



METHODOLOGY OF DEVELOPING PROFESSIONAL CULTURE OF COLLEGE STUDENTS ON THE BASIS OF COMPETENCY APPROACH

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Abstract: Improving the professional culture of college students in developed countries on the basis of a competency approach, increasing mobilization and promoting innovative approaches and technology-based professional activities in education, inculcating personal and professional qualities, philosophical and professional views, components of professional culture (motivational-value, special attention is paid to research on improving the methods, technologies, forms and means of cognitive, functional) development. The development of theoretical and practical bases of these directions, the definition of its psychological and pedagogical factors and conditions, content and structure, plays an important role in training highly qualified professionals in the period of social renewal and spiritual growth.

Key words: methods, technologies, professional culture, professional competency.

I. INTRODUCTION

As a result of reforms aimed at restructuring the system and content of training in accordance with the needs of society, the development of effective forms and methods of spiritual and moral education of students, a competent approach to the educational process has been introduced. Some practical work has been done on the development of culture. The Action Strategy for the Further Development of the Republic of Uzbekistan prioritizes "further development of the system of continuing education, increasing the capacity of educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market." To solve this urgent problem, it is necessary to develop modern technologies for the organization of vocational education in educational institutions, especially in professional colleges, to conduct pedagogical research. Given the urgency of this problem, the competency approach of professional culture in graduates of vocational education institutions in the field of "Mechanical Engineering, Equipment and Automation of Machine Building" (future welders, machine operators, operators, plumbers, technicians and mechanics) The need to study the problem of improving the methodology of development from a modern scientific and pedagogical point of view has identified the subject of research. It is the development of methods to introduce a competency-based approach to the continuous development of professional culture components of college students. Identification of didactic and social factors is inextricably linked with the issues of improving the criteria for assessing the development of professional culture.

II. LITERARY REVIEW

A number of research works have been conducted by pedagogical scientists on theoretical, methodological and practical issues of training for various sectors of the economy and the economy. Problems of vocational education, professional orientation of future specialists, preparation for professional activity, vocational training, topical issues of formation of personal and professional qualities in them Scientists of our country, including R.X.Djuraev, Sh.E.Qurbonov, U.I.Inoyatov, A.R.Xodjabaev, Z.K.Ismailova, N.A.Muslimov, Q.T.Olimov, Sh.T.Xalilova, O.T.To'raqulov, J.A.Hamidov, D.O.Himmataliev, O.A.Qo'ysinov, N.N.Karimova.

C.Wagner, M.Garner, D.Culburn, Nguyen Van Tin, M.Nind, ELCowen, U.Mangal, E.Johnson, JMSpector, J on the problems of developing the professional culture of future professionals in foreign countries .Locard, F.Raymond, M.Rosenberg, D.Kegan, G.Kulanthaivel.

Pedagogical research and analysis show that although a lot of research has been done on the formation of professional culture in college students, but in the process of vocational education almost no problems in the development of professional culture in students based on a competency approach and the possibilities of using modern pedagogical software, techniques and technologies in the development of professional culture are not fully disclosed. This requires the development of professional culture in college students based on a competency-based approach.

III. METHOD

According to M.A. Innazarov, "competence requires constant enrichment of professional knowledge, learning new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their work".

Research also identifies the types of competencies:

- self-perceived as an individual (health, values, integration, citizenship, self-improvement); competencies related to social interaction, activity (cognitive, playful, professional) (I.A. Zimnyaya);
- values and spiritual competencies (seeing and understanding the world around a person, being able to take a direction in it, understanding his place and function, choosing the purpose and meaning of his activities and actions, selection of purposeful and conscious behavioral actions for independent decision-making, decision-making skills); general cultural competencies (knowledge and experience of working in the field of national and universal culture; spiritual and moral foundations of man and humanity, the life of individual peoples; cultural foundations and traditions of family, community, social events); learning competencies (a set of competencies in the field of independent learning, including elements of logical, methodological, general learning activities of the individual); information competence (skills in dealing with information in the field of academic sciences and education, as well as in the environment); communicative competencies (knowledge of languages, environment, distant events and ways of interacting with people; ability to work in a group, team, various social roles); social and labor competencies (acting as a citizen, observer, voter, representative, consumer, buyer, customer, producer, family member); personal self-improvement competencies (focused on mastering the methods of physical, spiritual and mental self-development, emotional self-regulation, self-support) (A.D.Xutorsky).

