

A COMPETENCY-BASED APPROACH TO DEVELOPING THE PROFESSIONAL SKILLS OF ITS STUDENTS**Rafiev F.A.****Senior Lecturer, JDPU**

Abstrakt:The article deals with the competence approach in the implementation of modern higher education. Indicated that a necessary component of professionalism person is professional competence. Groups of professional competence, showing the extent of man's mastery of the relevant competencies.

Key words: Competence approach, professional competence, personal potential, professional development, individual and personal characteristics of students.

In today's modern socio-economic conditions, the labor market places potentially high demands not only on professional knowledge, skills and qualifications, but also on rapid and effective learning and retraining, teamwork, high flexibility and stress resistance, creative potential and creativity. It also depends on the development of personal qualities and characteristics that allow thinking.

One of the main principles of the formation of an educational paradigm to ensure the training of specialists in accordance with modern requirements is the competency-based approach, which allows obtaining learning outcomes reflected in the language of competencies, modeling educational outcomes based on the requirements of specific areas of professional activity.

A necessary part of human professional skills is professional competence. If competence is the characteristics and requirements for the training of a specialist that constitute a set of potential qualities of a graduate aimed at the implementation of future professional activities, then competence is a real characteristic that indicates the level of acquisition of the relevant competence of a person.

The ideas of the competence-based approach in the teaching-methodical manual of N.Sh.Turdiyev, Y.M.Asadov, S.N.Akbarova "Educational technologies aimed at the formation of competences in students in the general secondary education system" are acquired without denying knowledge, skills and competence. The ideas that great attention should be paid to the development of the ability to apply knowledge in practice are also reflected in scientific research

[page 4-5].

Also A. M. Aronov, A. V. Barannikov, A. G. Bermus, V. A. Bolotov, I. A. Zimnyaya, G. B. Golub, V. V. It can be noted that Kraevsky studied the nature of professional and personal competencies in scientific research, and all researchers focused on their systematic and multifaceted nature.

Russian psychological scientists B.G.Ananev (the person is the subject of communication, knowledge, work), V.N.Myasishchev (the person is manifested in the system of relations to society, other people, himself and his work), V.N. Based on the ideas expressed by Kuzmina, A.A. Derkach (human ability has an acmeological development vector), A.K. Markov (the professionalism of a person includes certain competencies), I.A. Zimnyaya divides competence into groups as follows: [23 -25 pages]

- Competencies related to himself as a person and a subject of life activity;
- Competences related to communication with other people.
- Competencies related to human activity and manifested in all types and forms of the inner world, can lead a person to self-development and self-improvement.

The modern reality of the rapidly changing world demands from the young generation not only professional knowledge in the chosen specialty, but also requires a high level of socio-psychological culture of a person.

Based on the above, it is necessary not only to rely on the formation of professional competencies defined in state requirements, but also to take into account the personal capabilities of the person in many ways.

Development of students' professional skills during education at a higher educational institution, which ensures optimal initial preparation of future specialists for professional activities, in turn includes individual-personal characteristics that determine the personal potential of a person. In general, these properties are a deterministic system:

- 1) intellectual characteristics of a person (mental processes, direction, motivational readiness, knowledge, skills, competence);
- 2) communicative characteristics of a person (leadership qualities, ability to work in a team, communicative tolerance, perceptiveness, orientation to communication),
- 3) creative characteristics of a person (the ability to act non-standard and original, create ideas, find and create new things in professional activity);
- 4) emotional and volitional characteristics of a person (general adaptive potential, stress resistance, emotional balance, perseverance and ability to overcome difficulties);

5) spiritual characteristics of the person (professional and personal goals, system of social relations);

6) moral characteristics of a person (system of spiritual and vital values, attitude to moral rules and moral qualities of a person).

This system is a mental structure that is mobile and develops in the process of socialization of the individual. Some components, for example, intellectual, emotional-volitional, communicative and creative characteristics are the genetically provided basis of the individual. The basis of these components is temperament.

Temperament refers to the individual characteristics of the psyche that determine the dynamics of a person's mental activity, behavioral patterns and balanced reactions to life conditions, and determine the type of higher nervous activity.

At the same time, students' spiritual-ethical and moral-value characteristics, on the contrary, are rapidly developing in early youth. In this case, the subject of humanitarian, social and economic sciences of higher education can be of great importance for the formation of the future personality of specialists. Students, mainly taking into account their age, social status and life experience, do not yet have clearly defined life values, they are more focused on achieving material values. Nevertheless, it is easier for them to receive new information and assessments from people who have authority (teachers, politicians, writers), and this quality should serve to form vital values.

Thus, when developing programs for the development of the abilities of graduates of a higher education institution, we must take into account the individual characteristics of students and develop personal characteristics that will help them to be the most successful in the specialty chosen for them.

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