

DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE PROFESSIONALS ON THE BASIS OF CULTURAL APPROACH

Safarova Rohat Gaybullaevna

Professor of the Uzbek Research Institute of Pedagogical Sciences,

Doctor of Pedagogical Sciences, Uzbekistan

ANNOTATION

The following article deals with the substantiation of the need for a purposeful formation of the professional competence and cultural approach of future teachers in organizing cultural practices, as a mandatory variable form of organizing the educational activities of students in accordance with the requirements of the state educational standard of education.

The formation of the professional competence of future teachers based on cultural approach is considered as an organized, meaningfully rich process of purposeful assistance to the formation of professional competence in the educational process of the University taken together of its main components - motivational-value, cognitive, and technological.

The results of the study helped to form the author's view of the process of forming the professional competence of future teachers in the organization of cultural practices of schoolchildren based on a cultural approach.

Keywords: cultural approach, professional competence, future teacher, organization, educational activities, teachers, components - motivational-value, cognitive, technological.

INTRODUCTION

Culture as a complex philosophical concept has many meanings in different fields. Any activity can be described in terms of cultural significance and value for the individual and society as a whole.

The profession simultaneously separates certain groups of people and unites them within those groups. The similarity of work activities also affects the similarity of lifestyles of representatives of the same professional group. Social philosopher Jürgen Habermas distinguished three main aspects in the concept of human life, the world: the objective - external nature, social - society and subjective - internal nature.

The modern specialist carries out communicative action and representation in his or her professional field. On the horizon of the outside world, professional reality is perceived as something that already exists, which affects human life and activities. Therefore, professional activity should be viewed as a system of human relations with the world. Accordingly, it acquires the characteristics of a team within a social and professional group by reflecting on the world around it and itself in this world.

The development of professional competence of future professionals on the basis of the culturological approach is based on the integration of views, beliefs, assessment sets, which are shared by all members and form a set of rules of conduct in the group. It is important that members of a team of such professionals, built on the ideas of solidarity and a cultural approach, master the content of concepts such as “professional culture”, “professional ethics”, “professional honor” and “professional spirit”.

Thus, the professional competence of the specialist is reflected in the professional culture, not only the relationship and interaction of society, person and profession, but also his entire individual culture.

Therefore, the development of professional competence of future specialists on the basis of a culturological approach is of particular importance as one of the urgent tasks of today.

LITERATURE REVIEW AND DISCUSSION

The study, analysis and generalization of pedagogical, psychological, philosophical, scientific literature has long been a research direction in the study of the processes of formation of competence of the specialist, the phenomenon of competence and the introduction of competency-based approach.

In the study by D.L. Thompson and D. Priestley, the concept of "professional competence based on the cultural approach" is defined as a body of knowledge characterized by a high level of consistency, having moral standards and based on a professional code as well. The concepts of "competence" as well as the derivative "competent" were well known both in the literature and in everyday life phrases before the appearance of these terms in educational standards. In the encyclopedic editions of the 20th century, the concept of "competence" is interpreted as:

1. The terms of reference of a specific body, official determined by law;
2. Knowledge, experience in a particular area.

The concept of "competence" (lat. Competence - appropriate, capable) in the vocational education dictionary is interpreted as a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve. Unlike the term "qualifications", it includes, in addition to professional knowledge and skills, personality traits that contribute to the quality of professional tasks (initiative, cooperation, communication skills, the ability to study, work with information).

The cultural approach describes a set of methodological methods that allow a teacher to analyze and identify fundamental ideas for the study and development of corporate culture through the prism of systemic cultural concepts such as culture, cultural patterns, norms and values, pedagogical culture, cultural environment, and others. (E.V. Bondarevskaya, M.S. Kagan, N. B. Krylova, V. A. Slastenin, G. I. Chijakova and others).

The culturological approach in our understanding is the process of professional development of the future specialist at the university through the prism of the concept of competence in the world of cultural values, ie the process of professional education. his understanding as a cultural process carried out in a culturally similar educational environment, all its components serve a person who is full of human meanings and freely expresses his individuality, cultural self-development and self-determination.

The diversity of scholars' definitions of the word "culture" (there are hundreds of definitions) also poses certain difficulties in clarifying the concept of "multicultural education". Russian scholars M.S. Kagan, B.S. Erasov and others, who are directly involved in the problems of cultural education, distinguish 3 components that are directly related to the general concept of "culture": material, artistic and spiritual components.

The International Conference on Education and Culture, organized by UNESCO (1995), emphasizes the importance of the spiritual component for education and its expression of ideas, values, beliefs, interpersonal skills, etiquette, etc., specific to a particular nation (ethnic group). They say. The solution of this task requires a focus on the ideas, concepts and theories that exist in Europe and the East, which are directly related to this problem. Because the problems of multiculturalism and multicultural education are not a problem that has emerged in recent years. It has its own long history.

In particular, the program "Panpedia", developed by the great thinker and educator Comenius in the 14th century, is noteworthy for taking into account the needs and aspirations of people. [17] The main part of the Panpedia is to teach children to live in harmony with others, to accustom them to an understanding of duty and responsibility, to teach them to love and respect people.

