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Research Article

DEVELOPMENT OF PROFESSIONAL COMPETENCE AS AN IMPORTANT TASK OF THE HIGHER EDUCATION PROCESS

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ABSTRACT

In the development of professional competence of students, it is important that they acquire practical skills and competencies of a research nature. Because they carry out actions aimed at preparing a number of research works of a scientific nature during their studies in higher education institutions. It, in turn, requires students to have research skills and competencies. In the article, professional competence is related to the requirements of studying the experiences of organizing and conducting the educational process in continuing education institutions, participating in research, collecting, summarizing and analyzing data, passing training sessions in general secondary, secondary special, vocational educational institutions, acquiring and applying modern technologies. should answer, stages of implementation of the process of development of students' professional competence in the process of higher professional education, principles of development of theoretical knowledge and practical skills, issues of the need to acquire social competences important for every student are discussed.

KEYWORDS

Student, adaptation, orientation, development, creativity, profession, education, process, quality, result, research, competence, knowledge, skill, competence, formation.

INTRODUCTION

The content and essence of the organization of education, the establishment of new directions based on the requirements of the region where the educational institution is located and the

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characteristics of the labor market, ensuring the integration of the educational institution with the production sectors, public-private partnership models in the vocational education system and modernization of various forms of education in vocational education institutions creates the need to organize the development of methods and methods that meet modern requirements.

The innovative direction in the principle of lifelong learning is the most important qualitative characteristic of the current stage of development of the vocational education system, on the one hand, the integration processes that reflect changes in the structure of the vocational education system, and on the other hand, the processes of interaction between vocational education and the production sector [1].

The development of the education system has been raised to the level of state policy, ensuring that our children acquire modern knowledge and skills in conditions corresponding to world standards, grow up as physically and spiritually mature people, realize their abilities and talents, intellectual potential, loyalty to the motherland in the hearts of our youth and Great work is being done to develop self-sacrifice [2]. In particular, the development of professional competence in students based on an innovative approach to educational activities is considered a holistic process under the influence of many objective and subjective factors.

MAIN PART

Any process takes place on the basis of certain stages. Based on this, attention was paid to defining the stages of the process of developing professional competence in students. In the development of professional competence of students, it is important that they acquire practical skills and competencies of a research nature. Because they carry out actions aimed at preparing a number of research works of a scientific nature during their studies in higher education institutions. It, in turn, requires students to have research skills and competencies.

The implementation of the following stages of the process of professional competence development in students was determined:

1. Adaptation-orientation stage. At this stage, students of professional education understand the essence of educational activities in the organization of the educational process in humanitarian and social-economic sciences, mathematical and natural-scientific sciences, and general professional sciences. By completing educational tasks of various nature, complexity and form, he will become aware of the content of educational, scientific-research, project-constructive, economic, production-technological, organizational-management, as well as pedagogical activities carried out in the system of secondary special, vocational education. Their educational activities are organized directly under the guidance of teachers or production masters. In this case, the methodical instructions and instructions given by the teachers ensure the formation of ideas, form, methods and means of effective organization of professional competence in students of all types, in particular, in independent education, and decide the concepts. The assimilation of knowledge becomes reproductive. That is, the learning activity of students is based on the retelling of information and knowledge given by teachers in many cases.

2. Formation stage. At this stage, students of vocational education majors master the skills of quality performance of educational tasks of various complexity, effective organization of independent education. An innovative approach to the learning activity of students gradually begins to gain

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productivity. Now they begin to independently perform learning activities that represent the essence of educational, scientific-research, design-constructive, economic, production-technological, organizational-management, as well as the essence of pedagogical activities carried out in the secondary special vocational education system. Methodical guidance of teachers or production masters is felt only in necessary places.

3. Development stage. The main feature of this stage is determined by the bright manifestation of independence in the educational activities of students of vocational education. Students perform learning activities of any complexity in a purposeful, consistent, continuous manner, independently without the guidance of a teacher or production master. At this stage, students' skills related to educational, scientific-research, design-constructive, economic, production-technological, organizational-management, as well as pedagogical activities carried out in the secondary special vocational education system gradually become qualifications. As a result of this, students are partially inquisitive and creative.

Vocational education bachelors are required to have the following general qualifications:

- to have systematic knowledge related to the worldview, to know the basics of humanitarian and social economic sciences, to know the issues of current state policy, to be able to independently analyze social problems and processes;

- To know the history of the Motherland, to be able to state and scientifically substantiate one's point of view on national spiritual issues and universal values, to have an active life opinion based on the ideas of national independence;

- to have a comprehensive idea of the processes and events occurring in nature and society, to acquire knowledge about the development of nature and society, to be able to use them in life and professional activity on modern scientific bases;

- to have mastered the methods of collecting, storing, processing and using information, to be able to make independent decisions in his professional activity;

- to have a competitive general professional training in the relevant bachelor's field;

- able to acquire new knowledge independently, work on oneself and organize work activities on a scientific basis;

- should have a scientific vision and belief about a healthy lifestyle and the need to follow it, as well as the training and skills of physical training.

