

Factors for Developing Professional and Pedagogical Creativity of Students on the Basis of Competent Approach

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ABSTRACT. This article presents suggestions and comments on measures aimed at developing the professional and pedagogical creativity of students on the basis of a competent approach to achieve the goals set by the teacher and the student in the process of professional education.

KEYWORDS: Competent person, competent approach, scientific competencies, complex competencies, "Dual system", "Dual system" structure.

Consistent work is being done to reform the education system in the country through the training of qualified personnel, the introduction of international standards for assessing the quality of education, the creation of effective mechanisms for the implementation of innovative scientific achievements [2], to implement of the tasks set out in the Actions Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in accordance with the Decree of the President of the Republic of Uzbekistan dated September 6, 2019 "On additional measures to further improve the system of vocational education".

This will lead to the rapid penetration of modern innovative technologies in all sectors of the economy and the creation of thousands of new technological jobs in each sector.

This means that in the near future a new generation of highly qualified professionals will emerge in this process. As a result, the education system in higher education institutions has changed radically. Thus, the system has the following tasks:

- training of young professionals who can make a worthy contribution to economic development in each sector;
- training of young people to ensure their well-being through skilled labor;
- development of a methodology for the formation of competencies such as innovative and creative approach to their work, the development of creativity, intellectual, cultural and spiritual potential [4].

It can be seen that the best practices of developed foreign countries were studied in cooperation with 14 international organizations in order to ensure that the new system is fully in line with international standards [4].

More than 200 leading international experts from Germany, Switzerland, Korea, Turkey and China and a number of foreign countries and organizations such as UNESCO, British Council, German International Cooperation Agency, Asian Development Bank, European Education Foundation, Turkish Cooperation Agency, China University Association were involved, significant conclusions were drawn from them [4].

Based on the findings, it would be expedient to develop an alternative form for the higher education institution, as well as to establish existing legislation.

In this regard, based on the fifth and sixth sections of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 16, 2001 No GPQ-343 "On approval of state educational standards of higher education", in accordance with paragraph 5.2.1 of the "General requirements for the content of curricula and science programs of higher education directions and specialties", the requirements for a number of blocks and works are given, which are as follows:

Block of general methodological sciences:

- knowledge of the idea of national independence and philosophical issues of the humanities, technical and natural sciences;
- to form an idea of the global problems of mankind, the spiritual life, the needs of the individual and society, the humane spirit of education, modern civilization and its development, information systems and methods of presenting knowledge;
- to form skills and abilities to work with scientific and scientific-technical information, to regularly prepare independent analysis and conclusions on the research topics;
- provide knowledge of the methodology of scientific creation, the basics of scientific research, general methods of knowledge, empirical and theoretical research methods, logic of laws and rules, methods of substantiation and denial, as well as knowledge of the basics of speech culture, pedagogical technologies, management and economics;
- ensuring the acquisition of practical foreign languages, specialty-oriented information technologies and systems;

Block of special sciences:

- formation of theoretical and practical knowledge, training and skills in a particular specialty;
- develop skills in creating, compiling and using the knowledge base of the specialty;
- provide scientific knowledge, practical training and skills in conducting research in the master's specialty, modeling processes and a systematic approach to achieving the desired results of professional activity.
- the block of scientific activity should provide for the development of research methodology, the implementation of certain research and scientific-pedagogical work by students in specialized scientific and educational institutions.

Research works:

- develop practical skills of independent research;
- formation of knowledge and skills in conducting research using modern means of information technology, analysis and reflection of research results, preparation of scientific articles;
- students should be able to use databases based on the latest achievements of science, engineering and technology, to use them in the master's dissertation.

Scientific and pedagogical work:

- formation of pedagogical skills and abilities using modern pedagogical and information technologies, interactive methods of educational work;
- develop the skills and abilities to organize the scientific and methodological support of the educational process.

Internships are organized for the purpose of conducting individual research and experiments when required by research work.

Internship:

- conduct research, deepen theoretical and practical knowledge;
- introduction to modern techniques and technologies in economics, science, culture and health and other areas;
- formation of practical professional and research competencies;
- provide effective adaptation to the profession.

In this case, the master's student sent for an internship is expected to complete the schedule of the educational process on the basis of an individual schedule [1].

Although these items are mainly intended for master's students, in general, they are an important factor in the development of professional and pedagogical creativity of undergraduate students on the basis of a competency-based approach. Because a bachelor's degree student must

have a higher education in his / her field of study and be ready to work independently in the positions he / she is supposed to hold.

In general, the student, regardless of the stage, should be able to approach the competent person as a future specialist and qualified staff. To do this, it is necessary to properly direct the educational activities of students in higher education institutions and cultivate a competent person.

A competent person is a person who, within the scope of his / her knowledge, has the ability to independently solve scientific, theoretical and practical problems in a particular field.

The introduction of the concept of competence in the teaching of general methodological and specialized sciences in the educational process eliminates the gap between the teacher and the student, the theoretical knowledge and its practical application, that is, the student has difficulty in using it in problematic situations. Thus, instead of the cognitive paradigm in which the teacher's level of knowledge is a priority in traditional education, the paradigm of a competent approach to the appropriate use of knowledge in problematic situations becomes a priority process [6].

According to foreign scholars, including D. McClelland, N. Khomskiy, Ya.A. Comenius, J.Raven, A.K.Markova, E.F.Zeera and uzbek scholars such as A.Abduazizova, H.Khoshimova, K.Riskulova and D.O.Khimmataliev, it is precisely in the development of economic development that the education of a competent person leads to a pressing issue. This is important not only for the appropriate use of a thought as an idea, but also for the level of competence and competence of qualified personnel who make this idea effective [5].