N.K. Rerekh's ideas about the universal "striving for good", which he called "rounding of culture", as well as contemporary educators, philosophers and historians (N.A. Danilevsky, E. Meyler, A. Toynbee, Tulenov, Gafurov, R. Medetova) views on the integrity of the cultural and historical development of mankind, the unique principles observed in the cultures of different peoples also help to understand the content, goals and objectives of multicultural education, through which it is easy to understand that multicultural education creates positive cooperation. [18]

Multiculturalism is an age-old value for the Orientalist. In this regard, it is important to study the views of Al-Muallim as-Sani - The Second Teacher (after Aristotle), Aristotle of the East, Abu Nasr Muhammad ibn Muhammad Farabi (873-950) and Jalaliddin Rumi (1207-1273). . In particular, Farabi's work was directly focused on the study of world civilization. Farabi wrote commentaries on the works of Greek thinkers - Plato, Aristotle, Euclid, Ptolemy, Porphyry. His philosophical and pedagogical views embodied universal values and universal aspirations. His social ideas were later developed in the works of Abu Rayhan Beruni, Ibn Sina, Ibn Rushd, Nizami, Saadi, Abdurahman Jami, Alisher Navoi, Bedil, Iqbal, Ahmad Donish and enlightened Jadids. Progressive humanity has deeply studied Farabi's legacy, respecting his work. B. from European scientists. M. Shtrenshneyder, Karra de Vo, T. U. Buur, R. Xammond, R. de Erlanje, F. Deteritsi, G. Farmer, N. Rishar, G. Ley, Nafisi, Umar Farrukh from Eastern scholars. Mahdi and others have made a significant contribution to the study of Farabi's legacy. [19] One of the great representatives of the classical literature of the East, the great propagandist of mysticism, the scholar Jalaliddin Rumi (real name Muhammad), who made a worthy contribution to the history of education in the East with his spiritual, philosophical and moral views, called young people to love man. He called us to live happily in the flower garden and the flower garden: "Love all people, be among the flowers. If you look at them with hostile eyes, you will find yourself in the camp of snakes and thorns". [20]

An analysis of the results of these studies shows that a person has a broad interpretation of the concepts of "competence" and "competence" defined as ability, readiness, character, quality. It was also found that the competence of the professional has both potential and actual (implemented) aspects; substantiated professional maturity in terms of competencies such as knowledge, ability, skill, experience, competence, conscious self-management system, motivational and value-semantic components.

However, the concepts of “competence” can be used by the authors as synonymous concepts or they can be distinguished on different grounds (diversity and breadth of functions, general and species nature, nature, external and internal state).

There is no generally accepted understanding of a specialist’s culture of professional competence, professional competencies developed on the basis of a culturological approach. At the same time, the scientific substantiation of the invariant structure of culturological competence, the creation of a consistent taxonomy of invariant elements (parts that do not have the properties of integrity) and components (parts that have the properties of the whole) emerges as a problem awaiting solution. The structure of the development of professional competence of the future specialist on the basis of a culturological approach should be determined by the specifics of professional activity.

CONCLUSION

According on the results of the theoretical and experimental study that we had, the following main conclusions can be formulated.

1. The methodology for the introduction and implementation of the competence-based approach in the system of higher professional education, the development of taxonomies of formed competencies should be based on the theory of the invariant structure of the professional competence of a university graduate. In the author's concept of the essence and structure of the competence of the subject of activity, developed in the course of this study, the competence of the subject activity are connected by external internal conditioning: competence is the competence realized in the activity. The competence of a university graduate is a system of invariant elements and components. The invariant elements are its instrumental, motivational, value-semantic, individual-psychological and conative foundations as components of competence in any field of activity. Invariant components (components of competence, which include all invariant elements) of a university graduate's competence are professional competence (general and special) and socio-psychological competence (general and special).
2. Competence is manifested in the activity of the subject, therefore, in assessing a person's competence, it is necessary to take into account not only structural (motives, values, knowledge, abilities, skills, abilities), but also functional criteria (procedural and productive characteristics of the activity).
3. Professional competence of a university graduate is an integral characteristic of a person, manifested in an activity (situation) that determines the success of professional activity and responsibility for its results. Professional competence is the potential competence, readiness and aspiration of an individual for productive professional activity with full awareness of responsibility for its results.

The elemental composition of the professional competence of the subject of activity forms its foundations: instrumental (professional knowledge, abilities, skills (qualifications)), motivational (professional motives of activity), value-semantic (professional ethics), individual-psychological (PVK), conative (volitional mechanisms of self-regulation, implementation of competence in situations of professional activity). The component composition and content of the invariants of professional competence are determined by the specifics and requirements of professional activity. In this case, the concept of "competence" within the framework of its

described structure is one of the main characteristics of the subject of labor.

4. The structure of the professional competence of a sociologist is represented by the following components:

- 1) Research theoretical competence (socio-psychological and professional-subject);
- 2) Research applied competence (socio-psychological and professional-subject);
- 3) Pedagogical theoretical competence (socio-psychological and professional-subject);
- 4) Pedagogical applied competence (social-psychological and professional-subject);
- 5) The development of the content of the invariants of each component made it possible to construct a model of the professional competence of a sociologist.

