

PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF THE PROCESS OF DEVELOPING STUDENTS' PROFESSIONAL COMPETENCE BASED ON AN INDIVIDUAL APPROACH

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Abstract

This article analyzes the pedagogical and psychological features of an individual approach in the process of developing students' professional competence. The mechanisms for implementing an individual approach in education, the importance of taking into account the personal characteristics and professional needs of students, are highlighted. Also, the possibilities of forming professional skills in students through the use of modern pedagogical technologies and increasing motivation are indicated.

Keywords: Individual approach, professional competence, pedagogical technologies, motivation, educational process, professional development.

TALABALARNI INDIVIDUAL YONDASHUV ASOSIDA KASBIY KOMPETENTLIGINI RIVOJLANTIRISH JARAYONING PEDAGOGIK- PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya

Mazkur maqolada talabalarning kasbiy kompetentligini rivojlantirish jarayonida individual yondashuvning pedagogik va psixologik xususiyatlari tahlil qilingan. Ta'limda individual yondashuvni amalga oshirish mexanizmlari, talabalarning shaxsiy xususiyatlari va kasbiy ehtiyojlarini hisobga olish ahamiyati yoritilgan. Shuningdek, zamonaviy pedagogik texnologiyalarni qo'llash va motivatsiyani oshirish orqali talabalarda kasbiy ko'nikmalarni shakllantirish imkoniyatlari ko'rsatib o'tilgan.

Kalit so'zlar: individual yondashuv, kasbiy kompetentlik, pedagogik texnologiyalar, motivatsiya, ta'lim jarayoni, kasbiy rivojlanish

Introduction

Today, the demand for training professionally qualified specialists who meet the needs of society is increasing. Also, education taking into account the personal characteristics and individual needs of each student is of great importance in the process of developing their



professional competence. An individual approach makes it possible to activate the educational process and increase the socio-professional potential of each student.

An individual approach is an approach aimed at taking into account the specific characteristics, interests, abilities and professional aspirations of each student in the educational process. This approach includes:

1. Personal characteristics: the student's age, temperament, psychological state.
2. Professional needs: the chosen specialty and professional goals.
3. Learning abilities: individual methods of mastering knowledge.

Professional competence is the student's ability to apply knowledge, skills, qualifications and creative abilities in the field of specialization to practical activities. It includes the following components:

- Knowledge component: theoretical and practical knowledge.
 - Activity component: problem solving and creative approach.
 - Personal component: professional interest and motivation.
1. Development of individual student curricula: selection of courses, trainings, practical exercises that correspond to the student's professional interests and goals.
 2. Encouraging a creative approach to problems in professional activities: creating opportunities for students to solve real-life problems.
 3. Use of pedagogical technologies: application of modern innovative technologies, for example, virtual laboratories and case study methods.
1. Increasing motivation: identifying the student's personal goals and dreams, linking them to the educational process.
 2. Developing reflection: forming students' ability to analyze their own knowledge and skills.
 3. Psychological support: training aimed at reducing stress and anxiety in the learning process.
- The following can be indicated as situations that provide students with the opportunity to develop their professional competence:

- development of such qualities of the mind as understanding, adaptation, criticality, independence, thrift;
- elements of the cognitive process: development of attention, perception, memory, understanding;
- development of thinking skills: development of thinking, comparison, analysis, generalization, formalization, clarification, interpretation, etc.;
- development of cognitive skills, including formulating and asking questions to each other, formulating problems, putting forward hypotheses, being able to prove one's own ideas, drawing conclusions, applying acquired knowledge in familiar and unfamiliar situations, etc.;
- development of reading skills, including writing and reading in unison, summarizing the materials presented by the teacher in class, listening to the teacher and writing down important points in his speech, being able to distinguish the main points from the ideas expressed, being able to plan one's activities, working with educational literature, dictionaries and reference books, etc.;
- development of the ability to assimilate information outside the classroom;
- development of knowledge, skills and competencies related to a specific subject.



The development of students' professional competence is directly related to the concept of developing their educational activities.

