



Choice of Forming Technologies Professional Competencies of Students

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Abstract: In order to achieve the educational goals of forming a university graduate as a subject of future professional activity, own development, as well as a subject of interpersonal relations in a team and the labor market, it is necessary that a person in the educational process be considered as a subject of activity, which itself, being formed in activity and in communication with others people determines the nature of this activity. The following article discusses the study of choosing appropriate technologies of professional competencies of students.

Keywords: pedagogical technology, pedagogical foundations, education and upbringing, pedagogical system, educational process, interaction.

The professional sphere of any activity of a modern person is characterized as dynamically changing, which, of course, is reflected in the changes in the requirements for a modern specialist, graduate, and professional. The leading factor in the development of modern vocational education is the transition from knowledge goals to goals for the formation of the ability and readiness of specialists to effectively and independently solve professional problems in various situations in the framework of the implementation of the competence-based approach. Determining the psychological and pedagogical foundations for the selection of technologies, forms and methods of organizing the educational process in higher education, we focused on the provisions of the activity approach based on the theory of activity developed in psychology by L. S. Vygotsky, P. Ya. Galperin, V. V. Davydov, A. N. Leontiev and others.

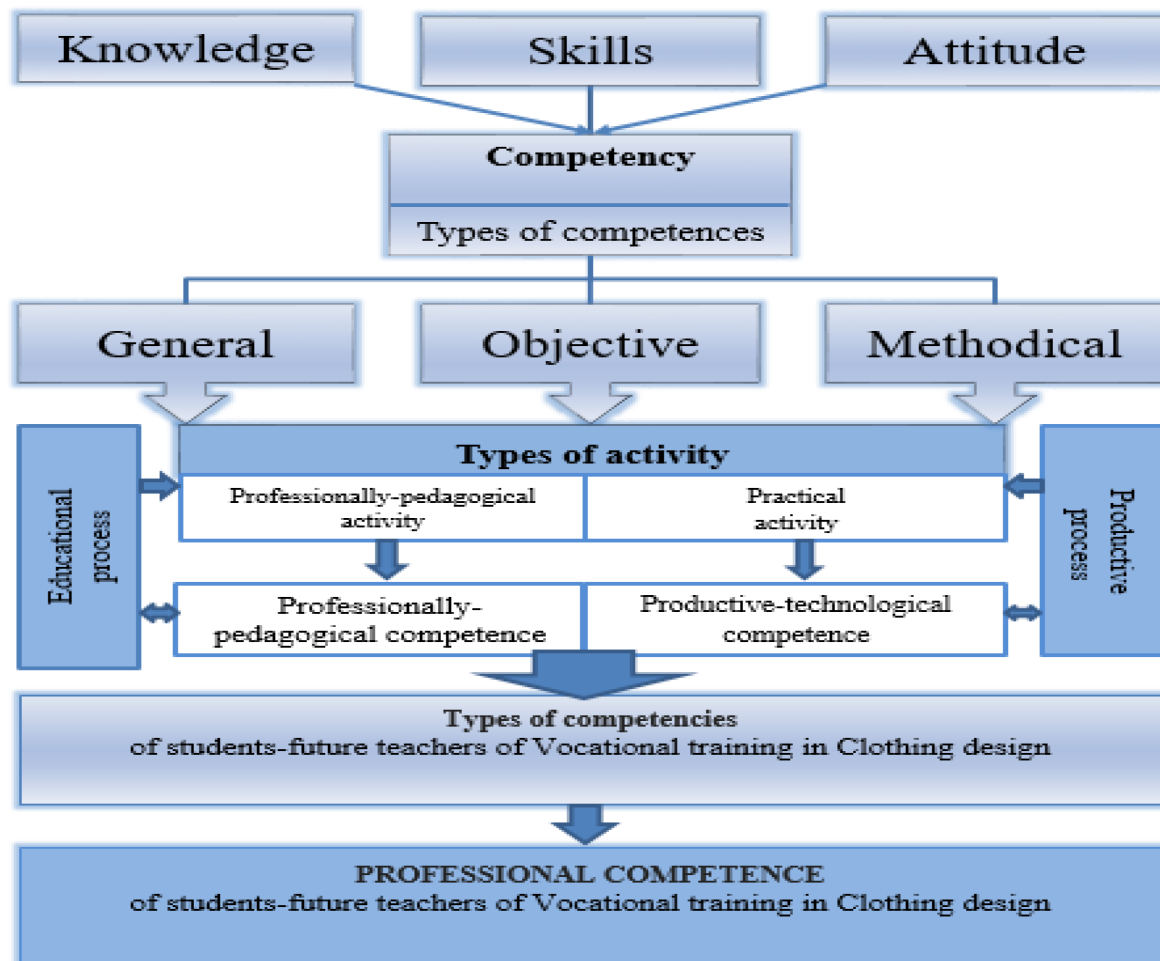
The activity approach in vocational training presupposes qualitatively different, in contrast to traditional, structures of interaction between teachers and students. They are formed on the basis of independence and voluntary recognition by students of the stimulating role of the teacher. The meaning of this technology is that the training of any professional activity can be successfully carried out by modeling in it the subject and social content of the forthcoming activity.