5. As a conceptual basis, a situational-contextual approach was proposed and developed, within which the main structural and functional unit of the process of forming a student's professional competence. It is an educational professionally oriented situation. Here a system of conditions, designed by a teacher (subject of learning) that stimulate and mediate the activity of a student (subject of learning) in the social and substantive context of future professional activity. The design of professionally oriented educational situations consist of a system of principles:

- The unity of teaching and upbringing;
- Psychological and pedagogical support of the student's personal inclusion in educational activities,
- The design and creation of the subject and social context of future professional activities,
- The leading role of the joint productive activity of the teacher and students, the dialogical type of communication, actualization professional-value aspects of the content of education, professional positioning, the formation of professional self-awareness of students.

A classification of professionally oriented educational situations has been proposed and developed, the bases of which are the leading formed element of competence (values, motives, knowledge, etc.), the formed component of competence (applied, theoretical, research, socio-psychological, and others).

The possibilities of different forms, methods and means of teaching for the implementation of the system of educational professionally oriented situations are revealed. The ways of their optimal combination are shown depending on the peculiarities of the content and the type of the solved pedagogical problems.

6. On the basis of the concept, a pedagogical model of the formation of students' professional competence is constructed, which is the unity and integrity of the target, meaningful, organizational-procedural and effective-diagnostic components. The target component of the described model includes the main goal and tasks of forming students' professional competence: the formation of professional competence (professional motives, professional knowledge, skills, professional ethics, and professionally important qualities), as well as the task of forming a conative basis of competence (mechanisms for implementing competence).

The structure, place and significance of the content of vocational training in the system of forming a student's professional competence at a university (based on the training of a sociologist) have been determined. It is shown that the content of professional training is organically integrated into the system of forming the professional competence of a sociology student, providing many opportunities for creating educational professionally oriented situations aimed at the formation of all components (PKs1, PKs2, PKs3, PKs4, PKs5, PKs6,

PKs7, and PKs8) and all invariant elements - the foundations of professional competence.

REFERENCES

1. Resolution of the President of the Republic of Uzbekistan dated August 14, 2018 "On measures to bring up young people spiritually, morally and physically harmoniously, to raise the system of education to a qualitatively new level". Lex.uz
2. Resolution of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated August 15, 2017 "On the organization of the Association of Composers and Composers of Uzbekistan". Lex.uz
3. Special Resolution of the President of the Republic of Uzbekistan dated November 17, 2017 "On measures to further develop the art of Uzbek national maqom". Lex.uz
4. Shavkat Mirziyoev. The consent of our people is the highest value given to our activities. Volume 2. -T.: NMIU of Uzbekistan, 2018. –P.508
5. Shavkat Mirziyoev. We will resolutely continue our path of national development and raise it to a new level. Volume 1 T. : NMIU of Uzbekistan, 2018. – P.501
6. “Abu Nasr ibn Muhammad al-Farabi. Treatises on music and poetry. - M. : “Nauka” publishing, 1993. -P. 456
7. Abu Homid Ghazzoliy. “Kimiyo saodat”. Turkish. 2 volume. –Tashkent: “Adolat” publishing, 2005. –P.121-122
8. Avesto. Historical – literary manuscript. –T.: “Sharq” publishing, 2001.-P. 384
9. Ancestors quotes. Quotes, sayings, (collected and edited by Ahmedov B.) – T.: “Chulpon” publishing, 1990. – P.240
10. Alisher Navai. Collection of completed novels. 20 Volumes. - Tashkent: “Fan” publishing, 2002. T.10. – P.357
11. Aminov A., Ahmedov B. Sayings of Amir Temur (collection). – T.: “Navruz” publishing, 1992. – P.64
12. Andreyeva G.M. Social psychology- M.: Aspect-Press, 2007. - P. 139.
13. Aminov Bilol, Rasulov Tulkin. Motherland is a pearl of heart. –T.: “O’qituvchi” publishing, 2001 y. –P. 232
14. Bozorov O., Shodiyev R. Central Asian mysticism and moral values. Samarkand: Zarafshan, 1992. – P.57
15. Khayrullayev M. (editor). Great figures, scholars (famous Central Asian thinkers and sages).– T.: “Xalq me’rosi” publishing named after A.Qodiri, 1996. – P.120
16. Khayrullayev M. Thinkers of the past on education / Folk pedagogy - the basis of human perfection. Book 1. Tashkent: UzPFITI, 1992.-P.110
17. Kamensky Ya.A. Collection of selected essays.-T.: “Sharq” publishing-P. 383).
18. N.K. Rerikh (1874-1947) Russian scientist, thinker, painter, public figure, traveler
19. <https://ziyouz.uz/ilm-va-fan/tarix/manaviyat-yulduzlari/abu-nasr-forobiy-873-950/>.
20. Jaloliddin Rumi. Proverbs. - T. : Uzbekistan publishing, 2013. - 246 p. – P.119