WAYS OF FORMING THE COMPETENCE OF UNDERGRADUATE STUDENTS OF TECHNICAL UNIVERSITIES

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Abstract: The article discusses the distinctive features of the competence model of expert training in comparison with the traditional model of expert training.

Аннотация: В статье рассматриваются отличительные особенности компетентностной модели подготовки специалиста в сравнении с традиционной моделью подготовки специалиста.

Annotatsiya: Maqolada mutaxassis tayyorlashning an'anaviy modeliga nisbatan mutaxassis tayyorlashning kompetentsiyaga asoslangan modelining o'ziga xos xususiyatlari muhokama qilinadi.

Keywords: competence, education, modernization of higher professional education, person-activity approach, competence model of education.

Ключевые слова: компетенция, компетентность, образование, модернизация высшего профессионального образования, личностно-деятельностный подход, компетентностная модель образования.

Kalit so'zlar: kompetentsiya, ta'lim, oliy kasbiy ta'limni modernizatsiya qilish, shaxs-faoliyat yondashuvi, ta'limning kompetentsiyaga asoslangan modeli.

Socio-economic changes in Uzbekistan have led to the need to modernize many social institutions, and first of all, the education system, which is directly related to economic processes through the training of productive forces. Competence-based approach in education is a modern way of ensuring the quality of training for all spheres of life. In this regard, one of the main tasks, along with the formation of a harmoniously developed personality, is the task of forming a professionally competent specialist.

Society needs graduate students who are ready to be included in further life activities, who are able to practically solve the life and professional problems facing them. And this largely depends both on the acquired knowledge, skills and abilities, and on certain additional qualities, for which the concepts of "competence" and "competency" are used, more appropriate to the understanding of modern educational goals. The introduction of these concepts into pedagogical practice will require changes in the content and methods of education, clarification of the types of activities that students should master by the end of education and when studying individual

disciplines. In the psychological and pedagogical literature, the concept of "competence" is associated with a certain type of activity and means, according to the dictionary of S. I. Ojegov, "awareness, authority in any field", and "competence" has the following meaning: "The scope of powers, rights of any person, body, range of issues, cases that are in someone's jurisdiction."

Competence should not be opposed to knowledge or skills and abilities.

The concept of competence is broader than the concepts of knowledge, skill and abilities, it includes them. Consequently, the concept of competence will combine not only cognitive and operational-technological components, but also motivational, aesthetic, social and behavioral. It includes learning outcomes (knowledge and skills), a system of value orientations, habits, etc.

Thus, the central aspect of competence is the ability to carry out any activity, both familiar and new, based on the organic unity of knowledge, skills, experience, relationships, etc. The formation of the professional competence of a future specialist is carried out through the content of education, which includes not only a list of academic subjects, but also professional skills and abilities that are formed in the process of mastering the subject, as well as through the active position of the student in social, political and cultural life.

All this in a complex forms and develops the personality of the future specialist in such a way that she has ways of self-development and self-improvement. For instance, the competence model of a specialist for the field of engineering and technology includes the following groups of competencies:

1) Social and personal:

- health-saving competencies (knowledge and compliance with the norms of a healthy lifestyle; physical culture);

- competencies of value-semantic orientation (understanding the value of culture, science, production);

- competence of citizenship (knowledge and observance of the rights and duties of a citizen; freedom and responsibility);

- self-improvement competencies (awareness of the need and the ability to learn throughout life);

- competencies of social interaction (the ability to use cognitive, emotional and volitional features of personality psychology; willingness to cooperate; racial, national, religious tolerance, the ability to extinguish conflicts);

- competence in communication: oral, written, cross-cultural, foreign language;

2) Economic and organizational-management:

- ability to score expenditure and results of the organization's activities;

- knowledge of the organizational and legal foundations of management and business activity;

- the ability to organize a job for people in order to achieve their goals;

- knowledge and readiness to use innovative ideas;

- readiness to take moderate risks;

3) General scientific:

- competence of cognitive activity (habit of abstraction, critical thinking, study of the environment to identify its capabilities and resources, search and use of feedback, ability to make non-standard decisions, resolution of problematic situations);

- integration competencies (the ability to structure knowledge; the ability to increment accumulated knowledge);

