ANDRAGOGICAL MODEL OF THE FORMATION OF PROFESSIONAL COMPETENCE AMONG STUDENTS OF A VOCATIONAL EDUCATIONAL INSTITUTION

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ANNOTATION

The article reveals the essence of the basic concepts of the formation of professional competence in students on the basis of the andragogical approach, the peculiarities of the process of the formation of professional competence. The importance of professional competence of a specialist in the modern labor market is recognized. The article also proposes the author's technology for the formation of professional competence of students based on the androgynous approach.

Keywords: professional education, competence, professional competence, andragogical approach, technological approach to training, technology.

Аннотация.

В статье раскрывается сущность основных концепций формирования профессиональной конкуренции у студентов на основе андрагогического подхода, особенности процесса формирования профессиональной конкуренции. Признана важность профессиональной компетентности специалиста на современном рынке труда. В статье также предлагается авторская технология формирования профессиональной компетентности студентов на основе андрогинного подхода.

Ключевые слова:

профессиональное образование, компетентность, профессиональная компетентность, андрагогический подход, технологический подход к обучению, технологии.

INTRODUCTION

"Our children should be stronger, more educated, wiser and, of course, happier than we are!" The life appeal is firmly rooted in the minds and hearts of each of us, parents and the general public. We are all proud that our youth can rightfully take responsibility for the future of our country and become a decisive force today and tomorrow. We need to logically complete our work in this direction, in particular, our national educational programs. In this regard, the most important task of the Government, the relevant ministries and departments, the entire education system, our respected teachers and professors is to comprehensively educate the younger generation, to educate them as physically and spiritually mature people. It's time to take our work to a new level, create modern jobs for our children, so that they take their rightful place in life [2; 13-14-pages].

Over the years of independence, a new system of personnel training has been created in the country that meets modern requirements for the quality of specialists, highly qualified, competitive, capable of independently working in the chosen field of education, making a worthy

contribution to scientific, technical, socio-economic and cultural development. The training of specialists with high cultural, spiritual and moral qualities, who are able to add, adapt to the conditions of rapid socio-economic development, is consistently carried out.

In accordance with the Strategy of Actions for the Further Development of the Republic of Uzbekistan "Continuing the policy of further improving the system of lifelong education, increasing the potential of high-quality educational services, training highly qualified personnel in accordance with the modern needs of the workforce" [1; IV-4.1] are important tasks today.

Reflecting these tasks, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev signed Decree PU-5812 "On measures to further improve the vocational education system" on September 6, 2019. Thus, the system of lifelong education in our country has reached a new level and fully complies with the international standard classification of education established by UNESCO. The new edition of the Law of the Republic of Uzbekistan "On Education", approved on September 23, 2020, opened the doors to new opportunities in the field of vocational education.

The andragogical approach interprets the student as an adult who understands his needs and is able to satisfy them through independent action. The name of this approach comes from the Greek words ἀνήρ anér -adult, Man; ἄγειν ágein - news(literally lead an adult). The main difference between the andragogical approach from others is that the student, not the teacher, takes an active position in the educational process. The main activity of a teacher is to help a student update existing knowledge, acquire new knowledge and skills.

The concept of "competence" entered the field of education as a result of psychological research. Thus, competence is defined as "the ability of an expert to behave in unusual situations, use new ways of interacting with competitors, perform ambiguous tasks, use conflicting information and develop consistently.

One of the highest human components is professional competence. Professional competence is understood as a holistic characteristic of personal and professional qualities that reflect knowledge, skills, competencies and experience that allow a specialist to participate in a certain type of decision-making activity.

Traditional forms of education still prevail in educational institutions. As a result, the teacher is still the main source of information for the student. Even innovative technologies aimed at the formation of the professional mobility of the student, the constant updating of professional experience are used within the framework of the concept of traditional education [4; 23-p.].

If our main goal is to competently approach the process of training mid-level specialists, then the following aspects of this problem will come to the fore:

- Identification of basic competencies in the implementation of professional activities;
- Development of a specific process for training specialists to achieve the formation of general and specific competencies in a student-graduate of a vocational school;
- Development of a scientifically grounded and adequate practical model of a specialist's work.

We have developed a technology for the formation of professional competencies in students, studying the requirements for future specialists in the field of industry standards, the labor market and other regulations.

Thanks to the study of technologies designed to ensure the effectiveness of the process of forming professional competence, it became clear that the formation of professional competence in students is a multi-stage, complex process that requires a technological approach.

Technological approach to training:

· Divide the learning process into interrelated stages, phases, actions;

· Coordinating, consistent, step-by-step actions to achieve the desired learning outcome;

· The developed work assumes the simultaneous execution of all actions.

It should be noted that the professional competence of a specialist is formed and developed throughout his professional life. The formation of professional competence begins in the process of acquiring a specialty, specialization.

To address this issue, you will need a strategy that takes into account the following:

· Integrity, continuity of all disciplines studied by a specialist;

· The content, form, methods and tools of educational materials for each subject are aimed at the formation and development of professional competencies;

· Disciplines in the specialty should form the components of students' professional activities by modeling and reflecting the content of situations related to their future professional activities;

· Create conditions for students to immerse themselves in an active professional environment at all stages of continuing education and work experience.

Based on the above, we set ourselves the following goals:

· At the global level - the development of qualities necessary for the individual and society; encourage him to socially significant activities; creating opportunities for self-study;

· At the level of an educational institution - training of a specialist who is ready to implement all theoretical and practical forms of professional activity;

· At the level of academic science - the formation of components of professional competence, such as design, production and technology, organizational and management and research [3].

Table 1. Technology for the formation of professional competence of students based on the andragogical approach.

Stages	Of content	Methods
Motivational diagnostic	Diagnostics of the level of professional competence of students, the formation of a motivational attitude to the future profession.	Problem conversations, game exercises, discussion lessons, free writing, brainstorming, self-esteem
Information-cognitive	To give students an idea of professional competence in the educational process, to form perception, to transfer knowledge in general	Lecture, explanation, educational dialogue and educational discussion, contextual learning
Active	Strengthen students' knowledge of professional competence through educational activities and real-life situations, group assignments, exercises	Observational experiments, exercises, real situations, project methods, game technologies, simulation and game modeling of technological processes.

The technology of forming students' professional competence is based on the following three stages: motivational and diagnostic, informational and cognitive and activity. Below we classify each stage.

1. **Motivational and diagnostic stage** - a process aimed at determining competence, the essence of the concept of professional competence, components of professional competence and interest, needs and desires to acquire them, taking into account the age and individual characteristics of students.

   To achieve the effectiveness of this process in the design of the motivational and diagnostic stage of the formation of professional competence of students, the following conditions must be met:

   - competence and professional competence, understanding of its specifics, importance and necessity;

   - take into account the specifics of motives in the formation of professional competence;

   - assessment of students' knowledge of such concepts as competence, professional competence and its components;

   - the formation of students' positive motives for the successful implementation of future professional activities, becoming competitive, purposeful professionals.

   2. **Information and cognitive stage** is the development of a set of ideas, concepts and knowledge about professional competence that must be formed in students.

   3. **Activity stage** - involvement of students in practical activities through the creation of specific situations, forms of activity for the formation of professional competence.

   Activity the phase is organized in the process of creating real situations related to future professional activities in practical classes.

   Activity is a reflection, that is, an individual assessment of the results of the activity ("Did I do it right?", "How did I feel?", "How did I do it?", "Was I satisfied with the result?") Harmoniously.

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