



**DEVELOPMENT OF PROFESSIONAL COMPETENCES OF
STUDENTS**

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A B S T R A C T	K E Y W O R D S
The formal structure of the system of professional pedagogical training in higher education consists of a set of teachers, teaching aids, students and teaching technologies. This article discusses the importance of developing the professional competence of teachers.	professional pedagogical training, creativity, inquisitiveness, dedication, professional competence, pedagogue, teaching technologies, professional pedagogical activity.

Introduction

The strategy and technologies of ensuring the quality of education require a clear definition and interpretation of such concepts as the professional formation, preparation of professional education and professional competence of the pedagogue. Modeling their systematic organization and studying the internal structure, functions or purpose of this phenomenon in the educational process helps to master these pedagogical events in the human personality.

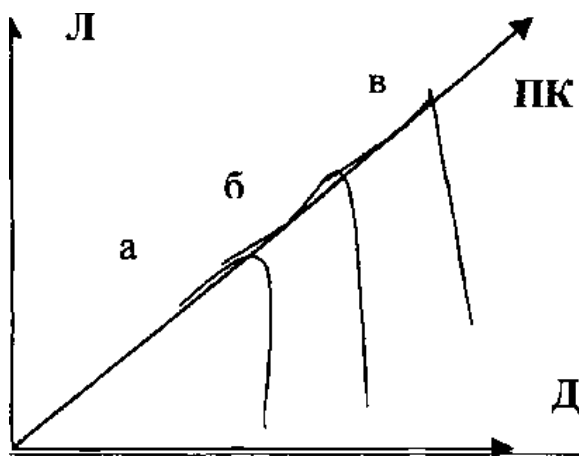
The logic of professional-pedagogical education is represented by the system of the following concepts, which record the essence, direction and purpose of the main components of human creation: the professional formation of a pedagogue is a professional formation during the formative and subject effects characterized by the systematic and dynamic nature of human labor subject, personality and activity changes;

preparation for the professional education of a pedagogue is a specially organized professional process and mastering the subject's system of professional and pedagogical knowledge, technologies of professional activity, experience of creative implementation of activities and motivational-valuable attitude to the values of pedagogical culture. is the result and shows the level of preparedness and readiness of the pedagogue to perform his professional functions at work.

In the model of the professional competence of the teacher, it is necessary to have knowledge about all the components of the educational process (goals, content, means, object, result, etc.), about oneself as a subject of professional activity. It should also include the experience of implementing methods of professional activity as a combination of professional skills and the experience of implementing teaching methods as a creative component, such as changing and transferring them. As

Ye. I. Passov [128, 129, 130, 131] has stated. activity components are mediated by personality structure (activity, emotional-motivational and knowing/cognitive) and motivational-value and emotional/emotional-evaluative attitude to profession is reoriented by personal experience. Therefore, the activity-based component of professional competence is related to the structure of a person in a dialectical unity and is represented by professional-pedagogical skills.

Another point is that the proposed model should be filled with professional and pedagogical skills. Pedagogical skills represent the sum of various actions of the teacher. These actions, first of all, are related to the functions of pedagogical activity, in many ways represent a set of very diverse actions that reveal the individual-psychological characteristics of the teacher and testify to his subject-professional competence [69, 70, 71, 72., 73, 74], on the other hand, competence is a general concept for all subjective characteristics that are manifested in activity and ensure its effectiveness [72]. Thus, determining the necessary range of professional-pedagogical qualifications, which represent the personality of the pedagogue and his subjective characteristics in interaction with students, is a sufficient basis for filling the professional-pedagogical competence meaningfully and operationally. The dialectic of the professional development of the pedagogue, who has defined the development of professional competence as his main goal, can be interpreted as a constant "acme" - the contribution of personal development to the qualitative transformations and the rise to the top of the profession, which determines the stage of promotion and the quantitative characteristics of professionalization.



Note 2. The development of professional competence (PK) as a constant "acme" (a; б; в) - reaching the peaks with personality (L) and stage characteristics; activity component (D), where the contribution of each vertex (a; б; в) as a private component changes the "acme" of the pedagogue to a qualitatively new state (see Figure 1.3):

Figure 1.3. Dialectic of teacher's professional development

The student's professional development is a complex, multifaceted process of a person's entry into the profession, which is expressed by the uncertain contribution of personal and activity components in the conditions of the leading role of the pedagogue's personality factor. The priority direction of professional education is to form the field of motivational value, meaning field of professional development in the logic of vertical and horizontal connections of this process.

The professional competence of a teacher can be considered as a set of private competences forming a new quality. Each level of professional development is sufficient within a certain stage of the profession (introduction, adaptation, integration, individualization, etc.).

We studied the psychological foundations of professional competence from the point of view of the pedagogue as a person, professional-pedagogical activity and subject of communication.

