

Professional skill is the potential competence, readiness and aspiration of an individual for productive professional activity with full awareness of responsibility for its results.

Professional competence is an integral personality characteristic, manifested in an activity (situation), which determines the success of professional activity and responsibility for its results.

Methods. *The instrumental basis of professional competence* is made up of professional knowledge, abilities, skills - the degree and type of professional training of a specialist to perform a specific job.

The motivational basis of professional competence is the desire to work in a given professional area, to improve this activity.

Professional ethics expresses the value-semantic basis of the professional competence of the subject of activity as adherence to professional values, responsibility for the social consequences of professional activity.

An important factor and, at the same time, the result of the development of competence are the so-called professionally important qualities (PIQ) of the individual, which represent the individual psychological basis of his professional competence. PIQ are the properties of the subject of activity that are necessary and sufficient for its implementation at a normatively specified level and which significantly and positively correlate with at least one (or several) of its main performance parameters. PIQ, among other invariant elements of professional competence, ensure the success (productivity, quality, efficiency) of its implementation. They are multifunctional, and at the same time, each profession has its own ensemble of these qualities. At the same time, the connection between the PIQ and the productivity of the activity is mediated by the subjective attitude to the activity.

The conative basis of professional competence is made up of volitional mechanisms of self-regulation, the implementation of competence in situations of professional activity (choice of motives and goals of professional activity, decision-making, building an action program, achieving a goal, self-assessment of results, and correction).

The content of the invariants of the professional competence of a specialist in a particular area depends on the characteristics of his or her professional activity; it is a variable, specific structure of the competence of the subject of labor.

In educational professionally oriented situations, the assimilation and actualization of professional knowledge, abilities, skills, and the formation of meaning-forming professional motives, the development of professionally important qualities, professional thinking, as well as the emotional-volitional regulation of the implementation of competence take place.

Designing professionally oriented situations is based on a system of pedagogical principles:

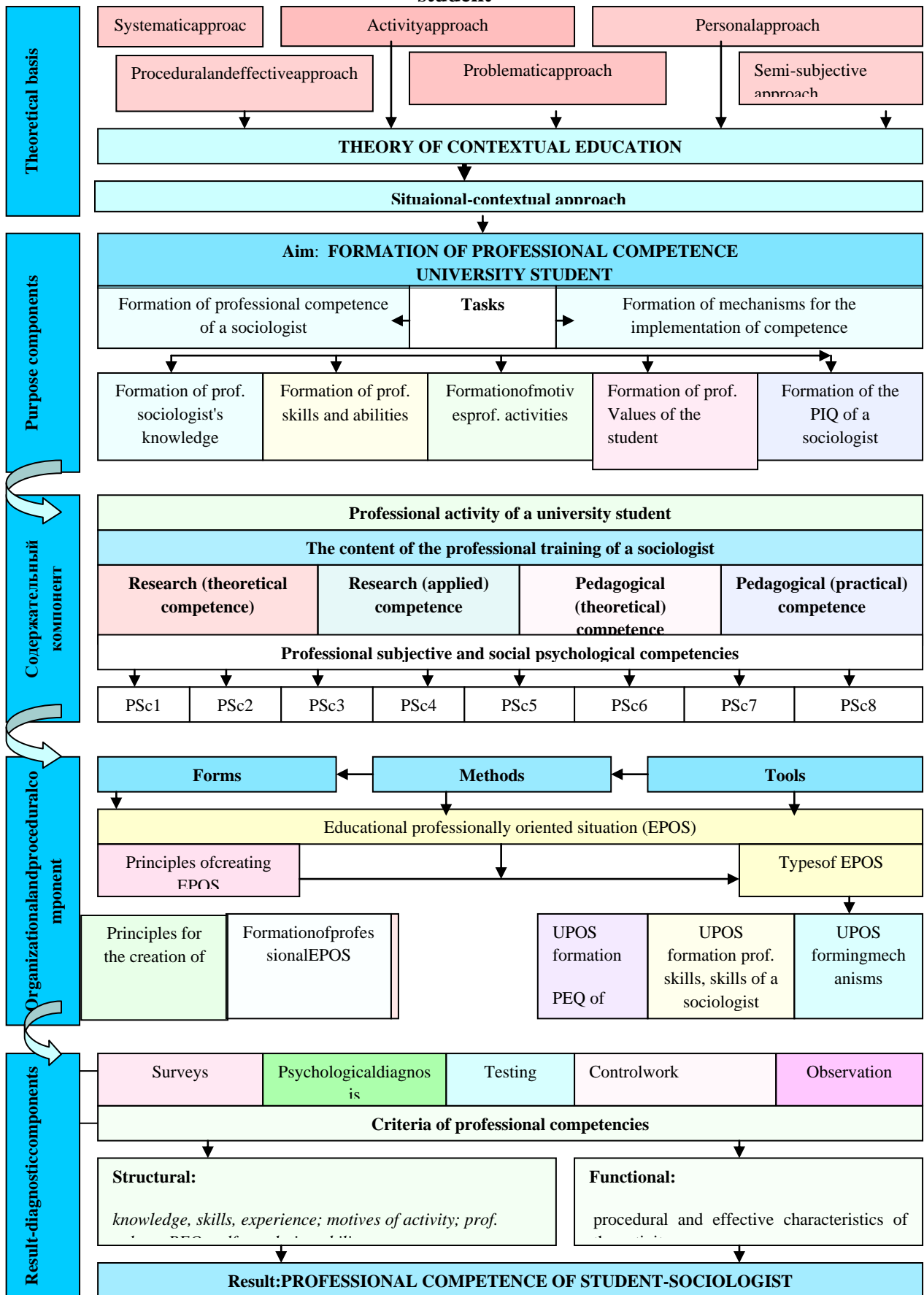
- The principle of the unity of training and education;
- The principle of sequential modeling in educational activities of the subject and social context of future professional activities;

