

## Ways of Forming Competencies of the Undergraduate Students of the Technical University

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### Abstract

The article examines the distinctive features of the competence-based model of specialist training in comparison with the traditional model

**Keywords:** Competence, education, modernization of higher professional education, personality-activity approach, competence-based model of education

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 preparation of productive forces.

A competence-based approach in education is a modern way to ensure 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 graduates who are ready to be included in further life, who are able to practically solve the life and professional problems they face. And this largely depends on both the knowledge gained, skills and abilities, and on some additional qualities, for which the concepts of "competence" and "competence" are used, which are more consistent with the understanding of the modern goals of education.

The introduction of these concepts into pedagogical practice will require a change in the content and methods of education, clarification of the types of activities that students must master by the end of education and in the study of certain disciplines.

In psycholo-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 area", and "competence" has the following meaning: "The scope of authority, rights of any person, an authority, a range of issues, cases under 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 skill, 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 student's active position 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 it has methods of self-development and self-improvement.

For example, the competence model of a specialist for the field of engineering and technology includes the following groups of competencies:

#### 1) Social and personal:

- competence of health preservation (knowledge and adherence to the norms of a healthy lifestyle; physical culture);
- competence 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);
- competence of self-improvement (awareness of the need and the ability to learn throughout life);
- competence of social interaction (the ability to use the cognitive, emotional and volitional characteristics of personality psychology; willingness to cooperate; racial, national, religious tolerance, the ability to settle conflicts);
- competence in communication: oral, written, cross-cultural, foreign language;

#### 2) Economic and organizational and managerial:

- the ability to assess the costs and results of the organization;
- knowledge of the organizational and legal foundations of management and entrepreneurial activities;
- the ability to organize the work of people to achieve their goals;
- knowledge and willingness to use innovative ideas;
- willingness to take moderate risk;

#### 3) General scientific:

- the competence of cognitive activity (the habit of abstraction, critical thinking, the study of the environment to identify its capabilities and resources, the search and use of feedback, the ability to make non-standard decisions, the resolution of problem situations);
- integration competencies (the ability to structure knowledge; the ability to increment the accumulated knowledge);
- competence of professional development (the ability to learn independently; willingness to solve complex issues);

#### 4) General professional (invariant to professional activity):

- knowledge and readiness to use basic applied software; ability to use global information resources; possession of modern telecommunication means;
- the ability to conduct a measurement experiment and evaluate the measurement results;
- 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 a reasonable choice and design of machines and mechanisms in relation to the chosen field of professional activity;
- special (possession of algorithms for 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 opposed to knowledge as a set of skills that allow one to act and achieve the desired result, and often in uncertain, problematic situations.

Thus, the competence-based approach is a strengthening of the applied, practical nature of all education (including subject teaching).

The key idea of this direction is that to ensure the "distant effect" of education, everything that is studied must be included in the process of consumption, use. This is especially true of theoretical knowledge, which should stop being a 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 bearer of "objective knowledge", which he tries to convey to the student, but also motivates students to show initiative and independence, organizes students' independent activities, in which everyone could realize their abilities and interests.

It is possible to single out those characteristics of situations that any teacher should organize in order to create a "developing environment" in the classroom.

The necessary ones include the following:

- Students' independent choice (topics, level of difficulty of the task, forms and methods of work, etc.).
- Independent study work, activity (independent implementation of different types of work, in the process of which skills, concepts, ideas are formed).
- Awareness of the purpose of work and responsibility for the result.
- Realization of individual interests of students.
- Group work (assignment of responsibilities, planning, discussion, evaluation and reflective discussion of the results).
- Formation of concepts and organization of their actions based on them.

- Use of an assessment system adequate to the required educational results (portfolio, achievement diary, success map, etc.).
- Demonstration of competent behavior by the teacher.

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

- Reward for trying to do something on your own.
- Demonstrate interest in the success of students in achieving their goals.
- Encourage the setting of challenging yet realistic goals.
- Encourage people to express their point of view, different from those of others.

Learn not to be afraid to express your understanding of the problem. Especially in cases where it is at odds with the understanding of the majority.

- Encourage others to try other ways of thinking and behaving. Create conditions for the manifestation of initiative based on their own ideas.
- Involve learners in different activities that contribute to the development of their different abilities.
- To create different forms of motivation, allowing to include in motivated activities of different students and to maintain their activity.
- Allow you to build your own picture of the world based on your understanding and cultural patterns. Learn to define your position on the problem under discussion and your role in group work.
- Learn to ask questions and make suggestions. Learn to listen and try to understand the opinions of others, but have the right to disagree with them. Learn to understand other people who have different values, interests and abilities.
- Bring students to fully understand the criteria for assessing the results of their work. To teach to carry out a self-assessment of their activities and their results according to known criteria.
- Learn to work in a group, understanding what the end result is, doing your part of the work. Show what is at the heart of effective group work. Allow learners to find their place in collective activities in accordance with their interests and abilities.
- Allow learners to take responsibility for the end result.
- Show students how to learn on their own and come up with something new. Support students when they make mistakes and help them cope with them.
- 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 focused on the future, foresees 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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