Coordination of professional trajectories and criteria in their vertical and horizontal connections necessarily leads to the development of optimal mechanisms of specialist training. The management mechanism based on the laws and principles indicated above serves as a condition for ensuring the continuity and consistency of the stages and levels of the professional formation of the pedagogue. The object of management in the professional education of a teacher is the process of development of his professional competence.

The specific features of professional-pedagogical activity in HEIs are distributed to all components of the professional competence of the future pedagogue:

person;

level of competence and preparedness: psychological, pedagogical and methodical knowledge arising from the purpose, content and technology of upbringing, education, development in higher education institutions;

professional-pedagogical qualifications, training: knowledge of a pedagogue is "implemented in his practical work, therefore they are inextricably linked with general pedagogical qualifications and skills. A teacher's practical skills are the form of application of his theoretical knowledge" [33];

in general, psychological-pedagogical activity: the process of communication and activity in higher educational institutions is considered to have a developing and educational nature that affects the results of educational practice in many ways.

Highlighting the specific features of these components is, in essence, substantiating the psychological-pedagogical features of the student's professional competence. The following factors cause the features highlighted:

objective requirements for the personality and activity of a specialist are recorded/specified in state educational standards[58], certification and qualification documents[132];

experimental studies in the field of the activity of creating a professionogram of student activity[132];

Existing concepts of professional training of students in HEIs [105];

In the higher education system, the goals and tasks of the teaching and educational process create the unique characteristics of the professional and pedagogical activity. In the process of professional activity, goal setting, content determination, student knowledge, activity management methods, student knowledge of the activity such important aspects as the choice of management tools, the design of the organizational structure, and the editing of the results emphasize the cooperative activity of the learner and the pedagogue.

Analysis of the requirements of the state educational standards for graduates of various pedagogical educational institutions allows to identify the following characteristics as invariant (unchangeable) characteristics: important psychological and personal qualities - benevolence (empathy), emotional stability, communicative, organizational qualities, professional and scientific-educational orientation (N.V. Kuzmina[96, 97, 98, 99], V.V. Karpov[98], L.E. Varfolomeeva[98]). Particular attention is paid to the communicative aspect of the student-specialist activity (S. Ya. Romashina [141, 142, 143, 144], I. I. Ridanova, N. V. Kharitonova [172] and others). "Communicative activity of a pedagogue is a unique activity that exists throughout the entire process of professional activity." as the thing that acts, it also acts as a universal form of activity" [187; p. 11]. S.G. Molchanov [123] distinguishes information-communicative, normative-communicative and affective-communicative functions of pedagogical activity as its main functions [123]. As noted by I.A. Zimnaya [69, 70, 71, 72., 73, 74], "it is for this age period that it is necessary for the teacher to demonstrate pedagogical functions such

as information, organization, control, etc., academic, it is required to implement all pedagogical skills based on didactic and organizational skills" [69, 70, 71, 72., 73, 74].

Summarizing the above, we can draw a conclusion about the specific characteristics and personal qualities of a student's professional and pedagogical activity: invariant requirements and characteristics are enriched by the specific characteristics of professional activity. The high level of emotional tension arising from the pedagogue's commitment to benevolent, person-oriented activities requires him to develop the skills of self-organization and self-regulation (N.P. Nevzorova [126]).

The identified psychological-pedagogical features of the student's professional competence allow a rational approach to studying its content based on a structural-functional approach. This technology is reflected in the work of S. Ya. Romashina[141, 142, 143, 144] in connection with the analysis of pedagogical activity.

The possibilities of the structural-functional approach in the study of the phenomenon of professional competence allow to master the studied object in a human person, to reveal its structural organization, educational parts and functional purpose. Such an approach can be considered as the operational level of the systemic approach. The results of applying the structural-functional approach to the study of student professional competence will be as follows: spaces and factors of student's professional development;

structural organization of the systematic phenomenon of "professional competence", which represents the sum of motivational, theoretical, technological and positive result/effective readiness of the student to carry out professional activity; is the logic of the functional purpose and interaction of structural components. Achieving the final result - a certain level of development of professional competence - is possible when developing its components in the following sequence:

1. The motivational-valuable and emotional-evaluative attitude of the student to the pedagogical reality is of decisive importance for the next stages; the purpose of this block is to form the psychological readiness of the pedagogue for work based on the relevance of the individual experience acquired in the following blocks.
2. The student's theoretical preparation determines competence - a set of knowledge about pedagogical facts, principles, laws, goals, content, technologies and the results of creating/forming a person; this block is intended to form preparation for mastering practical methods of activity based on knowledge.
3. Technological training is a set of skills that represent the experience of implementing certain methods and creative implementation of pedagogical activities, which assimilates the readiness of the pedagogue to perform professional functions and instills competence into the subject of work.
4. The purpose of preparing for a positive result as the ability to determine the productivity of one's professional activity and overall development and the property of giving a positive result is to develop a holistic image of professional competences in the sum of all its blocks and components; is the main factor in measuring the level of development of professional competence.

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