



Requirements for professional training of students: theory and analysis.

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Annotation.

The article reflects the views of scientists-teachers on improving the professional training of students, the requirements for the preparation of students, the Law "On Education", the state educational standards of the Republic of Uzbekistan.

Key words. System of higher education, analysis of legal documents, the Law "On Education", requirements for the preparation of students, competence.

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Introduction.

As a result of changes in the social, economic and political spheres of our country, the content of higher education has also been updated, which, in turn, was reflected in the Law "On Education" dated September 23, 2020. Article 11 of this Law is dedicated to the higher education system, and it sets requirements for the professional training of students studying in higher education. In particular, "Higher education ensures the training of highly qualified personnel in undergraduate and graduate specialties. Training of highly educated personnel is carried out in higher education organizations (universities, academies, institutes, higher schools). Persons who received general secondary (eleven-year education), secondary special (nine-year basic secondary and two-year secondary special education), primary professional education (nine-year basic secondary and two-year primary professional education), as well as secondary special before the entry into force of this Law, persons who have received vocational education (nine-year general secondary and three-year secondary special, vocational education) have the right to receive higher education. Higher education has two stages - bachelor's degree and master's degree. Bachelor's degree is a basic higher education with a duration of at least three years, which provides in-depth knowledge, qualifications and

skills in one of the areas of higher education. A master's degree is a higher education with a duration of at least one year of study in a specific specialty on the basis of a relevant bachelor's degree"[1].

Also, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated July 16, 2021 No. 311, approved by Appendix 1 of the order "Approval of state educational standards of higher education" "State standard of Uzbekistan. Standards of continuous education of Uzbekistan. Clause 6 of the state educational standard of higher education "The main rules of the qualification requirements for the training of graduates", the requirements for the preparation of a bachelor's and master's degree are as follows: "The qualification requirements for the preparation of a bachelor's degree are to ensure independent and effective work in the positions that should be occupied by persons with higher education in the field of education. and should allow to continue education at the master's degree in the relevant specialty.

The qualification requirements for the preparation of a master's degree are to ensure that persons with a master's academic degree are able to effectively engage in independent scientific research, scientific-pedagogical and professional management activities in the positions that should be occupied by persons



with a master's academic degree in the specialty, to study in post-higher education in the relevant specialty (basic doctoral studies, independent researcher) should enable" [2].

Based on this, the requirements for the professional competences of the future specialist (bachelor or master's degree) in the qualified students of the relevant educational fields and specialties being prepared in higher education are expressed on the basis of general competences, professional competences.

Today, the formation of the educational space in the countries of the world led the pedagogical community to the need to move to training based on the professional competence approach in higher education institutions and to further develop the requirements for the professional competence of students on this basis. In this regard, M.Umaralieva said, "A modern specialist should be able to adapt to new socio-professional technologies, to know how to interact with various information and communication systems and their subjects on the basis of competence. In order to be successful and demanding in modern society, a person must have general cultural and professional competence, as well as innovative orientation," he noted, and in the scientific works of R.G. Isyanov, N.A. Muslimov, Sh.S. Sharipov, "the educational process and the future the necessity of improving the teacher's professional training" was studied. [14, 5, 6]

Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

The following qualities are reflected on the basis of professional competence:

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.
2. Special competence is preparation for organization of professional-pedagogical activity, rational solution of professional-

pedagogical tasks, realistic assessment of activity results, consistent development of knowledge, skills and competence, psychological, methodical, informational, creative, innovative and communicative competence on the basis of this competence. thrown away. They represent the following content:

1) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;

2) methodical competence - methodically rational organization of the pedagogical process, correct determination of the forms of educational or educational activity, ability to choose methods and tools in accordance with the purpose, ability to effectively use methods, successful use of tools;

3) informational competence - searching, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively;

4) creative competence - a critical, creative approach to pedagogical activities, the ability to demonstrate one's own creative skills;

5) innovative competence - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and effectively implementing them into practice;

6) communicative competence - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.

3. Personal competence - consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity.

4. Technological competence -



mastering advanced technologies that enrich professional-pedagogical knowledge, skills and competence, ability to use modern tools, techniques and technologies.

5. Extreme competence - ability to make rational decisions and act correctly in emergency situations (natural disasters,

technological process failure), when pedagogical disputes arise.

Today, one of the important components of students' professional competence is their involvement in innovative activities.

