

Ways And Methods Of Formation Of Professional Competence In Future Professionals

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Abstract:

This article describes the importance of the formation of professional competence of future professionals, the content and essence of the concept of competence, the analysis of scientific research in this area in the Republic of Uzbekistan.

The article also discusses the opportunities and needs for the formation of professional competence of students majoring in preschool education. Millions of people around the world, including young people, are struggling to find a place in life due to lack of professionalism, and the number of unemployed is growing every year. This article addresses this socio-pedagogical problem and explores effective ways to address it.

Admittedly, professionalism is important in a person's life. Because professional activity has long been an integral part of people's lives. According to daily observations and scientific research, people's health, vitality, and true happiness depend on the profession they choose and the fact that they have worked in this profession for many years. People who choose a career out of curiosity, accidentally, under the influence of someone, or under the pressure of their parents, often experience depression, unhappiness, failure in their careers, and professional dissatisfaction. Choosing a career path is one of the most pressing issues. Thus, the issue of choosing a profession and working effectively in one profession for many years is still a pressing issue. In particular, the possession of professional competence in professional activity is a factor that increases its effectiveness.

Key words: faith, competence, pedagogical competence, conformity, ability, skill, initiative.

1.Introduction

Today, Uzbekistan has entered a period of development, renewal and prosperity. At the heart of this ascension lies man and his happiness and interests. The task is to create a wide and favorable environment for the peaceful coexistence of the citizens of our country, to ensure its happy future. Our state and government, including the President of the Republic of Uzbekistan Sh. Mirziyoyev believes that the citizens of our country, especially the younger generation, should have a broad outlook and high spirituality in order to have such a happy life and future. The same issue is reflected in all laws, decrees and orders of the President and the government in the field of education. In particular, the Decree of the President of the Republic of Uzbekistan dated September 6, 2019 No PF-5812 "On additional measures to further improve the system of vocational education", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 23, 2019 Resolution No. 797 "On the organization of the process of continuous professional development of managers and teachers of higher education institutions", May 15, 2020 No. 287 "Development of professional skills, knowledge and abilities of the Republic of Uzbekistan Priorities for the systemic reform of higher education have been identified in such resolutions as "On measures to organize the activities of the national system".

At the same time, improving the quality of training in the field of education in the Republic, creating the necessary conditions for the training of highly qualified specialists, advanced pedagogical technologies and

training based on international educational standards in the educational process -Effective work is being done to address pressing issues, such as the widespread introduction of methodological materials.

In view of the above, it should be noted that such work in our country will serve to cultivate a generation of intellectual potential, initiative, courage, patriotism and physical health, which will serve its development in the future. After all, our society, state and, of course, our oasis are equally interested in raising a generation with such qualities.

2. Materials and Methods

In recent years, there has been a growing need for strong and competitive personnel in the global labor market. Because of the rapid growth and development of science and technology in the world from year to year, there is a need for strong professionals. This, in turn, requires each specialist to acquire professional competence and constantly improve it. At the same time, professional faith is an important factor in the formation of professional competence in future professionals. Based on the analysis of available sources, it should be noted that the components that form the basis of professional faith are closely related to pedagogical competencies. These include professional knowledge, professional devotion, professional loyalty, professional conscience, professional will. Undoubtedly, the presence of such qualities in the professional activity of a specialist makes it easier and faster to develop competence. So what is competence? What is included in the professional competence of the specialist? What qualities of competence are required in the pedagogical profession.

In recent years, a number of scientific studies have been conducted in Uzbekistan on the formation of competence and pedagogical competence. In this regard, N. A. Muslimov, M.H. Usmonbaeva, D.M. Sayfurov, A.B. Turaev, K.M. Abdullayeva, B. Nazarova, OA Kuysinov, NS Gaipova, N. Karimova, M. Kadyrov.

The concept of "competence" is defined in the textbook "Fundamentals of pedagogical competence and creativity", published by NA Muslimov, MHUsmonbaeva, DMSayfurov, ABTurayev, as follows: "Competence" (visual. "Competence" – "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and ability." At the same time, competence is the ability of an individual to control himself in various, random situations and normal processes, as well as the ability of an individual to interact with people, the community, to find effective ways out of difficult situations.

