

PROFESSIONAL COMPETENCE: TYPES, STRUCTURE AND MODERN APPROACHES

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ABSTRACT

The theoretical study of domestic and foreign psychological and pedagogical literature presented in this article allows us to conclude that cognitive-acmeological competencies play a fundamentally important role in professional activity.

Key words: *competencies, cognitive component, competency-based approach, professional competence, professional thinking, creative-activity component, cognitive-acmeological competence.*

INTRODUCTION

At present, the attention of the whole society is drawn to the issue of professional competence. The old system of vocational training is practically destroyed, and the new one has not yet been created. Under these conditions, it is obvious that the level of professionalism of labor resources is becoming a serious problem for the development of our country. Specialists and researchers in the field of management are attempting a comprehensive analysis of the problem of vocational training: their attention is drawn not only to the process of vocational training, but also to personal factors that determine professional effectiveness. Therefore, the development of a conceptual apparatus that allows the most complete and accurate description and study of the problem is a priority task.

MAIN PART

Among modern scientists, there is a steady interest in the problem of classifying professional competence, which is very diverse in its main characteristics. First of all, certain types of professional competence are studied: autopsychological (I.V. Elshina, A.A. Derkach, A.P. Sitnikov, A.S. Guseva, etc. [7]); psychological and acmeological (V. N. Markin, I. N. Drozdov [8]); social-perceptual competence in the system of professional communication (N. N. Ershova [5]); socio-psychological (V. G. Pervutinsky, G. E. Belitskaya, L. I. Berestova); conflictological (O. I. Denisov); information technology (P.V. Bepalov), communicative competence (L.A. Petrovskaya and others [6]).

The approach of N. V. Kharitonova to the classification of types of competence seems to be logically more accurate, since professional competence is determined by a set of its components and the structure of this system. The philosophical concept of "structure" defines this category as a form of internal organization of the system, acting as a unity of stable regular relationships between its elements. Professional competence can be structured as a system characteristic, consisting of various components, the composition of which is defined by researchers in different ways (N.V. Kuzmina [1], A.K. Markova [3, p.1], V. G. Pervutinsky [5]). Thus, there are many types of competence, which of them constitute the content of professional competence, is determined by the nature of the profession. Nevertheless, it is possible to form a model of professional competence by highlighting those components that are mandatory for any profession. This model looks like this:

The emotional-volitional component reflects the personal attitude of the future specialist to the problem, his feelings, emotions, priorities. The manifestation of emotional-volitional activity includes emotionality as a positive emotional factor - a reaction to success and failure - and emotivity - a value indicator of the subject's awareness of the need for professional activity, a positive active emotionally colored attitude towards personal and professional self-improvement. The main components of the component: the ability for adequate self-esteem,

self-regulation of the behavior of a specialist. 2. The motivational-value component is the most important characteristic of the motivational side of activity. It is closely related to the concept of "personal freedom". This concept is determined by the readiness of a specialist to independently carry out professional activities that are not rigidly set from the outside (subjective side) and the availability of alternatives for solving problem situations (objective side). 3. The cognitive component characterizes the cognitive abilities of specialists: the ability to perceive educational and information material and the presence of a certain "baggage" of knowledge. Intellectual qualities develop in the process of realizing creative activity. The main components of the component: intellectual involvement, by which I. A. Vasiliev means interest in science, openness to acquiring new knowledge, the availability of professional knowledge, skills and abilities. 4. The communicative component characterizes the features of the interaction of a specialist with the social environment in conditions of personal freedom. Main components: the ability to build a dialogue; constructing potential social requests based on the existing data bank of situations. 5. The creative-activity component orients the professional to the use of a creative approach in work, thereby forming the ability to consciously choose a set of methods and technologies of work. The presence of various ways of practical activity, creative abilities is necessary for the self-realization of the individual in professional activities. This component reflects the practical, effective nature of professional competence, because considering the personality of a future specialist as "a subject of life, we take into account not only its attitude to life, values, meanings, but also ways to implement them..." [9]. The main components of the component: designing development prospects and results of professional activity; creative independence in solving professional problems; "correct" formulation of the problem, the ability to foresee the emergence of a problem situation and, on the basis of this, the construction of a system of preventive measures.

