

FORMATION OF PROFESSIONAL COMPETENCE OF JUNIOR
SPECIALISTS**Rustam Egamberdiev**

Associate Professor

Jizzakh State Pedagogical University

Jizzakh, Uzbekistan

E-mail: uraganrus@inbox.ru

ABOUT ARTICLE

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Abstract: The article presents the organizational and pedagogical conditions that shape the professional activity of a junior specialist studying at a secondary specialized vocational school. It is recommended to implement in practice the conditions that form the professional skills of a junior specialist, a functional model aimed at improving this skill, and criteria for determining the level of development of professional skills.

The problems of improving the quality of personnel training and the educational process in educational institutions of secondary specialized and vocational education (SPE) are of particular relevance in connection with the completion of the full transition to 12-year compulsory secondary education in accordance with the laws of the Republic of Uzbekistan "On Education" and "On the National Program on personnel training."

At the same time, it was noted that fundamental changes in the socio-economic development of the country, the existing new social and economic relations require new approaches to solving the problems of further development of the SSVE system. In particular, it is emphasized that "... everything that is done in this direction must ultimately be reflected in the creation of the necessary conditions so that every young person entering an independent life can realize himself, his knowledge and abilities".

In addition, in the context of the development of active international cooperation, the practice of exchanging experience, technologies, as well as specialists in various fields of

knowledge, the problem of creating an optimal SSVE system, the main task of which is training high-class professionals, is becoming urgent. High-quality vocational training is a factor in human social protection in a market economy and the rapid changes taking place today in politics, economics and the social sphere.

In this regard, one of the main tasks of the SSPO system, such as the formation of a holistic personality, the formation of professional knowledge, skills and abilities, becomes the task of developing the ability of graduates to adapt to changes in technology and working conditions, as well as developing their orientation towards further improving their own professional competence.

New goals of education in general presuppose the formation of a creative personality capable of independently determining the methods of their activities. The quality of the educational process is largely determined by the extent to which the student is a subject of cognition, showing activity and cognitive independence in the learning process.

This fully applies to the SSPO system, which solves the problems of training modern junior specialists.

However, an analysis of the practice of training in educational institutions of the SSVE system gives grounds to conclude that it is precisely this circumstance that is still not sufficiently taken into account by the currently functioning system of professional training of future junior specialists, which is still based on reproductive forms and methods of training.

In modern conditions, the approach to training junior specialists has radically changed, which requires the creation of such organizational and pedagogical conditions that allow the formation of deep theoretical knowledge, professionally important qualities, and readiness to acquire multifunctional skills that ensure their professional mobility in mastering new technologies.

Thus, the relevance of the problem of developing the professional competence of future junior specialists is due to the need:

- ensuring the quality of training of personnel with secondary special, vocational education, their competitiveness in the labor market;
- use of competency-based and personality-oriented approaches to organizing a holistic educational process for training junior specialists based on the ideas and provisions of the National Program for Personnel Training;
- raising the prestige of junior specialists in society.

Considering that in the new conditions there is a need to develop a socially active and developed personality of a junior specialist, the role of education is important in the process of educating such a personality. But education is characterized by some contradictions between:

- increasing requirements for training junior secondary specialists and the unpreparedness of the system of secondary specialized and vocational education for its implementation;

- increased requirements of society for the quality of training of junior specialists and insufficient development of theoretical foundations, organizational and pedagogical conditions for the formation of their professional competence;

- the readiness of a graduate of a secondary specialized, vocational educational institution for independent professional activity and the modern requirements that real practice imposes.

Creating the necessary organizational and pedagogical conditions for the formation of professional competence of junior specialists is one of the most important areas of the National Personnel Training Program. Thus, the preparation of the personality of the future junior specialist and the formation of professional competence within the walls of the SSPU is an objective need of the state, society and the individual, of every educational institution.

It seems that the process of developing the professional competence of future junior specialists (regardless of the profile of training) will be more effective if:

- organizational and pedagogical conditions have been created to ensure integrated teaching of general professional and special educational disciplines, taking into account the formation and development of students' personal qualities, a conscious and responsible attitude towards the chosen specialty;

- a model for developing the professional competence of a junior specialist has been implemented;

- a practice-oriented orientation of the educational process is ensured using a complex of active forms and methods of professional training;

- the necessary professional and practical skills in the specialty have been formed with the mastery of communication abilities, with the development of clinical thinking, with the inculcation of the ability to work in a working environment.

During the study, we managed to achieve the following main results:

- the concept of "professional competence" of future junior specialists, in particular in sports affairs, was clarified;

- organizational and pedagogical conditions that contribute to the formation of professional competence of students, competency-based and personal-activity approaches to the organization of the educational process have been identified.

- the features of integrated teaching of general professional and special disciplines have been established;

- the possibilities of the educational process for the formation of professional competence of students have been identified;

- the levels (consumer, reproductive, creative) and criteria (motivational, cognitive, activity-practical) of the formation of students' professional competence are identified, allowing one to determine changes during the development of the process under study;

- a functional model of professional competence of a future junior specialist student has been developed, consisting of the structure of activities (types, kinds of professional activities, professional tasks) and the content of professional competence (qualification characteristics, professional ethics and deontology, psychological readiness for the profession), based on the requirements of the State Educational Standard of Secondary Specialized, Vocational Education, taking into account modern high-quality sports services, socio-economic conditions;

The organizational and pedagogical conditions for the formation of professional competence of future junior specialists in the context of training have been developed and recommended for practice; a functional model for the formation of professional competence of students - future specialists; criteria for the formation of professional competence have been identified.

The organizational and pedagogical conditions for the formation of professional competence of future specialists are proposed, which involve the implementation of competence-based and personal-activity approaches to the organization of the educational process in an educational institution based on the integrated teaching of general professional and special disciplines, the use of a set of active forms and methods of professional training.

The functional model of the formation of professional competence of future specialists, including the structure of activities and the content of professional competence, revealing psychological readiness for the profession, compliance with ethical and deontological principles, allows for the most complete specification of the requirements imposed on a specialist.

The use of the features of interaction between teachers and students based on the principle of humanism, connection with practice and integration of knowledge gives the process of developing professional competence a practice-oriented focus.

The development of this problem is aimed at the real use of the research results in the practice of sports education to improve the quality of training of junior specialists. The created functional model of the formation of professional competence of students.

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