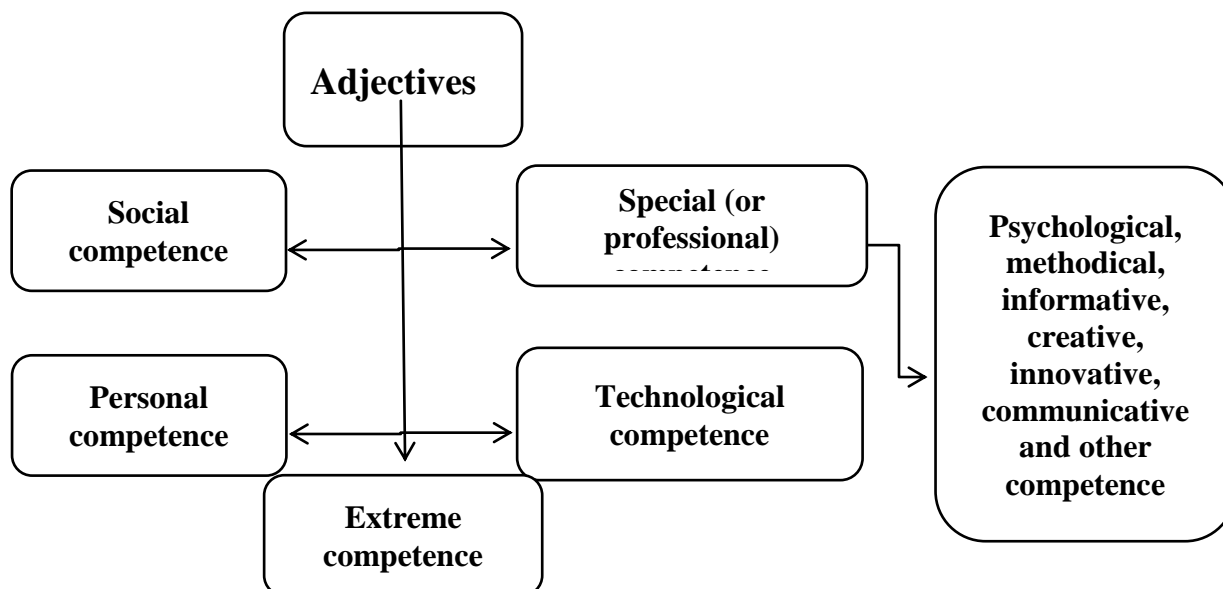


Figure 1. Qualities of professional competence

Determining the order of innovative activity in society, preparing students for professional innovative activity based on the development of teacher's pedagogical training, and developing a comprehensive system of forming motivational, cognitive, reproductive, active, productive and reflexive competences in them.

The fact that the theoretical and organizational foundations of preparation for pedagogical activities in higher education institutions are insufficiently developed requires improvement by determining their structure and content. Determining the components and levels of readiness for innovation on this basis, the application of psychological aspects of readiness for professional innovative activity, and the need for pedagogical diagnosis in the development of students' readiness for innovative activity indicate that it is necessary.

Theoretical and practical studies have been conducted on the problem of teacher training in modern pedagogical and

psychological sciences. Modern research proves that readiness is the main condition for successful implementation of any activity. "Supporting the motivational readiness of psychology teachers for innovative activity" by V.V.Stepanov[7], "Forming the readiness of future engineers to work in the university educational process" by N.S.Ponomareva[8], E.A. Podvigina "Through the information tool conducted research on the topics of forming the readiness of the future teacher for innovative activities" [9].

The factor that forms the teacher's readiness for activity is mastering and improving pedagogical activities, taking into account professional characteristics and own professional activities, creative implementation of innovative activities, and the use of innovative forms, methods and tools in pedagogy.

Currently, there are several approaches to content, personal and functional approaches M.I.Dyachenko, L.A.Kandybovich, B.G. Studied by Ananov, V.A.Krutetsky, V.D.Shadrikov,



A.A.Derkach and others. They analyzed the manifestation of individual characteristics of a person in readiness, and this process provides activity that is highly related to the effectiveness of activities.

M.I.Dyachenko, L.A.Kandybovich characterize readiness in their works and emphasize that psychological inclination is necessary for the implementation of the activity[10]. There are several approaches to determining the readiness of students for professional activity:

- the first is this knowledge that reflects the main aspects of professional activity;
- the second component is ambiguous emotional characteristics. These ambiguous emotional characteristics affect any person, activate his psychological and physical activity;
- the third is a voluntary component that facilitates difficult performance, which represents actions in the process of achieving the goal.

There are a number of studies devoted to the problem of professional training in modern pedagogy and psychology, which determine the essence and characteristics of the process. A number of studies examine the main characteristics of professional preparation: self-determination, self-awareness, goal setting and reflexive skills.

As a result of the analysis of philosophical, pedagogical, psychological and sociological ideas about the process of professional training in higher education, two different approaches to determining its essence can be distinguished. The first approach is related to the development and self-development of the individual, and the second is related to the integration of the individual into a certain professional activity system, or in other words, the mastering of this activity system. Then, the main problem of the professional education process can be formulated as a conflict between the system of changing professional activity and the individual development of each person, his formation as a subject of this activity.

As a result of our analysis of theoretical sources, we have confidence in researching the process of professional training carried out within the field of pedagogy, however, in the first of these positions, human development prevails in the process of professional training. In general, in theoretical and philosophical terms, personality has always been considered not as an object, but as a subject of activity, as an active, creative being.

Conclusion. A professional's professional training or competence is related to success in personal and professional areas. In fact, the main psychological condition for successful activity in any field is self-confidence. In our opinion, the professional competence of a highly educated specialist is a complex integrated system of the specialist's internal mental states and personal characteristics. The basis of the professional development of a person is the formation of professional competence, that is, the development of a person in the process of professional training, acquiring a profession and carrying out professional activities.

Professional psychological-pedagogical knowledge in assessing the level of mastery of the specialist's professional activity, personal qualities and professional competence; pedagogical skills; professional psychological views, professional knowledge of the specialist: personal characteristics that ensure the acquisition of professional knowledge and skills of students are of particular importance.

Professional competence is considered as an integral feature that determines the specialist's ability to solve professional problems and typical professional tasks and occurs in real situations of professional activity using knowledge, professional and life situations, values and inclinations; it is expressed in solving professional problems and is considered an integral indicator of professional development, a factor of self-development and self-realization of a specialist.



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