In the development of professional and pedagogical creativity of students on the basis of a competent approach as a competent person should have the following complex competencies:

- Socio-cultural competence: includes international linguistics, socio-linguistic and cultural competencies.
- General cultural competencies include instrumental, interpersonal, systemic competencies.
- Professional competence is a standardized requirement for a person to perform a particular job [5].

Today, in order to ensure the quality and effectiveness of professional education, curricula based on a competency-based approach that teaches students to apply the knowledge, skills and abilities acquired in their daily lives have been created and will be implemented in the educational process.

As mentioned above, first of all, the principles of "dual" education, which have shown good results in the German experience, are being introduced.

Another important aspect is that from now, based on the opportunities of vocational education institutions and vocational training centers, entrepreneurship and small business sectors are being established in the fields of greenhouses, animal husbandry, beekeeping, fishing, rabbit breeding, poultry farming, horticulture, lemon growing, vegetable growing, production and services with the involvement of students [4].

It is obvious that in higher education institutions on the basis of a competent approach we can achieve good results in the development of professional and pedagogical creativity of students through the targeted use of "dual" principles of education in the deep mastery of various specialties. This system trains a competent person to achieve an effective result, whether practical or theoretical.

First of all, let's get acquainted with the "dual System":

Dual education is a type of training in which the theoretical, educational and practical part of the educational program is organized in a professional educational institution, the practical part related to production in the formation of skills and competencies in the enterprise (organization);

Dual educational program is a set of documents consisting of educational standards, qualification requirements, curriculum, training programs (modules), training and internship programs, defining the main content of professional training for graduates to perform

professional activities in a particular profession or specialty in an educational institution and enterprise (organization) ;

Workplace is a place of work assigned to the student during the process of dual education from the enterprise (organization) to acquire practical skills and competencies in accordance with the internal regulations and educational programs.

Enterprise (organization) is a legal entity that has entered into a contract with a vocational education institution for training on the basis of a dual system of training. Enterprises (organizations) include small businesses, including individual entrepreneurs, who have signed a contract with a professional educational institution for training on the basis of a dual system of training.

Educational-practical part is practical training and educational practice conducted in an educational institution in accordance with the dual educational program;

Student's diary is a notebook to record the practical part of the production, which is carried out by the student on the basis of educational programs (modules) in the enterprise (organization). The student diary is supervised and signed by the group leader and masters;

Student is a person studying at a professional educational institution and enterprise (organization) on the basis of a dual education program;

Master is a responsible person assigned by the enterprise (organization) to conduct the practical part of the educational process related to production;

A contract is a document concluded between an enterprise (organization) and a professional educational institution and an enterprise (organization) and a student for the implementation of the Dual educational process [3].

This means that the principle of "dual" education, which is now used in colleges, allows students to receive theoretical knowledge in college on certain days of the week, and on other days under the guidance of a master attached to the enterprise. However, this system is not entirely suitable for higher education institutions, so it is necessary to organize integrated educational processes in the education of young professionals in various fields within the educational institution with the participation of employees of various production organizations.

We know that we can do a lot of work on this in higher education today. Examples include the Teacher-Student System, the 5 + 1 project, meetings between industry professionals, and weekly field trips. Production practices are also included. Unfortunately, these developed measures do not fully cover all higher education institutions. We believe that it is possible to systematically create a clear system for the training of future personnel as effective employees and masters of their field.

At the same time, as a proposal, it is necessary to radically change the 4-year academic year for students of the previous bachelor's degree by making changes in the duration of training in accordance with the higher education institutions. That is, depending on the level of complexity of specialties, it would be appropriate to organize theoretical, practical and laboratory classes of knowledge to be studied until the third year of the academic year, focusing on the study of specialties on a fee-for-service basis.

This, in addition, will allow future graduates to increase the level of competence of their staff, improve their skills throughout their lives, to become mature professionals in the field. At the same time, every graduate will be provided with a permanent job, which will help to overcome poverty at the political level, which is one of the most pressing problems of today.

In addition, if the educational programs and forms are changed on the basis of a tripartite agreement between the university, the manufacturer and the students, if the graduates will be awarded certificates and diplomas, this leads to an increase in demand for the graduate, further increasing the duration of their future activities. At the same time, the process of concluding the same agreement will be concluded not only within Uzbekistan, but also in cooperation with international partner universities and business organizations, which will lead to greater diversification and demand for domestic infrastructure.

Two-way change is needed to innovate. That is, attention should be paid not only to the learner, but also to the educator who trains them or to the employee of the manufacturing enterprise. The reason is that for the rapidly changing digital-intelligent world around the world, the novelty we see today may lose its novelty in a matter of seconds. It is no secret to us that the textbooks taught in many universities have not yet been updated, although only writing and counting have remained unchanged today. For this reason, where there is no innovation, there will be no growth on the basis of growth, intellectual potential, pedagogical creativity, in general, a competent approach. In this regard, it is necessary to create a scientific space and radically reform education.

It is necessary to organize training courses based on an innovative approach in order to prepare employees of the system for the implementation of reforms, the development of knowledge, consciousness and thinking. It is necessary to create a database of enterprising young educators, a database of strong methodist teachers, a bank of portfolios, who understand the essence of strategy, innovation and digitalization, who are able to ensure the implementation of reforms, change consciousness [4].

In this environment, on the basis of a competent approach leads to the creation of the necessary conditions for the development of professional and pedagogical creativity of students, ie reading, comprehension, thinking, creation, stimulation of new ideas, creativity, initiative.

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