WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 4, Issue 1, Jan., 2023

DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS BASED ON SOCIAL COOPERATION

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Abstract
In the article, the development of professional competences of students based on social cooperation in the process of professional practice, goals and tasks, their possibilities for assessing the professional competence of teaching staff of higher education institutions and determining directions for development were analyzed .

Keywords: professional competence, basic competence, cognitive, professional activity, competence technologies, education and production.

According to many researchers, our republic lost its position by the end of the 20th century due to the gap between science, education and production, which led to a sharp decline in production. Without supporting the connection between education and production, it is difficult to ensure the development of science and technology and train qualified personnel who meet the modern needs of industrial enterprises.
It is known that level of professional training of specialists at present, is showing its influence based on the conditions of the changing labor market, it is necessary to increase its status in order to train highly qualified personnel and develop professional competences of students.
" ***Competence*** " is the ability to apply the theoretical knowledge, practical skills and abilities acquired in the field of science in solving practical and theoretical problems encountered in everyday life.
There are also different classifications of professional competencies. According to RV Gurina, professional competencies consist of basic and special parts.
Basic competencies - general competencies necessary for the effective professional activity of any modern specialist;
Specific competencies are competencies required to solve specific professional problems.
If we consider the relevance of the topic. In the public interest and the labor market, the employer is currently represented by a specialist; should have professional competences corresponding to the level of development of modern technologies. The analysis of works considering the approaches and means of development of

professional competences showed that this problem is at the research stage . Despite the diversity of the tools used, it was found that the opportunities for the formation of professional competencies in vocational education institutions are not used enough. The cognitive approach is used more often, and the integrated approach is not used in practice, which allows for a comprehensive review of the problem of professional competence development, taking into account the processes of integration and fragmentation.

The relevance of research at the scientific and methodological level is professional It is related to the understanding that the main problem of competence development is to search for effective technologies that involve students in conscious activity. We consider conscious active activity as an organized process that gives students the opportunity to be independent, active, design their own activities, make independent decisions and be responsible for them, critically evaluate the results of their actions in accordance with social norms. and professional values. By socio-professional values, we understand the unity of behavioral guidelines recognized and accepted by the socio-professional community, their personal attitude to the goals and results of their professional activities.

Analysis of psychological-pedagogical literature, generalization of pedagogical experience and our own research in this direction made it possible to identify the following contradictions in the pedagogical theory and practice of vocational education:

- a set of psychological-pedagogical tools, which include the integration of general professional disciplines based on the design activity of students and tested in experimental and research work, is offered for the formation of professional competencies.
- between the growing need for modern specialists with professional competencies corresponding to the level of development of modern technologies and existing traditional approaches to their training.

The problems of scientific-theoretical justification and practical implementation of the process of development of students' professional abilities were studied.

Its purpose is to clarify the composition and structure of students' professional competencies and their development on the basis of the integration of electronic sciences, on the basis of understanding that the relevance of the topic at the scientific and methodological level is the main problem of professional development. Competencies are the search for effective technologies that involve students in conscious activities we consider conscious active activity as an organizational process that provides students with independence, activity, the ability to design their own

activities, make independent decisions and show responsibility for them, and critically evaluate the results of their actions in accordance with social and professional values. Under socio-professional values, we mean the most recognized and the least unit behavioral guidelines presented by the socio-professional community, personal attitudes to the goals and results of their professional activities were studied. Klimov E.A. Puti v professionalism (psychological vzglyad) [1;] .

A competency-based approach involves constantly changing activities, thereby encouraging students to reflect on an ongoing basis.

(setting goals, identifying problems, planning, organizing work on the topic, correcting activities, designing). knowledge in new conditions), and the educational process is carried out on the basis of development based on the capabilities, inclinations and direct interests of students. At the same time, the educational activity of students is built in the context of the future. Has a profession and ensures the development of professional knowledge and technological skills. In the development of technology for the development of professional competences, we use their psychological equivalent, mental (cognitive) structures, through which a person recognizes, sees and understands the world, which is expressed in his life activity in thinking, speech, memory, behavior, and professional activity.

It can be seen that professional competence systems that can be used in various activities to solve various professional tasks, determine the general professional preparation of the future specialist, provide opportunities to develop and acquire new knowledge and skills, as well as improve professional skills. The characteristics of the pedagogical environment, which allow to identify effective technologies for the development of professional competencies based on the integration of subjects in the process of professional training, are systematized as follows:

• person-oriented technologies internal capabilities, "hidden" abilities aimed at bringing to light. Based on the student's abilities and opportunities in the field of social and professional interest, independent choice of behavior and activity methods.

• learning and cognitive activity research technology, allows the student to move from a passive state to an active state with the help of the influence of the pedagogue.

The purpose of this stage is to develop integrative thinking of students, ensure high-quality assimilation, professional knowledge in accordance with individual capabilities of students, form an educational (professional) problem, design goals and tasks, perform search activities related to data selection, present development of design and technological skills to achieve, to be able to reflect possible solutions to the problem in a symbolic form, to develop an algorithm of optimal actions to achieve the planned result, to be reflected in educational design and technological activities, in

addition, the competence is a feature that allows the graduate , effective implementation of professional opportunities in the changing conditions of modern market production must It should be remembered that a graduate of a modern university has not only perfectly mastered the program in his field of study, but also has humanities, natural sciences, general professional (general technical) and special knowledge, which he can use employees of the enterprise, who can develop progressive methods of applying modern scientific theories to production, taking into account the trends of scientific and technical development, are required.

Books

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