- professional development competencies (ability to learn independently; willingness to solve complex issues);

4) General professional (invariant to professional activity):

- knowledge and readiness to use the main application software tools; ability to use global information resources; possession of modern means of telecommunications;

- the ability to conduct a measurement experiment and evaluate the results of measurements;

- the ability to assess the risk and determine measures to ensure the safety of the developed equipment and technologies;

- ability to develop and use graphic technical documentation;

- the ability to choose materials for use in equipment, taking into account the influence of external factors and the requirements of manufacturability and cost;

- knowledge and readiness to use methods of analysis and synthesis of electrical circuits and devices;

- the ability to make an informed choice and design of machines and mechanisms in relation to the chosen field of professional activity;

- special (knowledge of algorithms of activities related to modeling, design, scientific research) (3).

In fact, in this approach, the understanding of knowledge as an increase in the amount of subject information is contrasted with knowledge as a set of skills that allow you to act and achieve the desired result, and often in uncertain, problematic situations. Thus, the competence approach is an enhancement of the applied, practical nature of all education (including subject-based learning). The key idea of this direction is that in order to ensure the "long-term effect" of education, everything that is being studied should be included in the process of use, utilization. This is especially true of theoretical knowledge, which should cease to be dead baggage and become a practical means of explaining phenomena and solving practical situations and problems.

The position of the teacher is also changing fundamentally. He is not only the carrier of "objective knowledge", which he tries to convey to the student, but also motivates students to show initiative and independence, organizes independent

activities of students in which everyone could realize their abilities and interests. It is possible to identify those characteristics of situations that any teacher should organize in order to create a "developing environment" in the audience.

The necessary ones include the following:

- Independent choice of students (topics, level of complexity of the task, forms and methods of work, etc.).

- Independent educational work, activity (independent implementation of different types of work, during which the formation of skills, concepts, ideas takes place).

- Awareness of the purpose of the work and responsibility for the result.

- Implementation of individual interests of students.

- Group work (assignment of responsibilities, planning, discussion, evaluation and reflexive discussion of results).

- Generation of concepts and organization of their actions based on them.

- The usage of an assessment system adequate to the required educational results (portfolio, diary of achievements, success map, etc.).

- Demonstration of competent behavior by the teacher.

By specifying these conditions, it is possible to determine the possible actions of the teacher aimed at creating a developing environment:

- to encourage people for trying to do something on their own.

-to illustrate interest in the success of students in achieving their goals.

- to encourage the formulation of difficult, but realistic goals.

- to encourage the expression of their point of view, different from the points of view of others. To teach not to fear to express your understanding of the problem. Especially, in cases where it is at odds with the understanding of the majority.

- to encourage the testing of other ways of thinking and behavior. To create conditions for the manifestation of initiative based on their own ideas.

-to include students in various activities that contribute to the development of their various abilities.

-to create different forms of motivation that allow you to include different students in motivated activities and maintain their activity.

-to allow you to build your own picture of the world based on your understanding and cultural patterns. To learn to define your position on the problem under discussion and your role in group work.

- to teach to ask questions and make suggestions. To teach to listen and try to understand the opinions of others, but have the right to disagree with them. To teach to understand other people who have different values, interests and abilities.

- To bring students to a full understanding of the criteria for evaluating the results of their work. To teach to carry out self-assessment of their activities and their results according to known criteria.

-to teach to work in a group, understanding what the end result is, doing your part of the work. To show what underlies the effective work of the group. To allow students to find their place in collective activity according to their interests and abilities.

- to allow students to take responsibility for the final result.

-to show students how to learn independently and come up with something new. Support students when they make mistakes and help them cope with them.

- To show the relativity of any knowledge and its connection with the values, goals and ways of thinking of those who generated them.

Thus, the teacher actually creates conditions, a developing environment in which it becomes possible for each student to develop certain competencies at the level of development of his intellectual and other abilities. Based on the understanding of vocational training as a process of professional development, mastering the experience of future professional activity, we can say that a competent specialist is looking to the future, anticipates changes, is focused on independent education. An important feature of a person's professional competence is that competence is realized in the present, but is focused on the future. Professional competence is a combination of key, basic and special competencies.

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