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

In general, competence does not mean the acquisition of knowledge and skills by a specialist, but the acquisition by each specialist of fundamental-integrative knowledge and practical actions in their field. At the same time, any specialty, depending on its nature, requires constant updating and enrichment of competent knowledge, the ability to search for the latest information in the world and in society, to process it and apply it effectively in their work. Because any professional competencies can become obsolete, supplemented, perfected, and replaced by one another due to changes in the world and society.

Pedagogical competence is a systemic phenomenon and a systematic unit of pedagogical knowledge, experience, features and qualities, a process that allows for effective implementation of pedagogical activities and targeted organization of pedagogical dialogue, as well as personal development and improvement of the teacher.

Examining the available sources, it should be noted that pedagogical competence consists of three components. These are:

- Common cultural competence - competencies related to the views, ideas, tendencies of moral and human values that are equally important for all peoples (self-respect and patriotism, kindness, loyalty, kindness, friendship, etc.). For example, students and their parents, the cultural community formed in relation to the pedagogical community, representatives of other nationalities).
- Professional competence is a type of competence that is formed and manifested in the process of human abilities and activities, which allows a teacher to solve pedagogical problems independently and successfully on the basis of fundamental knowledge, skills, abilities and experience in their specialty.
- Social competence - implies the readiness of the educator to follow the norms and rules accepted by society and to participate in his life as an active member of society, and so on.

In our opinion, there are 4 stages in the formation of pedagogical competence. These are:

1. The stage of manifestation of competence that is not understood by the educator. At this stage, the educator does not realize that his / her work does not meet the existing requirements, which prevents the teacher from evaluating his / her work. Therefore, the main task of this stage is to prepare the teacher to a state of perceived competence.
2. Competence implemented in a way understood by the educator. The purpose of this step is to help educators understand the need to develop their professional knowledge and skills. Based on this, the educator can work on himself, including monitoring the knowledge of students, attending classes of colleagues, learning best practices, and more.

3. Developed pedagogical competence: This stage is the ability to perform a given task based on the acquired knowledge, skills and abilities. At this stage, the educator uses the existing pedagogical competence in the process of activity and analyzes the results achieved during the activity.

4. Professional competence of the teacher. This stage is the highest stage and is completely different from the other stages. This stage is characterized by the teacher's ability to organize their activities at a high level and to perform their actions automatically. In this process, the educator is able to successfully apply their knowledge in practice, to build their work constructively, to be proactive and selfless.

Pedagogical competence requires the teacher to work on himself, to develop and analyze himself, and to self-assess.

In general, the professional belief of the teacher in accordance with his pedagogical competencies to increase the effectiveness of the educational process, the realization of the goals and objectives of universal and national ethics, the teacher's students, colleagues, parents, community and also helps to build relationships with people in the community.

Universal and national-ethical concepts such as having a high level of knowledge in their profession, dedication to the profession, honest and conscientious work, patience and will to overcome professional difficulties, understanding of professional duties and responsibilities, initiative, pedagogical activity, etc. is interpreted in conjunction with lim-educational work, and it defines the professional beliefs of the educator. Therefore, future educators need to acquire the qualities of professional faith. This is because the acquisition of professional faith qualities: the formation of professional knowledge, skills and competencies in students; to be proud of his chosen profession in the future, to serve conscientiously for the development of society, to unconditionally abide by the laws of education, and to form in students a unity of word and deed.

3. Results and Discussion

We know that the formation of students' professional competence is a systematic process, which takes place not only in the classroom, but also in extracurricular activities, in particular, in spiritual and educational work.

So, extracurricular activities include: themed evenings, debates, meetings, weekends, discussions, conferences, theatrical concerts, public performances, parties, celebrations, carnivals, contests, travel, exhibitions, fun games, sporting events, amateur art classes, and more.

Each of these activities has its own role in the formation of professional competence in students, which differs from each other in the order, form and other aspects.

In order to form the professional competence of students in the process of educational activities, it is necessary to pay attention to the following important aspects:

- Influence the student's consciousness, emotions and behavior during the event;
- to achieve self-education of the student on the basis of external influences;
- Interrelation of all spheres of professional activity;
- pay attention to the structure of the process of formation of professional competence;
- Achieving an increase in the level of professional knowledge of students.