The complexity of studying the concept of "professional competence" is due not only to its structure, but to the difference in scientific approaches. So, I. V. Aranovskaya [2] builds her understanding of competence on a situational approach, including three aspects in the content of professional competence: problem-practical, semantic, value. T. Isaeva proposes an approach to the assessment of professional skills based on the definition of its key professional competencies and the technology of their quantitative and qualitative assessment. The main features, in her opinion, are: 1) general social and personal significance of the formed knowledge, skills, qualities and methods of productive activity; 2) the formation of competencies as a set of semantic orientations based on the comprehension of national and general human culture; 3) creating situations for a comprehensive test of skills in the practical use of knowledge and the acquisition of valuable life experience; 4) an integrative characteristic of personality manifestations associated with its ability to improve existing knowledge, skills and methods of activity as socialization and accumulation of life experience.

A number of scientists V. A. Bolotov, V. V. Serikov [3] believe that in the concept of "competence", not the student's awareness, but the ability to solve problems is put forward in the first place. In modern science, a hypothetical approach to the theory of competencies has also emerged. It is based on the compilation of an ideal image of an object that is capable of performing actions, the success of which will depend on the given competencies. So, for example, in the declaration of the Bologna process, a qualitative approach to the problems of education dominates, which consists in understanding the importance for society of high-quality training of specialists, the ability to use standards as a tool for regulating the level of quality, its assessment, skills in designing quality management systems and developing control actions. Therefore, the term "competence" is used to refer to the integrated characteristics of the quality of graduate training, to describe the result of the educational process.

The perception of competencies as a new type of goal-setting means the transformation of the educational policy of universities towards the interests of the labor market and the development of the “lifelong” education paradigm.

The literature also considers an individual approach to the study of competencies and professional competence. In this case, the emphasis is on taking into account the individual psychological characteristics of the individual: abilities, knowledge, attitudes that are necessary and sufficient to perform a certain function in a particular situation. In the studies of Russian scientists, until recently, the activity approach to determining the nature of competence has prevailed. However, this approach does not allow to see everything that drives a person outside of visually perceived actions, and to determine the level of competence sufficiency for the implementation of certain activities. In recent years, a number of works have appeared in which an attempt was made to approach this complex phenomenon using the possibilities of several sciences. N.F. Efremova [6] adheres to a synergistic approach to the definition of this concept: “Competences are generalized and deeply formed qualities of a person, her ability to most universally use and apply the acquired knowledge and skills”; “the totality of knowledge, skills and abilities that allow the subject to adapt to changing conditions, in fact, is his ability to act and survive in these conditions.” An analysis of modern scientific research has also shown that it is possible to define professional competence in the context of a differential psychological approach as an integral professional and personal characteristic that determines the ability and willingness to perform professional functions in accordance with the norms and standards adopted in society at a particular historical moment. and requirements.

Real work is impossible without a stock of professional knowledge and skills (information about different aspects of professional activity, about how to implement them) and psychological knowledge (knowledge about the structure of work, about abilities, about thinking) [4, p. 128]. Of particular importance in this case is the distinction between the role of the motivational and operational spheres of professional activity. If readiness for work is a characteristic of the motivational sphere, then readiness for work is a characteristic of the operational sphere. Psychological readiness for work is a setting for work, a state of mobilization of all psychological and psycho-physiological systems of a person that ensures effective (and, if necessary, emergency) performance of certain actions. Preparedness for work is a certain, sufficient level of professional knowledge, skills and abilities that allows you to perform professional activities at the level of the requirements of the standard. By analogy with the areas of professional activity, two areas can also be distinguished in the model of professional competence - motivational and operational. At the same time, the motivational sphere develops the more efficiently, the more actively the operational sphere of professional competence is formed and vice versa. Both areas are interdependent. And yet, if a person does not understand or poorly represents the real content of the work, the content of the profession, then it is impossible to form motivation for this activity, and even more so professional competence. Therefore, this article analyzes the operational sphere of activity and considers the components of the operational sphere of professional competence.

The professional maturity of a personality is manifested in the presence of its sufficiently developed cognitive-acmeological competence. So, the model of professional competence includes such components as emotional-volitional, motivational-value, cognitive, communicative and creative-activity. Professional competence acts as a systemic education, which includes a number of components that are different types of competencies, which, in turn, are also systemic educations. Two spheres can be distinguished in the model - motivational and operational. Both areas are interdependent. But the operational sphere, aimed at the implementation of activities, is decisive in the development of professionalism. It contains such components as professional self-awareness, thinking and learning. These components determine professional development. The

potential of the individual in the implementation of professional competence is most effectively revealed through the use of the acmeological approach. Cognitive-acmeological competence allows us to identify the nature and effectiveness of self-actualization and self-realization of the individual in professional activities.

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