So, pedagogical technologies are: “Pedagogical technology is the interaction teachers and students in any field of activity, organized on the basis of clear structuring, systematization, programming, algorithmization, standardization of methods and techniques of training and education, using computerization and technical means” [Astashkina N.V., 2000;324].

“The totality of means and methods of reproduction theoretically substantiated processes of education and upbringing, allowing to successfully implement the set educational goals” . This is a description of the process of achieving the planned learning outcomes [Pedagogical Encyclopedia, 1989;18-41]. “This is a systematic design activity, allowing to program educational situations, the activity of learning subjects with a significant degree of probability guaranteeing the desired results” [Zagvyazinsky V.I., 2001;192].“The organization of the learning process, providing for a certain

system of action and interaction of all, but above all active elements of the educational process” [Zmeev S. I., 2002;128].

Picture-1. Professional competence of learners.



“This is a meaningful generalization, absorbing the meanings of all the definitions of previous authors” [Selevko G. K., 1998; 256]. “Synthesis of theoretical, applied and procedural, as the unity of theoretical provisions, applied provisions and the mechanism for their implementation in a specific environment, in time, in space; as a technological map, prescribing a certain technological process” [Fokin Yu.G., 2005;224]. “It is art, skill, skill, a set of methods processing, state changes [Pedagogical Encyclopedia, 1989; 18-41p.]. “This is a systemic complex of psychological and pedagogical procedures, including a special selection and arrangement of didactic forms, methods, methods, techniques and conditions necessary for learning process”. “It is this understanding of pedagogical technology as an integral system that determines the interaction between the teacher and students that allows achieve high results in the learning process”[Chernilevsky D.V., 2002; 21-28p.].

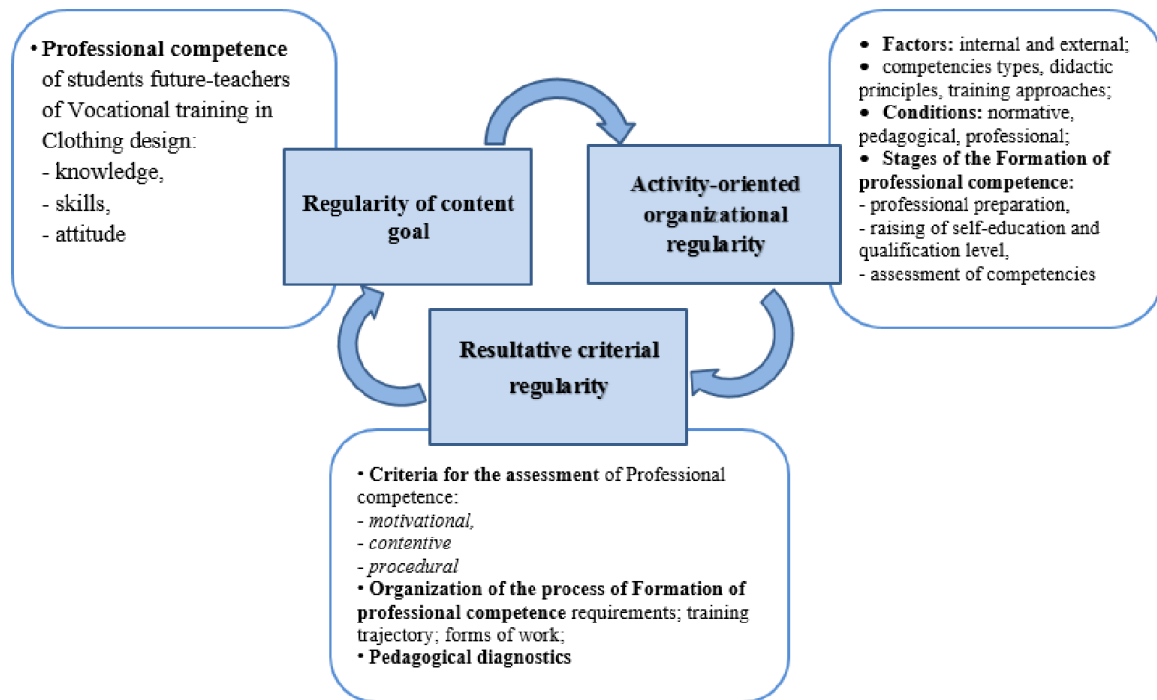
G. K. Selevko distinguishes three aspects in “*pedagogical technology*”:

