

Psychological Features Of The Formation Of Professional Competency Among Students Of A Technical University

Mirashirova Nargiza, Mustafaeva Inobat, Khamrokulova Dilnavoz

Abstract: The article discusses the problems of psychological particularities of the formation of professional competence among students of a technical university, gives a brief description of the model of its formation, and also presents the results of experimental work to evaluate the effectiveness of this model.

Index Terms: conditions, competencies, features, pedagogy, psychology, students, technical.

1. INTRODUCTION

The main goals of modern higher professional education are increasingly focused on the training of a competent specialist, not only competitive in the labor market, but, first of all, able to carry out professional activities responsibly, relying not only on highly specialized knowledge, but also on the experience of a valuable attitude to work and profession. One of the main tasks that determine the ongoing changes in the vocational education system is to increase the level of professionalism of graduates of vocational education institutions based on the formation of certain professional competencies. In psychological and pedagogical science and practice, new approaches are being developed, methods for solving the indicated problem. Some of them are based on the use of new information technologies in the training of qualified specialists, others are based on updating the content of training, others are based on strengthening its practical orientation, etc. However, it is impossible to solve the problem of improving the quality of training of specialists without resorting to the value-motivational components of professional activity.

2 METHODS OF RESEARCH

In a broad sense, the axiological components of professional competence are a set of behavioral norms, values, ideas and concepts inherent in all members of the professional community that are determined by the specifics of professional activity.

One way or another, a young specialist in the process of studying at a university becomes a subject and an object of professional socialization and adaptation, during which he assimilates the basic elements of a professional worldview and the values of the professional community.

Thus, the formed psychological components of professional competence can satisfy the interests of a future specialist in self-realization and self-development in professional activity by not only increasing knowledge, skills, authority, but also by

forming values and behavioral norms of the professional sphere in which he will work at the end high school.

Professional competence can be defined as a complex personality trait and is considered as the ability to actualize the accumulated knowledge and skills at the right time and use them in the implementation of their professional functions. It manifests itself and is acquired in activity. It is emphasized that professional competence:

is an integral characteristic of a professional as a subject of activity;

- ❖ is a systematic manifestation of knowledge, skills, experience, abilities and personal qualities that can successfully solve professional problems that make up the essence of professional activity;
- ❖ formed in the process of training;
- ❖ used to describe the end result of training;
- ❖ characterizes the already held personal quality (a set of qualities), including the minimum experience in relation to professional activity in a given area, associated with motivational, cognitive and value-oriented personal-active spheres.

Values are understood as special meanings of education that make up the hierarchical system in the structure of the personality, which determines the subjective importance of the object relative to other objects, based on the actual needs of the individual. Value orientations are a relatively stable, socially determined orientation of a person to certain goals, having a life-meaning value for her, expressed in the form of any personal qualities, patterns of behavior and which are relatively independent of current situations. Forming the highest level of the dispositional hierarchy in the personality structure, value orientations are the basis for assessing the surrounding reality and determine the personality's predisposition to one or another social activity, that is, the concept of "value" is common with respect to the concept of "value orientations". In Uzbek psychology and pedagogy, the position that values are semantic formations, acting in the form of beliefs that determine the direction of the behavior and activity of the individual, acts as a methodological platform.

Thus, according to scientists, values are all that are endowed with a general meaning. Cultural values are the most important and deep-seated principles that determine a person's relationship with nature, society, his inner circle and himself. Thus, by value is understood the extremely generalized social experience obtained by a person in ontogenesis. In the consciousness of the individual, values are presented in the form of concepts that can stimulate the manifestation of a

- *Mirashirova Nargiza, Associated professor of department "Pedagogy and psychology" at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.*
- *Mustafaeva Inobat, Senior lecturer of department "Pedagogy and psychology" at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.*
- *Khamrokulova Dilnavoz, Senior lecturer of department "Pedagogy and psychology" at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.*

variety of feelings, assessments and attitudes, motivations for activity. The formation of personal values of a person is a process that is largely determined by social: conditions and the educational and socializing environment in which a person develops [8]. Basic social competencies contain value ideas about the main spheres of human life. The choice of the concept of education depends on the dominant values and worldviews, the diversity of the spiritual needs of society. Obviously, the modern culture and socio-economic conditions for the development of Uzbek society are reflected in the conceptual approaches to reforming education. The traditional type of education, focused on the training of narrow specialists, which is characteristic up to now for technical universities, does not correspond to the social need, which is expressed in the fact that successful social builders, subjects of information culture can be people with a type of consciousness based on individual responsibility for their actions and the fate of civilization, capable of personal self-development and personal self-actualization [9,10]. Modern educational standards, determined on the basis of the State concept of modernization of education and built on the basis of the methodology of the competency-based approach, contain invariant value systems that should be formed by future professionals in the process of studying at a university. As our analysis shows, the following axiological competencies can be identified, one way or another presented in state regulatory documents of higher professional education for technical specialties:

- ❖ competencies and value-semantic orientation (understanding the value of culture, science, production, rational consumption; awareness of the social significance of their future profession; high motivation to perform professional activities);
- ❖ competencies and self-development and self-improvement (the ability to cognitive activity; awareness of the need, need and ability to learn; the desire to self-development, to increase one's qualifications and skills; the ability to critically evaluate one's strengths and weaknesses, to outline ways and choose means of developing one's strengths and eliminate shortcomings; willingness to critically to rethink the accumulated experience, to change, if necessary, the profile of their professional activities);
- ❖ competencies of social interaction (the ability to use the emotional and volitional characteristics of personality psychology, willingness to cooperate; racial, national, religious tolerance, the ability to pay off conflicts, the ability to socially adapt, communicativeness, tolerance; willingness to cooperate with colleagues, to work in a team; to performance of professional functions in this type of work);
- ❖ competencies of self-organization (the ability to organize their work in order to achieve their goals; willingness to use innovative ideas; the ability to work independently, make decisions within their authority);
- ❖ leadership potential and organizational and managerial competence (the ability to use organizational and managerial skills in professional and social activities).

