

**ТРЕБОВАНИЯ К ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ
СТУДЕНТОВ:
ТЕОРИЯ И АНАЛИЗ**

В.Атаходжаев

Андижанский институт сельского хозяйства и агротехнологий

Кандидат сельскохозяйственных наук

**REQUIREMENTS FOR PROFESSIONAL TRAINING OF STUDENTS:
THEORY AND ANALYSIS**

V. Atahojayev

Andijan Institute of Agriculture and Agrotechnologies

Candidate of Agricultural Sciences

Аннотация: в статье отражены взгляды ученых-педагогов на совершенствование профессиональной подготовки студентов, требования к подготовке студентов, Закон «Об образовании», государственные образовательные стандарты Республики Узбекистан.

Ключевые слова: система высшего образования, анализ нормативно-правовых документов, Закон «Об образовании», требования к подготовке студентов, компетентность.

Annotation: the article reflects the views of scientists-teachers on improving the professional training of students, the requirements for the preparation of students, the Law "On Education", the state educational standards of the Republic of Uzbekistan.

Keywords: system of higher education, analysis of legal documents, the Law "On Education", requirements for the preparation of students, competence.

As a result of changes in the social, economic and political spheres of our country, the content of higher education has also been updated, which, in turn, was reflected in the Law "On Education" dated September 23, 2020. Article 11 of this

Law is dedicated to the higher education system, and it sets requirements for the professional training of students studying in higher education. In particular, "Higher education ensures the training of highly qualified personnel in undergraduate and graduate specialties.

Also, the "Uzbekistan state standard" approved by Appendix 1 of the order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated July 16, 2021 No. 311 "Approval of state educational standards of higher education". The standards of continuous education of Uzbekistan. State educational standard of higher education, paragraph 6 "The basic rules of qualification requirements for the training of graduates", the requirements for the preparation of a bachelor's and master's degree are as follows: should ensure effective work and continue education at the master's degree in the relevant specialty.

Based on this, the requirements for the professional competences of the future specialist (bachelor or master's degree) for qualified students of the relevant educational fields and specialties being prepared in higher education are expressed on the basis of general competences, professional competences.

Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

The following qualities are reflected on the basis of professional competence:

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence - preparing for the organization of professional-pedagogical activities, rationally solving professional-pedagogical tasks, realistic assessment of activity results, consistent development of knowledge, skills and competence, based on this competence psychological, methodical, informational,

creative, innovative and communicative competence is evident. They represent the following content:

1) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;

2) methodical competence - methodically rational organization of the pedagogical process, correct determination of forms of educational or educational activity, ability to choose methods and tools in accordance with the purpose, ability to use methods effectively, use tools successfully;

3) informational competence - searching, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively;

4) creative competence - a critical, creative approach to pedagogical activities, the ability to demonstrate one's own creative skills;

5) innovative competence - improvement of the pedagogical process, improvement of the quality of education, promotion of new ideas to increase the effectiveness of the educational process, their effective implementation in practice;

6) communicative competence - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.

3. Personal competence - consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity.

4. Technological competence - mastering advanced technologies that enrich professional-pedagogical knowledge, skills and competence, ability to use modern tools, techniques and technologies.

5. Extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise.

The fact that the theoretical and organizational foundations of preparation for pedagogical activities in higher education institutions are insufficiently developed requires improvement by determining their structure and content. Determining the components of readiness for innovation and its levels on this basis, the application of psychological aspects of readiness for professional innovative activity, and the need for pedagogical diagnosis in the development of students' readiness for innovative activity indicate that it is necessary.

Theoretical and practical studies have been conducted on the problem of teacher training in modern pedagogical and psychological sciences. Modern research proves that readiness is the main condition for the successful implementation of any activity. "Supporting the motivational readiness of psychology teachers for innovative activity" by V.V. Stepanov, "Forming the readiness of future engineers to work in the university educational process" by N.S. Ponomareva, E.A. Podvigina conducted research on the topic of "Formation of the future teacher's readiness for innovative activities through the means of information".

As a result of the analysis of philosophical, pedagogical, psychological and sociological ideas about the process of professional training in higher education, two different approaches to determining its essence can be distinguished. The first approach is related to the development and self-development of the individual, and the second is related to the integration of the individual into a certain professional activity system, or in other words, the mastering of this activity system. Then, the main problem of the professional education process can be formulated as a conflict between the system of changing professional activity and the individual development of each person, his formation as a subject of this activity.

As a result of our analysis of theoretical sources, we have confidence in

researching the process of professional training carried out within the field of pedagogy, however, in the first of these positions, human development prevails in the process of professional training. In general, in theoretical and philosophical terms, personality has always been considered not as an object, but as a subject of activity, as an active, creative being.

Conclusion is in order. A professional's professional training or competence is related to success in personal and professional areas. In fact, the main psychological condition for successful activity in any field is self-confidence. In our opinion, the professional competence of a highly educated specialist is a complex integrated system of the specialist's internal mental states and personality traits. His readiness to perform professional activities and the ability to perform the necessary actions are considered. The basis of the professional development of a person is the formation of professional competence, that is, the development of a person in the process of professional training, acquiring a profession and carrying out professional activities.

Used literature

1. Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни. 2020 йил 23 сентябрь. ЎРҚ-637. <https://lex.uz/docs/5013007>
2. Ўзбекистон Республикаси олий ва ўрта махсус таълим вазирлигининг 2021 йил 16 июлдаги 311-сонли “Олий таълимнинг давлат таълим стандартларини тасдиқлаш” тўғрисидаги буйруғи.
3. Умаралиева М. Инновацион ёндашувлар асосида умумий ўрта таълим муассасалари ўқувчилари касбий компетентлигини ривожлантириш технологияси. Фалсафа доктори (PhD) диссерт автореферати. - Т.: 2019.: 14-бет).
4. Исянов Р.Г. Кластерный подход в формировании модульной компетентности преподавателей высших образовательных учреждений. – Ташкент.: ТГПУ, 2014. - 69 с

5. Муслимов Н.А. Касб таълими ўқитувчисини касбий шакллантиришнинг назарий-методик асослари: Педагогика фанлари доктори дисс. автореферати. -Т., 2007. – 47 б.

6. Шарипов Ш. Педагогические условия формирования изобразительного творчества студентов (На примере факультетов Труда и профессионального образования): Автореф. дис. ... канд. пед. наук. – Ташкент .: УзНИИПН, 2000 - 20 с.