

Approaches Aimed At Ensuring a High Quality of Education in the Training of Economists

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Abstract: Quality changes and high efficiency in education depend on their compliance with the requirements of world educational standards and the extent to which the competencies acquired by students are put into practice. The study and analysis of problems in the education system show that the competencies of modern learners lag behind the requirements of the rapidly evolving educational process. This shows the urgency of the problems associated with the development of pedagogical education and the development of cognitive competencies in the process of continuing education.

Keywords: Economy, high quality, large-scale reforms, social development, generation, education system, high efficiency, education.

Implementing large-scale reforms, studying their experience, as well as achieving new achievements in all spheres of life are the urgent tasks of today in order to take a worthy place among the developed countries of the world. Although international cooperation in various fields is effective, we need to show initiative, entrepreneurship, creativity and independence by comprehensively strengthening the education system, enriching the achievements and overcoming the existing shortcomings. The modern stage of social development puts before the system of continuing education the task of educating the younger generation in all respects.

Therefore, in our country, special attention is paid to improving the quality and content of education, enriching it with advanced ideas, strengthening the material and technical base, which allows students to gain in-depth knowledge during this period. Reforms in the education system of the country are aimed at ensuring a high level of quality of education, one of the main factors of success in this area is the acquisition of modern knowledge, skills and abilities of students and their is a scientific study of the development of competencies in the cognitive process.

Because the task of educating creative, independent-minded people is carried out only in the education system. This, in turn, requires a radical reform of the education system, as a perfect education system plays a crucial role in educating students to be comprehensively creative, independent, which determines the future intellectual potential and development of the republic. Today, research is being conducted in the education system of the country to improve the education system based on innovative technologies, strengthen its national base, bring the training of socially active and qualified competitive personnel to world standards.

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The main tasks of higher education institutions are to train competitive personnel on the basis of international and state standards and to carry out further educational reforms in the future, to ensure quality management of competitive training. Based on this, we have developed a forecast of the competitiveness of university graduates and the number of jobs of graduates of higher education institutions of the Republic of Uzbekistan.

Table 1 Forecast of employment of graduates of higher educational institutions of the Republic of Uzbekistan

Years	Number of employed graduates of higher educational institutions (including those who have been sent to work and those who are self-employed), per person	Number of students admitted to bachelor's degree programs,	Number of graduates, per person	Number of active enterprises and organizations (excluding farmers), thousand people	Number of university teachers (at the beginning of the academic year, person)
2019	56960	120400	67173	323,5	27947
2020	57943	124651	68708	335,3	28273
2021	58927	128901	70244	347,1	28598
2022	59911	133152	71780	358,9	28924
2023	60894	137402	73316	370,7	29249
2024	61878	141652	74852	382,5	29575
2025	62861	145903	76387	394,3	29900

According to the results of the study, employment indicators of graduates of universities of the Republic of Uzbekistan, including universities of Bukhara and Navai regions are forecasted. It was found that the number of jobs of graduates of higher educational institutions of the Republic of Uzbekistan in 2020 increased by 1,017 times compared to 2019, and by 2025 - by 1,104 times.

Based on the above, it can be assumed that the strategy for the development of competencies in the learning process in students will be implemented in the following areas:

- to draw the attention of students to the comprehensiveness of the method used to solve the problem;
- to consider the development of competencies in students not as a goal of the lesson, but as a new way, an opportunity to more effectively solve the task set in the lesson;
- to look at new ideas, which students can draw their own conclusions, as the main product of creative lessons;
- consider the collection, analysis and interpretation of information as an important aspect of competency development;

- To consider the development of personal competencies as an important issue in the scope of lessons in educational institutions, which goes beyond the lessons and extracurricular activities?

In international pedagogical practice, the development of strategies for the development of cognitive competencies in students and the design of mechanisms for its implementation is important for both theoretical and practical scientific substantiation. This eliminates the discrepancy between the level of development of the needs of the state, society and the individual and the level of development of personal qualities and professional abilities of subjects (learners and teachers) and the scientific and methodological support is related to It is known that on the basis of the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of state programs on foreign languages in the system of continuing education" the word "competence" for a new type of state educational standards in our country began to be introduced.