Scientific: pedagogical technologies are part of pedagogical studying and developing the goals, content and methods of designing pedagogical processes;

- □ *procedural-descriptive*: description (algorithm) of the process ness of goals, content, methods and means to achieve my learning outcomes;
- □ *procedural and effective*: the implementation of technological,logical) process, the functioning of all personal, and methodological pedagogical means [Selevko G. K., 1998;256.].

M. V. Klarin argues that the concept of “pedagogical technology worn in domestic pedagogy with learning processes and brought up different from the foreign, where it is limited to the sphere of education” [Klarin M.V., 1995;176].

Picture -2. Formation of the professional competence.



The study showed that in educational practice the concept of “pedagogical technology” is used at three hierarchically subordinate levels:

1. *General pedagogical (general didactic) level:* general pedagogical (general didactic, general educational) technology characterizes a holistic educational process in a given region, educational institution, at a certain level of education. Here the pedagogical technology is synonymous with the pedagogical system: it includes a set of goals, content, means and methods of teaching, an algorithm
Activities of subjects and objects of the process.
2. *Private methodological (subject) level:* the term "private pedagogical technology" is used in the sense of "private methodology", i.e. as a set of methods and means for the implementation of a certain content of education and upbringing within the framework of one subject (methodology of teaching subjects, methods of work of a teacher).
3. *Local (modular) level:* local technology represents is a technology of separate parts of educational process, the solution of particular didactic and educational tasks (technology of certain types of activity, the formation of concepts, the education of individual personal qualities, the technology of employment, the assimilation of new knowledge, the technology of repetition and control of the material, the technology independent work, etc.) [Selevko G.K., 1998;256].

The purpose of the application of educational technologies is the acquisition by a university graduate of competencies, thanks to which he will be able to become the subject of solving professional problems, relationships in the team, the subject of his own development and the labor market. Each of these goals includes a whole range of tasks for the formation of these types of activities.

In addition, in terms of content, each of the competencies contains four components: *cognitive, orientational, operational and activity*. Mastering the four components of the formed competencies will allow the student to become competitive in the labor market and successfully engage in labor activity. Consider the levels at which competence can be formed at the

The first level of competence formation, a person is able to solve only single tasks of the activity being formed, and due to the limited orientation in conditions, he can apply the methods at his disposal and erroneously, that is, where their application is inadequate to the real conditions of the problem;

- □ *the second level* of competence formation provides the solution of certain groups of tasks of the activity being formed with an understanding of the conditions and limits of applicability of

the methods for their solution. However, even in this case, the student will not be able to solve any problems, but only those groups of them that the level of the mastered mode of activity mastered by him allows. The higher the degree of generalization, the greater the number of tasks the student will be able to solve.

- □ High level of generalization corresponds to the third level of competence formation. Such competence ensures the solution of any problems of this type by different methods with full consideration of the existing conditions of the problem, which are revealed on their own.

The criteria for selecting technologies in this case are their focus on the formation of basic competencies: special and general; the availability of opportunities for the individualization of the educational process, the development of students' motivation in relation to their future profession and the continuation of professional education after graduation, the opportunities for the transition from education to self-education.

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