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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**FORMATION OF PROFESSIONALLY IMPORTANT QUALITIES
AS THE BASIS FOR THE DEVELOPMENT OF A CADET'S PERSONALITY****Liliya Solyakhova***Senior Instructor**Academy of the Armed Forces**Tashkent, Uzbekistan**E-mail: liliza2023@mail.ru***ABOUT ARTICLE**

Key words: professionally important qualities, competence, knowledge, skills, personality, factors contributing to professional and personal development, internal factors, external factors.

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Abstract: The article reveals the main meanings of the concept of professionally important qualities and competencies necessary for personal development. The subject of the study is the development of professionally important qualities and competencies for a future officer, necessary for the effective performance of their functional duties. Thus, military personnel must acquire not only the qualities that are required for the effective performance of professional activities, but also those necessary for professional communication, professional growth, and overcoming extreme situations that arise in the course of their work. In addition, the article examines both internal and external factors that influence the professional and personal development of a cadet.

INTRODUCTION

The army, today, is one of the most important social institutions in many countries of the world. The development of military cooperation with foreign countries, conducting joint exercises and maneuvers with them, expanding the volume of military information, partnership in the training of military personnel cause the need to train military specialists with professionally important qualities in the field of foreign language training and ready to interact with representatives of other cultural communities.

The driving and motivating factor in the professional development of military personnel is the direct participation of the President of Uzbekistan, the Supreme Commander of the Armed Forces: "... great attention will be paid to improving combat training, knowledge and skills, expanding the worldview, improving the professional and cultural level of military personnel" [1].

Foreign language training is one of the components of the professional development of officers. Knowledge of a foreign language indicates the level of culture and education of an officer, as well as his high level of training to perform special tasks.

MATERIALS AND METHODS

Movement along the path of development occurs as a result of overcoming contradictions, which L.M. Mitina designates as an intrapersonal contradiction between "I am acting" and "I am reflected". The experience of this contradiction encourages the search for new ways of self-fulfillment in activity [2]. In the educational process, this contradiction is created in pedagogical ways, encouraging students to make their own efforts, overcome certain limitations, acquire new knowledge, ways of working in the relevant field of self-determination, as well as professionally important qualities.

Professionally important qualities are defined by V.D. Shadrikov as "individual qualities of a subject that affect the effectiveness of activity and the success of its development" [3, p. 86]. He points out that professionally important qualities act as those internal conditions through which external influences and requirements of activity are refracted and are the nodal point of formation of the psychological system of activity [3, p.87].

The statement of E.A. Klimov about the possibility of forming professionally important qualities and their dependence on many factors (the internal position of the personality and the socio-economic conditions in which the personality is included) is of fundamental importance. In this study he suggests hypothetically effective pedagogical conditions for professional and personal development of the personality [4].

E.A. Klimov considers the following blocks as the content of professionally important qualities:

civic qualities (the ideological and moral character of a person as a member of a team, society, profession, specialty). They assume that the values and ideals of a person correspond to their chosen field of activity:

attitude to work, profession, interests and inclinations in this field of activity;

legal capacity (physical and mental);

single, private, special abilities;

skills, habits, knowledge, experience.

A.K. Markova refers to such qualities not only those that are required for the effective performance of professional activities, but also those ones that are necessary for professional communication, professional growth, overcoming extreme situations that arise in the course of work, related to the motivational, volitional, emotional spheres of personality [5]:

motives, goals, tasks, needs, interests, relationships, human value orientations, psychological positions;

professional claims, professional self-esteem, self-awareness of oneself as a professional; emotions, mental states, emotional appearance; human satisfaction with work, its process and result;

psychological knowledge about work, about the profession;

psychological actions, methods, techniques, skills, techniques, psychotechnologies (in their influence on oneself and on other people);

professional abilities, professional learning, openness to professional growth;

professional thinking, including "creativity", the opportunity to enrich the experience of the profession;

professional self-development, the ability to design and implement plans for their professional growth.

Different authors considering the issue of professional development from a psychological and social point of view, they note the need for not only a set of professional qualities, but also a holistic psychological readiness for professional activity, which is a fusion of functional, operational and personal components formed in the process of vocational training. According to the reasoned opinion of A.A. Angelovsky, it includes "deep theoretical knowledge, abilities for professional creativity, the ability to carry out professional communication and interaction, a value attitude to professional work" [6, p. 520].

F.B. Kilicheva believes that "professionally important qualities are psychological qualities of a person that determine productivity, i.e. quality, effectiveness of activity" [7, p. 54].

According to A.F. Ioanidi, in the course of educational activities at a military university, the military-professional orientation should be at a high level. This is evidenced by the manifestation of such professionally important qualities of an officer as discipline and diligence, the ability to subordinate personal interests to official ones, perseverance and perseverance in actions, demanding of oneself and subordinates, purposefulness [8].

In relation to learning a foreign language, a future officer must possess the necessary knowledge, skills, and competencies to carry out oral and written communication in a foreign language within the framework of professional and everyday topics [9]

The concept of professionally important qualities that characterize a person as a subject of professional activity, as well as a subject of professional training, is associated with the idea of competencies. Thanks to the efforts of scientists, pedagogy has developed a general understanding of the types of competencies, their structure and content. Guided by the provisions substantiated by V.I. Baidenko, V.A. Bolotov, I.A. Zimnaya, A.A.Kirsanov, V.V. Serikov, A.V. Khutorsky, N.A.Muslimov, A.T.Nurmanov and others, we will identify the following components of the content of the concept of competence:

cognitive (knowledge ownership and the presence of processes that ensure their acquisition);

operational (methods of activity, knowledge of technologies, methods and techniques of activity);

axiological (the value bases of life, the system of relations to reality, professional work, to oneself and people).