An integral indicator characterizing the unity of personal and professional values is the level of formation of professional identity. Professional identity is an integral property in which personal and professionally significant values are combined, the subjectivity of the professional

position is formed, the value-motivational components are internalized professional activities and the transformation of external social prescriptions into internal meanings. Optimizing the formation of psychological components of professional competence among students of technical universities, we have developed a pedagogical model of their formation. The theoretical and methodological basis for the development of the model was composed of competency, personality-activity, axiological and subject-subject approaches in teaching. The purpose of the educational process in this model was the organization of a systematic experience of students' value self-determination in the context of professional development and self-development when studying at a technical university in the framework of specially designed courses and classes that create conditions for understanding and shaping your own attitude to the basic values of the profession. The proposed model includes three components: design-target, process-technological, criteria-diagnostic. The design-target block of the model includes a preliminary analysis of the initial conditions and priorities of the educational process at the university. A prerequisite for its successful construction from the point of view of the formation of value-semantic components of professional activity and the promotion of professional identity is the determination of the structure and content of the value premises contained in state standards and cultural ideals inherent in education as a social institution at the present stage. The second block of the model - process-technological and includes effective didactic tools used to form axiological components of professional competence in the process of studying at a university, the sequence and expediency of selecting methods, methods of formation. The functioning of this unit is provided by active and interactive teaching methods (case study method, business games, group discussions, social and psychological training), as well as problem-based teaching methods. The purpose of psychological training was to create conditions for students to realize their personal values and attitudes, psychological traits, identify students with the subject of their future professional activity, form and develop their system of value orientations, necessary for effective work in a professional environment. The third block of the model - criteria-diagnostic - is designed to determine the parameters for assessing the effectiveness of the educational process in a university from the point of view of the formation of axiological competencies of students and allows monitoring the formation of the studied phenomenon. The main components of the criterion characteristics of the formation of axiological components in our study include value-semantic and motivational-need criteria, which are in unity with cognitive (knowledge) and activity-practical (behavioral) criteria. The key criterion characterizing the unity of personal and professional values is the level of formation of professional identity, which is regarded as an integral property that combines personal and professionally significant values, the subjectivity of a professional position, the internalized unity of the value-motivational components of professional activity.

3 RESULT

The pedagogical conditions for the effectiveness of the implementation of the model for the formation of axiological components of professional competence in the learning process are:

- ❖ creating conditions for value self-determination and harmonization of values of the subjects of the educational

- process;
- ❖ the acquisition of the ability to create projects (programs) of their professional, educational activities, life activities in general;
- ❖ mastery of a reflexive culture that allows you to adequately assess the existing professional and life experience;
- ❖ the formation of a level of communicative culture sufficient to ensure the possibility of positive intersubjective interaction;
- ❖ creation of situations of success as a mechanism to restore motivation for education and the formation of needs for self-education;
- ❖ the relationship of the learning process with the solution of significant professional problems for young people.

- [7] Clarin M.V. Innovations in world pedagogy. - Riga, 1999.
- [8] Clarin M.V. Educational technology. - PH., 1998.
- [9] Kudryavtsev P.O. Sources and essence: Knowledge, 1997.
- [10] www.strategy.uz

4 CONCLUSION

Based on the proposed model, we developed a special course "Psychology and Pedagogy of Professional Development", as well as a training system "Training of Personal and Professional Identity". The experimental verification of the model was carried out on the basis of the technical faculties of the Tashkent state technical university. In total, 220 third-year students took part in the study, 115 of which made up a control sample, and 105 - an experimental one.

Statistical analysis showed that in the experimental group the number of students with high and satisfactory levels of competencies in the value-semantic sphere of axiological components of professional competence increased significantly. We can assume that the tested model for the formation of these competencies among students of technical specialties has led to positive shifts in the level of their development. In the experimental group, the number of students with a low, satisfactory level significantly decreased and increased with high levels of competencies in the value-semantic sphere. No significant changes in the values of the formation of these competencies among students of the control group were found. We can argue that after implementing a special course and a system of training sessions for students of the experimental group, the value-semantic sphere of the personality has qualitatively changed - the values of achieving the goal have been internalized with the help of a high level of education, breadth of knowledge, developed general culture, and the value of mental and physical activity. Consequently, the results obtained during the experiment, as well as their quantitative and qualitative analysis showed the effectiveness of the developed model for the formation of axiological components of professional competence of future specialists.

REFERENCES

- [1] Azizhodzhaeva N.N. Pedagogical technologies in teacher training. - PH., 2018.
- [2] Allayarov O.N. Didactic foundations of active training in managerial disciplines. - PH., Fan, 2017.
- [3] Bepalko V.P. Pedagogy and advanced learning technologies. - PH., 2005.
- [4] Bepalko V.P. Components of educational technology. - PH., 2004.
- [5] Bordovsky G.A., Izvozchikov V.A. New teaching technologies: Issues of terminology // Pedagogy. - 2003. - No. 5.
- [6] Halperin P.Ya. To the theory of programmed learning. - PH., 2002.