The main reason for this is that in the UN-recognized "Education for Sustainable Development", the state requirements for training in all its forms or stages are to achieve the "level of competence" of the learner. Competence is a broad concept, which in English means "competence", "skill", and "ability", knowledgeable, experienced in a particular field. Competence is the ability of an individual to have a certain level of skill or ability or experience. It can be used for various aspects of personal life, including education.

This concept was first introduced to education through a 1972 report by a commission headed by E. For, organized under the auspices of UNESCO. In its concept of "Education for Life", in the system of views, in the process of continuing education, the Commission proposed to assess the competence of the individual at the following levels: the use of knowledge, work, coexistence and development. Acquisition of this level of competence is carried out throughout the life of the individual and allows him to receive education in the context of personal or professional problems. However, there are still many opinions and comments on its true meaning. The first is to be able to apply the theoretical knowledge in practice. It can be said that competence is not the ability to apply theoretical knowledge in practice. The second is to differentiate competence from knowledge, skills and competencies. This is also a misinterpretation of competence. The knowledge, skills and competencies identified in the curriculum are themselves systematized elements of competence.

In organizing the process of developing students' cognitive competencies, it is necessary to put into practice the best pedagogical practices and modern teaching aids, the most effective 65 methods and approaches. At the same time, an innovative approach plays an important role as an important mechanism for independent and effective thinking of students. At the same time, students should analyse and objectively evaluate their activities, and teachers should analyse the current educational situation in a timely manner and actively think about their own concepts and actions of students. Conditions will be created for its development. An individual-activity approach is also needed in the organization and management of the process of developing students' cognitive competencies, which appears as a means of ensuring the activity of learners in the process of organizing reflexive activities and motivating them to specific goals.

It is important to assess the effectiveness of the process of developing students' cognitive competencies on a case-by-case basis. represents a situational approach. At the same time, the coordination of students' activities in accordance with the internal and external conditions of the process of developing the competencies of the cognitive process, which is the object of control, serves to ensure the effectiveness of this process. Improving the effectiveness of the development of cognitive competencies in students, ensuring that the costs involved in achieving the desired goal

do not exceed the norm, in accordance with the capabilities, abilities and perceptions of students and the current situation and conditions, creating an existing system is the introduction of a coordinated approach. As a result of its application in the development of these competencies in learners, it saves time and effort spent on ensuring the effectiveness of the process of developing learners' activity and cognitive competencies, ensuring their activity and increasing efficiency.

Therefore, we consider the following important in the implementation and implementation of approaches aimed at ensuring a high quality of education:

- The concept of "cognitive competence" with the definition of the psychological and pedagogical characteristics of the component composition of the studied competencies to determine the essence;
- Pedagogical task of developing students' cognitive competencies on the basis of the organization of independent work (study of young, psychological characteristics of students, organization of lessons on the basis of a specific project, determining the level of development of cognitive competencies, identification of active and subjective factors);
- Pedagogical conditions for the development of learning competencies in the independent work of students based on the analysis of theoretical rules: adherence to the sequence of stages (preparatory, operational-activity, final-reflexive);
- Involvement of students in design activities;
- creation of non-standard problem situations and formation of methods of their overcoming;
- to promote the use of the portfolio as a tool for the development and assessment of cognitive competencies of students and to prove its effectiveness;
- Systematization of methods and techniques of organizing independent work aimed at developing the cognitive competencies of students;
- To determine the indicators and criteria for the components (motivational, cognitive, operational-technological, reflexive-assessment) that justify the development of cognitive competencies of students.

The implementation of these urgent tasks requires the professionalism of teachers working in continuing education, regular research, awareness of modern teaching methods and techniques, approaches aimed at ensuring a high level of quality of education. compliance, etc. This, in turn, is important in the development of learners' cognitive competencies.

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