Although competencies are divided into several groups, they all meet two important criteria (requirements). That is: general (providing access to competencies in a variety of areas and activities) and private (the ability to reflect involvement in a particular activity).

The results of the theoretical analysis show that the composition of the main competencies is interpreted differently by different authors, and even they differ significantly from each other. Some researchers look at key competencies in the context of 'general skills' or 'core competencies'.

Based on a competency-based approach to research aimed at developing the professional culture of college students, it was agreed that as a future professional, graduates should be able to master the basic and core competencies. At the same time, a set of basic and core competencies was formed. They are: 1) basic competencies; core competencies.

During the study, the problem of developing the professional culture of college students on the basis of a competency approach was analyzed using the following basic competencies: socio-cultural (civil status, responsibility, socio-value orientation, interaction with others in the system of relationships), ability to work in a team, etc.), personal (ability to reflect, professional and personal self-formation, self-awareness, etc.), information (ability to search and analyze information from different sources, expand knowledge, new g 'search for ideas, etc.), proactive (ability to solve social and professional problems and professional tasks of varying complexity, ability to deliver effective solutions to others, etc.).

IV. RESULT

I.A. Zimnyaya shows the difference between the concepts of competence and competence in relation to his professional and social development. According to the author, the professional formation and development of a person is a competence (professional knowledge and training); social maturity is competence (the intellectual and personal experience gained in the course of social as well as professional life activities (i.e., real activities performed in specific situations).

Competence as a characteristic of a specialist has the following characteristics: the knowledge of a competent person is practical, fast, dynamic and constantly updated; has components of cognitive and empirical nature (M.P. Choshanov): according to him it is not enough to understand the problem theoretically, but to know how to use effective methods that allow to solve it in practice, so the necessary description of competence should be provided by a specialist. The methods used should be able to solve problems of different levels of complexity in different situations; Competence as a professional quality creates the necessary conditions for the specialist to choose the optimal solutions, to justify decisions, to reject ineffective "solutions" on the basis of critical thinking.

O.A. Koyzinov distinguishes three main groups of competencies, which are the structural basis of competence, which is reflected in the person. That is: competencies that relate to oneself, as a person, as a subject of life activities; competencies related to human interaction with other people; competencies related to all types and forms of human activity.

According to A.K. Markova, professional competence is a qualitative indicator of a specialist's professional activity, the ability to understand his propensity for this activity, to assess his personal qualities and qualities, to determine his professional development. It means being able to focus, improve oneself and educate oneself. According to the researchers, the structure of professional competence consists of three components: content, motivation and performance.

Professional competence is manifested in complex processes, in the performance of vague tasks, in the use of conflicting information, in the ability to have a contingency plan. Thus, the general essence of competence is reflected in the ability of a specialist to positively solve complex professional problems in extremely difficult situations. That is, a competent professional must "acquire and apply the knowledge, skills, and competencies necessary for the conduct of professional activities of personal and social significance."

Based on the above considerations, it is possible to draw certain conclusions on professional competence and its theoretical description. That is, professional competence is a quality that characterizes and evaluates the specific activities of a person in the system of social labor, which includes: 1) a deep understanding of the nature of the tasks and problems to be performed; 2) to know the existing experience in this field, to master it; 3) be able to choose the appropriate means and methods of action in a specific place and time; 4) a sense of responsibility for the result achieved; 5) draw conclusions from mistakes and make corrections in the process of achieving the goal.

The concepts of "competence" and "professional competence" are closely related to the concept of "qualification". Consequently, the term "qualified" refers to a person's readiness to perform a job. Qualifications determine the professional qualities of a specialist that meet the production requirements. Therefore, a professionally competent professional (in this case, a graduate of research) must meet this requirement.

A.K. Markova divides professional competence into the following types: special competence (high level of professional activity, ability to design one's own professional growth); social competence (joint (group, cooperative) professional activity, cooperation, as well as thorough mastery of professional communication skills related to the profession, social responsibility for the results of their professional activities); personal competence (mastery of personal worldviews and ways of self-development, the ability to resist the deviation of the individual professionally); individual competence (ability to express themselves and develop their individuality in the profession, readiness for professional growth, ability to maintain their individuality, not to fall behind professionally, to organize their work rationally, to work ability to perform without allowing stresses).