One of the most effective forms of spiritual and educational work with students today - one of the most effective methods of the applied approach - is a roundtable discussion. Roundtables are a form of opportunity for students to actively participate in group discussions. During the roundtable, current issues and problems will be raised and tasks will be identified. The purpose of the roundtable, which is aimed at developing students' professional competence, should be as follows:

1. Increasing students' knowledge of professional activity;
2. Development of cognitive activity;
3. Solve problems together;
4. Learn to draw conclusions and make decisions.
5. Justify the proposed decisions and defend their beliefs, etc.

The following aspects should be considered when organizing a roundtable discussion:

1. Ensuring a meaningful roundtable discussion using a variety of visual aids (audio, video, photo).
2. Prepare reports, comments, and evidence with a focus on the main idea.
3. Adhere to the principle of "round table". Ensure that students sit around a round table. Because in this process, students communicate directly with each other, clearly seeing each other's many mental and physiological states, such as facial expressions, eyes, facial expressions, kindness. . Everyone around the table, in particular, is emotionally close.
4. Invite experts (lawyers, sociologists, psychologists, economists) to make the roundtable interesting and to find solutions to some issues.
5. Focus on having as many students as possible in the roundtable.
6. Try to solve problems in a certain sequence during the conversation. Don't go from one problem to another without solving it.
7. The duration of the roundtable should not exceed 2 hours.

One of the important features of the roundtable is the establishment of open and democratic relations between its participants. Because the opinions and views of each participant sitting at the round table are not rejected by others and are openly discussed. The following principles apply:

- Make sure everyone at the table feels equal.
- Every idea and thought expressed during the conversation should not be left out of the discussion.
- The conversation should not be about one or more people.
- All participants are responsible for the implementation of the decision made at the end of the interview.

The organizer of the roundtable will also have important responsibilities. They say:

find problematic questions to make the roundtable fun.

leave room for additional questions that increase participants' activism on the common issue under discussion.

prevent situations that could lead to tense situations during the conversation.

if there are deviations from the problem by the participants, such as resolving the situation immediately.

to engage students in group analysis and discussion, comparison.

use a variety of organizational techniques in discussions.

alert students to the topic of their choice for the roundtable, etc.

Remind the participants to follow the time rules when participating in the discussion on the issue.

In our opinion, the roundtable should be organized in three stages:

1. Introduction. Roundtable participants get to know each other. (If the group meets for the first time, they will be given 5 minutes to complete the discussion.) Participants will be motivated to participate in the roundtable. The problem on the agenda is stated and its importance is explained. The terms of the roundtable will be introduced to the participants and a friendly relationship will be established between them.

2. Main part- The main purpose of the roundtable is the process to be carried out. In it, the participants are first asked questions on the topic. Once you have a detailed answer to each question, move on to the next question. The questions should be structured based on the problem situation. For example, difficulties in the process of adaptation of a young specialist to a new team, or family problems related to professional activities. Once similar problematic situations are introduced to the roundtable participants, a number of questions are asked to them. The time allotted for each question should not exceed 10-15 minutes. Otherwise, other issues raised in the roundtable will remain unresolved. The scope of the questions in the roundtable should be high, the solution should not consist of "yes" or "no" answers, but should force participants to think, take responsibility, think carefully. The more approaches to the questions, the more diverse the opinions, the more interesting it will be. In a discussion roundtable, students participate not only in ideas, new information, and ideas, but also as carriers of those ideas and thoughts. Questions aimed at solving problematic situations are a key part of the roundtable. The question is what the question is, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer, what is the answer.

3. Conclusion: This stage is an important stage for the educator. After all, he will determine the effectiveness of the roundtable during the final interview. The expert will clarify the shortcomings or successes based on the answers received.

Based on the above considerations, it should be noted that the role and place of roundtables in the formation of professional competence of students is high, and in the process of such roundtables, students are constantly acquainted with the secrets of professional knowledge. Young people are becoming more and more interested in their chosen profession.

4. Conclusions

In conclusion, it is important to note that the professional competence of future professionals is one of the key factors in the development of the state and society. We need to focus on support. It is difficult to achieve any results in this area without effective communication between the family, educational institutions and the community. Because, according to our observations, the low level of professional competence of students is directly due to problems in the family and the environment. Therefore, it is necessary to improve the existing system in the formation of professional competence of students, that is, to develop effective ways to work with the family first.

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