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FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS AS A PEDAGOGICAL PROBLEM

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ANNOTATION: Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

Key words: Competence, individual education, characteristics of national and universal cultures, spiritual and moral foundations of human and human life, cultural foundations of family and social traditions, the role of science and religion in human life.

By improving the education system in our republic, great attention is being paid to the training of mature, well-rounded, independent thinking, willing, selfless and initiative personnel.

In the current period, the updating of techniques and technologies in production, the rapid development of science and technology require specialist personnel to independently and regularly deepen, update, supplement and expand their knowledge.

Formation of their professional competence in the training of future teachers, creation of necessary pedagogical conditions for ensuring their professional and personal development in higher education institutions, development of pedagogical bases for the formation of professional competence of a teacher of vocational education, determination of psychological and pedagogical conditions, and justification of the criteria determining the level of professional competence formation there are problems like.

The state policy in the field of education in our country is recognized as one of the priority directions for social development. In recent years, great attention has been paid to the improvement of the legal basis of the educational system, including the organization of educational processes in higher education institutions.

Also, the Resolution of the President of the Republic of Uzbekistan dated August 14, 2018 No. PQ-3907 "On the measures to raise the moral, moral and physical maturity of young people and raise the quality of their education system to a new level" , raising the quality of education to a new level in terms of content, increasing the prestige of the teaching profession, raising young people to be spiritually, morally and physically perfect, raising the system of education to a new level in terms of quality, a selfless, selfless position with a broad worldview and educating patriotic youth; priority tasks such as increasing the value and influence of pedagogic employees, strengthening their material, moral and social protection justify the relevance of our work.

On the basis of the modernized content, in the educational system, the educational and methodological complexes that allow each future teacher of vocational education to put into practice the theoretical knowledge obtained from the subjects included in the curriculum of the educational direction and to form the professional competence related to the education of a mature generation have not been created enough. It is desirable to develop the scientific and practical foundations of professional competence formation of vocational education teachers based on the effective use of modern educational technologies.

Based on the understanding that professional competence is based on the reflection of the specialist's activity and the important characteristics of its internal structure, the structure of professional competence can be clarified in terms of describing its main components.

In relation to pedagogical activity, the approach of separating its components as relatively independent functional types of pedagogic activity prevails.

According to V.A. Slastenin's point of view, the training of a pedagogue involves training in him the knowledge of performing these tasks: analytical-reflexive, constructive-prognostic, organizational, evaluation-information, correction-verification. The point of view taken by the author, in our opinion, reflects to a large extent the established ideas about the structure of the teacher's activity. At the same time, the research of the structure of the professional competence of the future specialist implies a thorough analysis of the work of the pedagogue, the determination of the requirements for his level of preparation set by the higher and secondary special vocational education system in the conditions where the concept of continuous pedagogical education is currently being modernized and implemented. [1].

Psychologists L.S. Vygotsky, A.N. Leontev[2], P. Ya. Golperin [3] The consistent implementation of the active approach based on the work of a higher education institution envisages the education of professional training in the performance of certain activities in the subject of education as the goal of education. In that case, the main result of teaching in higher education institutions will be the formation of knowledge in students to perform professional tasks and solve operational issues.[4].

Such a setting of the problem requires a different approach to tools, methods, and the knowledge of the teacher who is carrying out the education of a certain type of activity in the student.

B. Djuraeva's opinion is largely compatible with the implementation of the active approach: she distinguishes these types of teacher activity: gnostic, educational-methodical, creative, communicative-organizational. The following are the structural elements of pedagogical activity [5]:

1. Integrating the content of knowledge specific to this discipline into the structure of typical issues of the specialist's professional activity. Development and classification of educational goals.

2. Selection of the teaching-methodical content of the subject and dissemination of the teaching program according to the elements of students' cognitive activities.

3. Creative activity - development of teaching-methodical support in accordance with the curriculum on all selected topics.

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[1] Selevko G. Pedagogical technology and the basics of didactic and methodical improvement UVP – M.: 2005.

[2] Leontev A.N. Deity. Soznanie. Lichnost. - Izd. 2-e. - M.: Politizdat., 1975. - 304 p.

[3] Golperin P.Ya. Psychology myshleniya i uchenie o poetapnom formirovanii umstvennyx deystviy /Issledovanie myshleniya v sovetskoy psychologii. Pod ed. E.V. Shorokhovoy. - M., "Nauka", 1966. - p. 259-276.

[4] Vygotsky L.S. Izbrannye psychologicheskie issledovaniya. - M., Izd-vo APN RSFSR, 1956. - P.438-452

[5] Djuraeva B.R. Formirovanie pedagogicheskoy kultury budushchih uchiteley v processe izucheniya discipline pedagogical cycle. - T.: "Science", 2003. - 177 p.

4. Development of communicative and organizational aspects of student-teacher interaction in the process of self-directed work of students. Organization of corrective control.

Constructive and design components of the activity were included by the author in the Gnostic element. At the same time, it is suggested to consider the creative and communicative-organizational components of the teacher's activity as independent components. In this approach, attention is focused on the need to organize the interaction of teachers and students in the course of self-directed learning activities of students.

These types of activities are completely and fully implemented by the teacher in the design, construction and implementation of vocationally oriented teaching technology[6].

The approach proposed by the author cannot claim that its elements are complete, because all aspects and areas of activity of pedagogical culture are not clearly disclosed. For example, the implementation of a scientific approach to pedagogical phenomena requires the pedagogue to acquire the knowledge of heuristic research, scientific-pedagogical research methods, including the analysis of personal experience and the experience of others, which implies the knowledge of performing research, reflexive and other tasks.

The professional competence of teachers is manifested in all aspects of pedagogical work: in professional activity, in the development of personality in everyday relationships, as a collective result of work and requires the formation of all its components. It should be noted that the most important task of a teacher of higher educational institutions is to create psychological and pedagogical conditions for the stabilization of professional competences of students, and the gradual education of their ability to manage transmission mechanisms. The stages of their implementation are as follows:

teacher management of the student's activities;

joint management of work mechanisms of professional competence by the teacher and the student;

self-management of professional self-development of the future specialist.

To develop students' ability to make clear decisions in pedagogic and production problem situations in the formation of their professional competence, to develop and systematize tasks in problem situations based on achieving interdisciplinarity in order for them to have the opportunity to receive information on the subjects of the educational curriculum using new forms, ensuring interdisciplinary coherence and continuity in the acquisition of fundamental, in particular, pedagogical and technical knowledge, scientific justification of the theoretical and practical aspects of pedagogical sciences, since the interaction of pedagogical sciences with humanities, socio-economics, mathematics and natural sciences, as well as general professional and specialized sciences is a multifaceted problem requires.

Currently, great attention is being paid to professionally oriented teaching technology capable of solving these tasks in the formation of professional competence. The teaching technologies developed and used by the teaching staff of higher education institutions are a component of the educational system for determining and training the professional competence of future specialists,

[6] Nazarova B.A. Educating the professional ability of future teachers of pedagogical colleges: Dis. … ped. science. name - T.: 2009. - 170 p.

and for the initial creation of the professionally important base for acquiring a profession, theoretical, practical and motivational training for high-level implementation of professional activities. and helps in the gradual formation of ability.

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