



PROFESSIONAL COMPETENCE IN MODERN EDUCATIONAL CONDITIONS

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Tayanch so'zlar: gibridd ta'lim, kompetensiya, raqamli texnologiya, ta'lim klasteri, strategiya, ta'lim axboroti, ta'lim texnologiyalari, axborot texnologiyalari, kompetentlik.

Ключевые слова: гибридное образование, компетентность, цифровые технологии, образовательный кластер, стратегия, образовательная информация, образовательные технологии, информационные технологии, компетентность.

Key words: hybrid education, competence, digital technology, educational cluster, strategy, educational information, educational technologies, information technologies, competence.

Competence is the willingness and ability of specialists to apply their knowledge and skills in everyday life to solve professional tasks in various fields.

Competence is an integrative quality of a person, formed in the process of education and practice, it consists of the energetics of professional and human qualities manifested in the process of production activity. Competence means a person's intellectual and personal conditional experience in socio-professional activities, the level of ownership of all competencies, the stage of readiness to use competencies in professional activities.

In the conditions of mixed education, the information and communication pedagogical competence of students to adapt to field situations and make appropriate decisions, to work with certain software tools in the operating system environment, to be able to use programming languages to build logical and effective programs, database, we consider it as a set of competencies that ensure the performance of professional tasks by using computer networks and other tools. The formation of these competencies is carried out directly in educational institutions by teaching general and specialized subjects using modern innovative pedagogical technologies. The widespread involvement of innovative pedagogical technologies in the field of education is the effective



presentation of information to students in the conditions of reduced hours allocated to classroom training, teaching students to think independently and logically, work as a team, make decisions, allows them to perfectly master the competence of defending their thoughts and views in public. Therefore, the role and importance of evaluating the competencies formed in students through the use of advanced teaching technologies in the educational process is increasing.

The analysis of scientific and research works on competence shows that the word "competence" is a noun, and "competence" is its derivative, that is, its quality. "Competence" characterizes the scope of a person's powers, and "competence" characterizes his character.

Currently, the collection of a lot of research materials on the problems of determining the content of the concepts of "competence" and "competence", as well as their formation and development in various fields of activity, has created the problem of their classification.

It is necessary to understand competence in a broad sense, that is, as the level of mastering social and individual forms of activity. This quality ensures that an individual can function successfully in society within the limits of his abilities and position. Although this definition of "competence" has a much broader meaning than the ones described above, it clearly expresses their essence, spiritual core - a person's experience, knowledge and skills in a certain field.

Competence should be understood as an integrative characteristic of personal qualities, as a result of professional training of graduates for the implementation of activities in certain fields (scope of competences) of an educational institution. Competence includes cognitive (knowing), motivational-value and emotional-volitional components, like competence. Competence is a category depending on the situation, it represents the readiness to perform an activity in specific professional (problematic) situations.

Competence can be thought of as a category consisting of five main components:

- deep understanding of the nature of problems and issues to be solved;
- good knowledge of existing experiences in the same field, active acquisition of its best achievements;
- choosing means and methods of activity in accordance with the specific situation of place and time;
- a sense of responsibility for the achieved results;
- the ability to learn from mistakes and make corrections in the process of achieving the goal.



First, competence is briefly expressed in the unity of the traditional three "knowledge, skills and competences" and serves as a connecting link between its components. Secondly, a graduate of a competent educational institution is the most optimal criterion for describing the real level of training of a future specialist.

Thirdly, a competent specialist has the ability to choose the most optimal solution among many solutions, makes critical judgments.

Fourth, competence requires constant updating of knowledge, acquisition of new information to successfully solve professional issues at the same time and under the same conditions.

Fifth, competence includes both substantive (knowledge) and procedural (skills) components. A competent person not only understands the nature of the problem, but also acquires knowledge and skills to solve it in practice.

Competence is expressed by the future specialist's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two ways:

- competence is a set of personal qualities of students;
- in the form of basic requirements of the professional field.

Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction. Also, in terms of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and methods of activity appropriately in certain situations.

From the point of view of pedagogy, competence is interpreted as a measure of the suitability of the skills and experiences of persons with a certain social and professional position to the actual level of the tasks they perform and the problems they solve.

Competence requires constantly enriching one's knowledge, learning new information, the ability to search for new knowledge, and apply it in one's practical work.

Currently, in connection with the need to modernize the pedagogical education system, a competency-based approach to the development of the system of training specialists in higher education institutions is actively developing, and its main goal is to strengthen the practical direction. The main goal of practice-



oriented education is the development of cognitive activity, creative activity, independence, and initiative of students, which is required in modern society.

Professional competence - indicates the level of readiness to mobilize the available resources of a person (organized in the system of knowledge, skills, abilities and personal qualities) necessary for the effective solution of professional tasks in typical and non-standard situations. Here, when it is said that a person mobilizes his existing resources, it is meant to be able to effectively apply the acquired academic knowledge in life, to be able to deliver his theoretical knowledge to others, and to have information about their source. Pedagogical competence can also be understood as a system of knowledge, competence, skills and personality that provides the ability of future teachers to fulfill their professional obligations at a specified level.

Based on the above-mentioned definitions, we defined the readiness of future teachers to work in mixed educational conditions, that is, pedagogical competence as follows: pedagogical competence is necessary for effective and creative work in mixed educational conditions. is a complex of conceptual knowledge about professional and personal qualities, essence, conditions and methods of implementing mixed education.

In order to develop the pedagogical competence of students in the conditions of mixed education, it is necessary to determine its components. For this purpose, by analyzing the various approaches considered in pedagogical research, we have distinguished the following components of pedagogical competence of students: motivational; cognitive; operational; technological; interactive.

All components of competence are closely related to each other, and it is wrong to single out any one component. However, many pedagogic scientists attach special importance to the motivational component. Because this component takes the lead in the development of pedagogical competence that meets the requirements of the activity. It is motivation that helps to implement psychological preparation for practical activities, determines the method and direction of using personal opportunities. The formation of the motivational component of pedagogical competence does not mean the existence of psychological preparation for work, but they cannot exist without each other. The motivational component of pedagogical competence includes a positive attitude to the profession, interest in it. It is a system of goals, needs and motives, which encourages future teachers to improve their professional knowledge and skills, to have a conscious attitude to the profession, work and its results, to be active in work and professional activities.

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РЕЗЮМЕ

Ushbu maqolada bugungi kunda rivojlangan davlatlarning ta'lim tizimida qo'llanilayotgan ta'lim texnologiyalari va ulardan ta'lim jarayonida samarali foydalanish, shu jumladan zamonaviy ta'lim sharoitida kasbiy kompetensiya hamda kasbiy kompetentlik tushunchalari xususida fikr yuritilgan.

РЕЗЮМЕ

В данной статье рассматриваются образовательные технологии, используемые сегодня в образовательной системе развитых стран, и их эффективное использование в образовательном процессе, в том числе понятия профессиональной компетентности и профессиональной компетентности в современных условиях образования.

SUMMARY

This article discusses the educational technologies used in the educational system of developed countries today and their effective use in the educational process, including the concepts of professional competence and professional competence in modern educational conditions.