We support the idea that it is appropriate to associate professional competence with activity rather than with education [3]. Activity includes the entire communication system of people: their interaction, exchange of experience, acquisition of knowledge. The activity requires the efforts of its participants to stimulate their activities, and it, in turn, serves as an incentive for their personal development and self-improvement. In vocational education, the concept of professional competence is considered to be a person's ability and ability to perform certain work tasks, i.e., the essence of professional competence is a mental state that allows to act independently and responsibly, which is expressed at the level of the objective standard of professional activity reflected in normative documents, and the subjective abilities of the employee's personality. The formation of professional competence is described as the process of development of personal identity of the subject of professional activity, which ensures the formation of individual methods of self-development in the professional environment.

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In the systematic and meaningful analysis of professional competence as its main components, there are three components: general professional literacy (necessary knowledge), the ability to use existing knowledge in the process of activity, and personal qualities. However, in addition to these qualities, professional ability creates characteristics unique to a person as a unique phenomenon, which manifests a unique personal style in professional activity.

Based on the above, the basic idea of professional competence in professional education can be expressed as follows: competence-oriented professional education is aimed at the collective mastering of systemic, social, general professional, pedagogical-psychological and field-related competences by learners, and based on the knowledge obtained from these competences, a person can also develop his own should provide professional training integrated into practical activities for personal interests and the interests of society and the state. The concept of competence includes not only cognitive and operational-technological, but also motivational, moral and social components.

It is important to design the content of professional education based on the qualities of competence in the process of training highly qualified specialists in the field of vocational education.

RESULTS AND DISCUSSIONS

Professional competence meets the requirements of supporting the organization and conduct of the educational process in continuing education institutions, participating in research, collecting, summarizing and analyzing data, taking training courses in general secondary, secondary special, vocational educational institutions, acquiring and applying modern technologies need V.P. Bespalko, approaching the theory of knowledge from a psychological point of view, puts forward the idea that the level of activity can be grouped as follows, based on the stages of assimilation of educational materials by an individual:

Level 1: knowledge of objects through secondary perception (comprehension) of previously mastered material and performing simple actions based on them.

Level 2: restoration of previously performed actions by independent performance of reproductive (productive, effective) actions.

Level 3: acquisition of new knowledge by organizing productive (productive) actions by acting on the basis of an example.

Level 4: organization of creative activities aimed at independent learning of new knowledge [11].

Based on the approach of V.P. Bespalko, the learning activities performed by students in the development of their learning activities are evaluated in the form of low, medium and high levels [10].

A.V.Usova puts forward the idea that the level of formation of students' cognitive skills can be evaluated based on the following criteria: composition and quality of performed operations; their awareness; their completeness and conciseness; level of complexity; practical consistency in their performance [9].

The degree of formation of cognitive skills is also determined as follows:

I (low) – students perform only separate operations (disorganized, not understood);

II (average) – all the operations required by students are performed, but their consistency is not sufficiently thought out, actions are not fully understood;

III (higher) - students consciously perform all operations and actions based on practical consistency.

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N.A. Polovnikova groups the level of independence of students in the development of cognitive activity as follows: 1) analysis; 2) creative development; 3) creative creativity [7].

Summarizing the different approaches to determining the level of activity, we are convinced that the following approach is somewhat clear and reasonable:

1st level: reproductive (productive – re-reflection; according to it, educational activities are carried out according to the model);

Level 2: heuristic (creative production; according to it, learning activities are organized according to an independently selected variant of the algorithm that is somewhat close to the task and conditions);

Level 3: creative (independent planning and free execution of activities).

The principle of the unity of theoretical knowledge and practical skills should be implemented in the study of all subject blocks and all stages of education: collecting facts in the process of pedagogical and educational practices and understanding them in the process of theoretical training in various subjects; study didactics, educational theory and methodology; using them in the process of pedagogical practice, studying the block of technical sciences, using them in technological practices. Mastering scientific theory is a necessary condition for practice, which in turn serves as a basis for strengthening the previously acquired knowledge, and also serves as a preliminary basis for further understanding and development of theory. However, it has a significant impact on motivation and has a decisive influence on the formation of motivational and value relationships to the development of professionally relevant knowledge. The unity of theoretical and practical training is so dependent that it should be a common direction in the overall process of forming students' professional competence.

