



FORMATION OF PROFESSIONAL COMPETENCE OF A MODERN SPECIALIST

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Received: October 30 th 2020 Accepted: November 11 th 2020 Published: November 30 th 2020	The article considers the problems of the training of engineering specialists in the context of the competence approach.
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1.INTRODUCTION

In education, the competence-based approach is an integral part of the quality management of education and training. In science, searches within the framework of the competence-based approach are aimed mainly at the presence of a connection between competence and the content of education. In science, and to a greater extent in production, specialists are needed who have adequate knowledge of various types of professional activity, possessing high information, managerial, communication, self-educational cultures, operating knowledge in related fields of science, ready to change the nature and content of professional activity.

Modern requirements for the professional training of university graduates, including those of a technical profile, presuppose the achievement of an integrated end result of education, which is considered the formation of the graduate's key competencies as a unity of generalized knowledge and skills, universal abilities and readiness to solve large groups of problems - from personal to social and professional, as well as special professional competencies.

The study of the varieties of professional competencies has recently been of wide interest for teachers of the engineering profile of higher education, which is reflected in the scientific research of such authors as A.V. Gamov, V.N. Pelevin, E.P. Vokh, S.V. Frolova, S.V. Savelyeva, E.B. Ertskina and many others. According to scientists, the competence-based approach is a way to achieve a new quality of education. He determines the direction of changes in the educational process, its priorities; it is a meaningful resource for development [1, 2, 4].

2.LITERATURE REVIEW

In the literature, there is a broad interpretation of the concept of "competence", which is most often intuitively used to express a sufficient level of qualifications and professionalism. However, the difference between a competent and qualified specialist is that the former has not only knowledge, skills, and skills of a certain level, but also the ability and willingness to implement them in work. Competence presupposes that an individual has intrinsic motivation for the quality implementation of his professional activity, professional values and an attitude towards his profession as a value. A competent professional must be able to go beyond the subject of his profession and must have the creative potential for self-development. At the same time, the competence-based approach is based on the culture of self-determination (the formation of the ability and readiness to self-determine, self-realize, self-develop). By developing professionally, such a specialist has the opportunity to create innovations in his profession (new methods, techniques, technologies, etc.). He is able to bear responsibility for the decision made, to determine goals based on the established value foundations for him.

Trying to describe the result of training a specialist with a higher professional education using the competence-based approach, Yu.G. Tatur gives the following definition: "competence is an integral property of a personality that characterizes his desire and ability (readiness) to realize his potential (knowledge, skills, experience, personal qualities, etc.) for successful activities in a particular field". [5. S. 20-26].

In the context of vocational training of a graduate of an engineering and technical university, the most acceptable definition of competence is the definition given by I.A.Zimnyaya. She understands competence as an integrated characteristic of personality traits, the result of training a university graduate to perform activities in certain areas (competencies). Competence is a situational category, since it is expressed in the readiness to carry out any activity in specific professional (including problematic) situations [3. Pp. 20-26.]. Thus, we can conclude that competence is manifested in personality-oriented activity and therefore it is assessed on the basis of a set of skills

formed in a university graduate (integratively reflecting this competence) and his adequate behavioral reactions, manifested in various production situations.

So, to create a model of a "competent specialist", including a graduate of an engineering and technical university, one should take into account the need to fill it with the necessary knowledge, skills and abilities for the real conditions of his future activities, as well as form and develop professional and personal qualities that contribute to promising development of the student's professional activity.

3.MAIN PART

The formation of competencies is associated with the process of "adaptation" of a person, that is, mastering the methods of activity (development of ability) in the process of mastering various practices (types, activities). Since it is impossible to master the activity through imitation, the student begins to manage his activity, using (integrating) various results of education (knowledge, abilities, skills, values, etc.) and forming his own resource package. If internal resources are insufficient to carry out some professional activity, the student will be able to mobilize resources from outside.

The essence of the educational process in the context of a competence-based approach is the creation of situations and support for actions that can lead to the formation of a particular competence. But, the situation should be vital for the individual, carry in itself the potential of certainty, provide a choice of possibilities, finding resonance in the cultural and social experience of the student, it should model (set or create) the parameters of the environment, the activity situation in which they will form and develop certain competencies.

At the same time, the competence of an engineer can be considered a set of mobile professional and qualification, creative, social, humanitarian and personal competencies of an engineer, which determine his ability and ability to work in market conditions and allow achieving results that are adequate to the requirements of scientific and technological progress, modern sociocultural norms and systems of axiological guidelines for society.

For a future engineer to become a professional person, it is necessary to form in him a consciousness that encourages him to productive, transformative professional activity. The consciousness of an engineer becomes truly professional only when he perceives and comprehends engineering activity not only at the level of existential ideas, but also in scientific and technical, professional-qualification and professional-personal concepts and categories. The formation of such a consciousness is an urgent task of engineering deontology, which is the science of the professional behavior of an engineer.

The display of regulatory requirements, professional norms in the mind allows the engineer to more fully and more adequately perceive the engineering and technical reality, navigate in it, develop a strategy and tactics, plans and goals of professional activity, and consciously regulate his behavior. With their help, the specialist develops an attitude towards himself as a professional, towards other participants in production processes and at the same time evaluates all the facts of professional reality.

Thus, we can conclude that the competence of an engineer generally consists of two complementary parts and has a holistic character. Therefore, for the development and improvement of the qualification and personal characteristics of engineering workers, it is necessary to periodically examine them. A comprehensive diagnostic system allows one to assess the necessary personal and qualification characteristics of engineering personnel, and make a comprehensive conclusion about the engineering competence of the subjects.

4.CONCLUSIONS

Thus, the competence of a specialist should contain components of the functional and humanitarian direction, which should determine the practical formation and development of the specialist's personality as a whole.

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