This content definitely indicates that the competencies belong to the subject of activity. Pedagogy is also actively developing the issue of basic or key competencies, the formation of which is associated with the social significance of educational outcomes (V.I. Baydenko, A.A.Verbitsky, I.A. Zimnaya, etc.). According to general opinion, they are characterized by versatility, over-subjectivity, interdisciplinarity, and multidimensionality.

Thus, I.A.Zimnyaya notes that "competencies are some internal, potential, hidden psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships), which are then revealed in human competencies as actual, active manifestations" [10, p. 16]. It defines three classes of key competencies that do not contradict the provisions on the subject of activity and self-determination:

competencies related to the person himself as a person, a subject of activity and communication;

competencies related to the social interaction of a person and the social environment;

competencies related to human activities.

L.T. Akhmedova gives competence the following concept – “a set of knowledge, skills, abilities formed in the process of learning a particular discipline, as well as the ability to perform any activity” [11, p. 288].

In the work of S. N. Abdullayeva, competence is understood as “a set of knowledge, skills, and abilities formed in the process of learning a particular discipline, as well as the ability to perform any activity based on acquired knowledge, skills, and abilities.” ... “In relation to learning a foreign language, competence characterizes a certain level of language proficiency and includes three interrelated competencies: linguistic (or linguistic), speech and communicative. In modern literature, the list of competencies is supplemented by socio-cultural, discursive, strategic, and social competencies. We can also talk about professional, subject and a number of other competencies” [12, p. 231].

B.G. Kulmatov considers the following concept as the concept of “competence”: “Competence is a state order that determines the level of education of students, and competence is a complex structure concerning the education of a person, the level of his preparedness, which contributes to the effective and correct organization of the process of self-development” [13].

Consideration of scientific publications on the essence of professional and personal development allows us to state its leading determinants - factors contributing to both professional and personal development. These factors are summarized in Figure 1.

In psychological science, considerable experience has been accumulated in studying the mechanisms of personal and professional development of a person, which allows us to state the fundamental possibility of professional and personal development of a cadet.

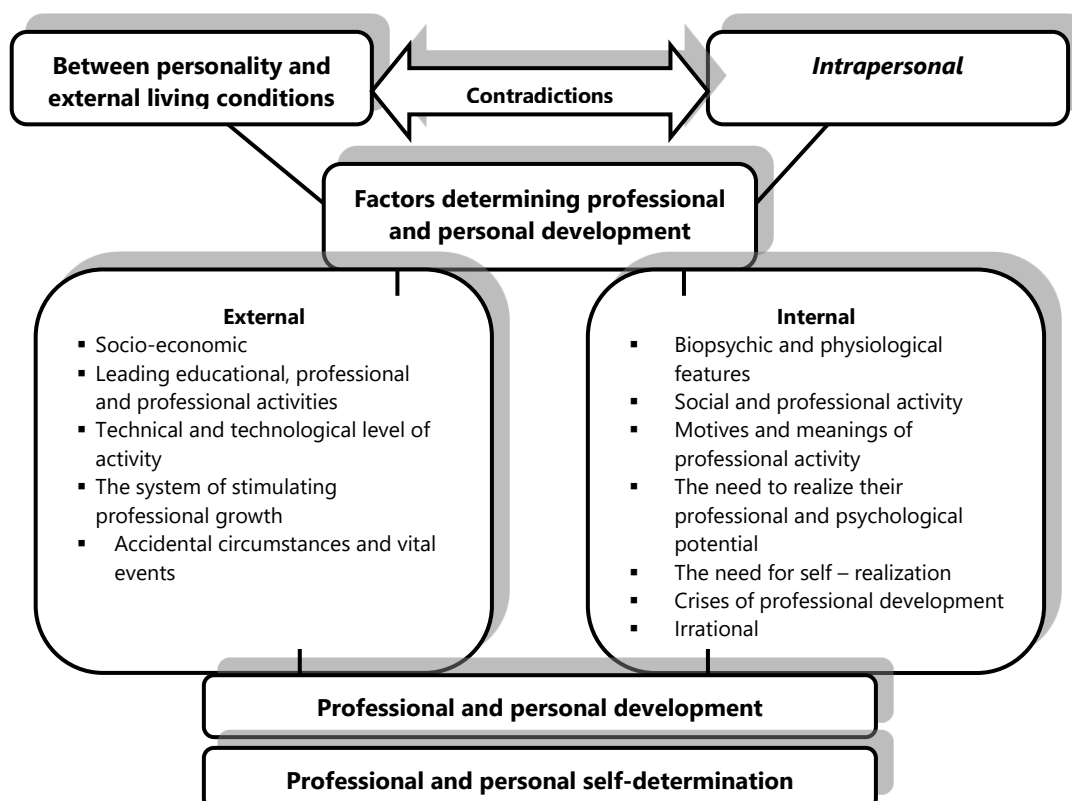


Fig.1. Determination of professional and personal development**RESULT AND DISCUSSION**

The results of the analysis of scientific works of domestic and foreign experts in pedagogy devoted to professional and personal development have shown that professionally important qualities are individual psychological qualities of a person, the improvement of which depends on a number of factors, both internal and external.

CONCLUSION

So, having studied the above material, we conclude that a cadet as a person, in order to effectively perform his functional duties, must possess a certain number of professionally important qualities that are individual for each military specialist. This means that military personnel must be competent in the military field of activity in order to carry out social interaction with the social environment.

One of the components of the professional activity of a military specialist is foreign language competence, which means mastering a professionally oriented foreign language and acquiring special skills based on professional and linguistic knowledge, taking into account the needs of cadets in their future specialty. All this is of particular importance in strengthening interstate relations, since language training is already becoming an essential component of the defense capability system.

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