- The principle of psychological and pedagogical support of the student's personal inclusion in educational activities;
- The principle of the leading role of the joint productive activity of the teacher and students, the dialogical type of communication;
- The principle of actualizing the value aspects of the content of education;
- The principle of professional positioning;
- The principle of the formation of the student's professional self-awareness.

Depending on the leading functional capabilities, the situations of the formation of professional competence can be conditionally divided into the following types:

- Situations of formation of motives of professional activity (P/a);
- Situations of formation of professional knowledge (P/k);
- Situations of formation of professional value relationships, professional ethics (P/e);
- Situations of formation of professionally important qualities (PIQ);
- Situations of formation of professional skills (P/s);
- Situations of formation of mechanisms for the implementation of competencies, situations of manifestation of competence (M/s).

Figure 1. Pedagogical model of the formation of professional competence of a university student



Depending on the type of professional competence being formed, it is possible to single out the situations of the formation of professional-subject and socio-psychological competence, general competence and special. (Figure 1)

The specificity of the design of each specific educational professionally oriented situation is also determined by the content of professional training - the content of the discipline, thematic module, student activities: academic, quasi-professional and educational-professional.

CONCLUSIONS

1. The methodology for the introduction and implementation of the competence-based approach in the system of higher professional education, the development of taxonomies of formed competencies should be based on the theory of the invariant structure of the professional competence of a university graduate. In concept the essence and structure of the competence of the subject of activity developed in the course of this study, external internal conditioning connects the competence of the subject of activity, and competence is realized in the activity. The competence of a university graduate is a system of invariant elements and components. The invariant elements are its instrumental, motivational, value-semantic, individual-psychological and conative foundations as components of competence in any field of activities. Invariant components (components of competence, which include all invariant elements) of a university graduate's competence are professional competence and socio-psychological competence (general and special).

2. Competence is manifested in the activity of the subject, therefore, in assessing a person's competence, it is necessary to take into account not only structural (motives, values, knowledge, abilities, skills, abilities), but also functional criteria (procedural and productive characteristics of the activity).

3. Professional competence of a university graduate is an integral characteristic of a person, manifested in an activity (situation), which determines the success of professional activity and responsibility for its results. Professional competence is the potential competence, readiness and desire of an individual for productive professional activity with full awareness of responsibility for its results.

The elemental composition of the professional competence of the subject of activity forms its foundations: instrumental (professional knowledge, abilities, skills (qualifications), motivational (professional motives of activity), value-semantic (professional ethics), individual-psychological (PEQ), conative (volitional mechanisms of self-regulation , implementation of competence in situations of professional activity). The component composition and content of the invariants of professional competence are determined by the specifics and requirements of professional activity. In this case, the concept of "competence" within the framework of its described structure is one of the main characteristics of the subject of labor.

4. The structure of professional competence of a sociologist is represented by the following components:

1) Research theoretical competence (socio-psychological and professional-subject); 2) Research applied competence (social-psychological and professional-subject);

3) Pedagogical theoretical competence (socio-psychological and professional-subject);

4) Pedagogical applied competence (socio-psychological and professional-subject); the development of the content of the invariants of each component made it possible to construct a model of the professional competence of a future specialist.