As a result of his research, N.V. Kuzmina cites five elements (or five different types) of competence. These are: special and professional competence in the field of activity; methodical competence in the field of activity; socio-psychological competence manifested in the process of communication; class-psychological competence in the field of motives, abilities; autopsychological competence in the field of achievements and shortcomings in the person and activity.

The sources also cite the following types of competencies: basic (intellectual); personal (responsibility, organization and perseverance); social (adequate (equal) relations with the subjects, providing social support for life activities); professional (ensuring adequacy in the performance of professional activities, such as production and maintenance, computing and design, experimentation and research).

The individual characteristics of each profession or occupation require the presence of certain competencies in the specialist. For example, to date, research in the field of management has systematized many of the competencies that are reflected in the character and behavior of the manager. For example, Lyle M. Spencer and Syne M. Spencer have 21 in their Model to Maximize Work Efficiency; 67 in the Lominger's Competence Model; Richard Boyatzis 19 in Richard Boyatzis's "Effective work model"; Lancaster 11 in the Lancaster's Management Competency Model; John Raven's "Competencies John Raven" lists 37 competencies. By looking at these models, you can see that the concept of "competence" is based on the qualities that are important in the effective organization of professional activity. Hence, competence is a professionally significant quality of a particular type; competence is a set of professionally significant qualities of a particular type.

The considerations set out above will finally shed light on the essence of the concept of 'competency approach'.

Literally, the term "approach" means "to look at a particular case from a certain point of view." From the point of view of the research object, the concept of "competent approach" means "competent approach to professional activity". This, in turn, means that the concepts of "competence" and "competence" must be defined in pedagogical terms.

The results of the study of psychological, pedagogical and other sources show that the scientific direction of the introduction of competence-based approach to education (SVE) appeared in America in the 70s of

last century. It is formed in the general context of the concepts of "competence" and "competence" (use of language in relation to grammar-based language theory), first proposed in 1965 by N. Chomsky of the University of Massachusetts. According to Chomsky, the use of language "really" depends on the person's thinking, language reactions, skills, etc., that is, on the speaker himself, on the person's experience. This notion was enriched in R.W. White's R.W. White's "Motivation reconsidered: the concept of competence" (1959) with the concept of motivation, including private organizers.

V. CONCLUSION

This means that professional culture is an experience gained through the acquisition of knowledge, skills and competencies for professional activity, and professional competence is the use of this experience in the process of professional activity.

Based on the ideas presented in the chapter, a competency-based approach can be used to interpret the basic concepts that serve to shed light on the cognitive nature of the problem of developing the professional culture of college students from a pedagogical point of view.

From the point of view of formation, the basis of professional culture is the ability of the specialist to recognize social, spiritual and moral views, labor and professional activity as a value, a positive attitude to a particular professional activity, intellectual, psychological and physiological capabilities, professional knowledge, skills. 'has the skills, qualifications, experience and the ability to apply it in practice. Accordingly, professional culture is a level that determines the intellectual, psychological, physiological, spiritual and moral maturity of a specialist, a positive attitude to professional activity, the qualities of professional competence.

Development of professional culture of college students - ensuring a high level of intellectual, psychological, physiological, spiritual and moral maturity of students of the relevant educational institution, the formation of a positive attitude to professional activity, the acquisition of professional competence. pedagogical process organized in order to achieve their goals.

Development of professional culture of college students on the basis of a competency approach - the education of college students in the qualities of professional competence, ensuring their high intellectual, psychological, physiological, spiritual and moral maturity on the basis of the priority of positive attitudes to professional activity. 'nalized pedagogical process. The effective organization of this process depends on its organizational, methodological and practical correctness and rationality.

Thus, in modern conditions, the acquisition of the qualities of competence of specialists is put on the agenda as a socio-pedagogical necessity. Market competition, based on strong competition, also requires a specialist to be resilient. Only a competent professional can withstand strong competition. Therefore, during the research period, it was considered appropriate to develop the professional culture of college students on the basis of a competency-based approach. In essence, a competency-based approach involves the development of general vocational training and skills in college students based on the requirements of a market economy, as well as their effective acquisition of professional knowledge, skills, competencies and technologies.

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