Therefore, in order to significantly change the state of professional training of future vocational education teachers, it is necessary to design the content of education based on competence in the training of vocational education teachers. The main tasks in improving the content of vocational education based on competence:

- To ensure the continuity of education by improving and integrating the content of state educational standards, curricula and programs, and textbooks;

- optimization of the scope and volume of training loads by integrating related subjects in the curriculum;

- creation and implementation of a unified educational system for all stages of assessment of students' knowledge, skills and qualifications according to State educational standards;

- expansion of virtual educational laboratory, modern information communication, electronic technical and remote teaching opportunities in educational institutions, creation of electronic types of textbooks, manuals and educational films and their effective use in the educational process;

- to further improve the content and quality of prepared textbooks and training manuals.

The technology of formation of the professional competence of a specialist can be structured as a process of turning the educational activity of a student into the professional activity of a specialist, in which the pedagogical conditions for the formation of the professional competence of a future teacher are as follows:

clearly expressed professional orientation, activity of acquiring knowledge, manifested in the processing of acquired social experiences, inquisitiveness and creativity;

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development of scientific thinking, which creates the basis for being able to make decisions independently in any non-standard situations that are common in professional activities, as well as to be able to analyze all the events and phenomena of the whole process;

organization of independent education, which includes a wide range of acquisition of national and world culture, understanding of the educational process, improvement of one's pedagogical skills, direction of self-development, development of research activities;

organization of education that allows students to have their own individual styles in their intellectual and practical activities by individualizing the preparation of students for professional activities.

In the researches of pedagogues, other components of the professional competence of pedagogical staff at different levels are shown. For example, according to A.K. Markova, his educational competence is important for the head of an educational institution, because this competence serves to ensure the substantive and technological aspects of professional and personal growth of management staff. Educational competence envisages the formation of the manager's "Self-Concept" and his managerial role in continuous professional education, readiness for continuous professional and personal self-improvement, educational productivity [4].

In many scientific and pedagogical studies, the concept of "pedagogical competence" is used, in which this concept is used in two different senses [5].

In the first case, it is a form of professional competence, which belongs to representatives of a certain professional field - the field of education (teachers, pedagogues, heads of educational institutions and educational management bodies, etc.). In this case, as synonyms of this term, concepts such as "professional competence of a pedagogue", "professional-pedagogical competence", "professional pedagogical competence" can be indicated.

In the second case, pedagogical competence is understood as a component of the professional competence of specialists whose activity is not related to pedagogy, but has a certain level (partial) pedagogical orientation. They can include many professionals who work in the "human-human" system, that is, people, especially children and young people [6].

According to the results of the analysis of the scientific work carried out on this problem, it is possible to clarify the following main components that make up pedagogical competence:

- reflecting the mastery of the general methodology of methodological, pedagogical activity;

- related to the field of knowledge and skills that should be mastered by students;

- providing knowledge of various methods of methodical, diagnostic, teaching, training and control, as well as being able to use them in a practical manner;

- special-psychological, taking into account the psychological characteristics of learners, providing opportunities to use psychological methods and ways to achieve pedagogical goals rationally and correctly.

In addition, the need to acquire social competences, which are important for every modern person, requires the inclusion of a component that allows the expression of different social views of the individual into the structure of the professional competence of the pedagogue [7]. Therefore, the following relatively independent components (components) can be distinguished in the structure of social competence:

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- social-individual competence, allowing to feel oneself in this world as a person, an individual, a person;

- social-civic competence, allowing to feel oneself as a member of society, a citizen;

- communicative competence, enabling successful interaction with other people;

- information competence, ability to move freely in a wide information space, etc.

CONCLUSION

The transition from subject-object relations to subject-subject relations between learners and trainers in the system of training mature qualified personnel in higher education institutions created the basis for building the training process based on a competent approach.

Today, in the training of teachers of vocational education, such qualities of future specialists are: on the basis of high level of knowledge and professional skills, they can analyze the pedagogical activity and the production process, can put forward new non-standard ideas, use methods and tools that meet rational, modern requirements, professional and scientific information. should be able to apply new methods of learning in practice.

The meaningful structure of the professional competence of the teacher of vocational education is taken as the basis for the expert model, which is determined at the beginning of any fundamental changes in the educational system. Each component of the content structure of professional competence can be considered as a separate, special competence related to science, because each of them consists of a component structure with a complex, three-level structure.

The system-forming, central component of competence, which is considered a unique, integrative quality of a person, is competence related to means of knowing, which consists of two components: material-motivational and reflexive - creativity. Mastery of these means of transferring theoretical and practical knowledge into flexible, variable and rapid forms of practical action represents systemic competence.

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