A number of problems related to the development of students' professional competence are awaiting their solution in pedagogical science.

Special attention is required to the following aspects of the development of students' professional competence. They include: teaching students to think independently and critically, ensuring that they learn more independently, encouraging them to develop physically and acquire healthy lifestyle skills, and providing them with learning tasks aimed at socializing students in each lesson. Among these, aspects that are particularly important for developing students' creative abilities are guiding them to think independently and critically and to learn independently.

Some specialists (E.Goziev, R.Safarova, A.Tereshenko) in their research have distinguished the components of the process of developing students' professional competence. They emphasize that the process of developing students' professional competence is very complex, it includes affective, value, cognitive, active, emotional-volitional and reflexive states. The tendencies of students in developing professional competence are of particular importance, it includes many states. They encourage students to consciously carry out activities. In the development of students' professional competence, along with their external tendencies to master knowledge, one can also distinguish tendencies that have an internal content. This has been studied by many specialists. In particular, such specialists as E.Goziev, M.G. Davletshin, A.N. Leontiev, S.L. Rubinshteyn, I.M. Yakovleva students are considered as an important condition in the development of their professional competence.

According to A. Maslow, the need for students to demonstrate their acquired knowledge through their professional competence activities lies in the ability of the student to apply the knowledge he has. According to K.R. Rogers, the main tendency that encourages a student to be creative is his desire to demonstrate his professional competence capabilities. This condition is important in all manifestations of a student's professional competence activities. They are expressed in the desire for comprehensive development, expansion, improvement of his professional competence activities, maturity, and the manifestation of all the possibilities of his body.

The professional competence activities of each student are guided by certain tendencies. They are divided into hierarchically formed methodical and subordinate tendencies. In this system, the student's inclinations to develop professional competence are of primary importance. Socially similar inclinations encourage them to gain the respect and attention of their parents, teachers, classmates, and close friends. The student's inclinations to determine their own prospects have a significant impact on their self-expression and personal activities. The inclinations to learn are manifested in the students' desire to systematically enrich their knowledge. As a result, they try to study complex processes and phenomena.

According to psychologists and educators, the following inclinations play an important role in the development of students' professional competence:

- the student's fulfillment of his duty to society;
- students' social similarity to their parents, their dependence on their loved ones;



- students' social similarity to members of society;
- students' adaptation to certain social groups;
- students' desire to improve their prospects; students' selfish attitude towards the acquisition of material goods;
- students' need to know about certain events and situations;
- students' tendency to experience emotions and feelings, etc.

Today, many experts emphasize the importance of value orientations in the development of students' professional competence[88].

Indeed, the identification of a value orientation based on students' inclinations is of great pedagogical importance. Value orientations based on students' inclinations direct them to master knowledge about values and demonstrate professional competence in their activities. This orientation is associated with the development of students' professional competence as both inclinations and values. It consists of the following components:

- inclinations that encourage students to apply their professional competence capabilities and acquired knowledge in their professional competence activities;
- inclinations that encourage students to acquire additional knowledge;
- inclinations that encourage students to set themselves the goal of developing professional competence;
- inclinations that encourage students to improve their attitude towards themselves and their educational activities.

Cognitive orientation is the process of students' independent thinking, perception and assimilation of knowledge. In connection with the cognitive theory of personality, the cognitive activity of each student has its own complex structure. Based on this knowledge, the student evaluates himself, changes in the outside world, and the activities of others. The student's behavior depends on the knowledge he has acquired and how well he is armed with information. Based on the cognitive theory of personality, experts in the development of the student's professional competence distinguish the cognitive direction. The student's knowledge is manifested in various ways, personal activities, their independent means and methods of acquiring knowledge and thinking. The process of developing the student's professional competence has certain manifestations and mechanisms.

Developing the professional competence of students on the basis of an individual approach increases the effectiveness of the educational process, contributes to their personal and professional growth. In this process, innovative approaches from teachers, in-depth study of the individual characteristics of students and their motivation are of great importance.

The development of students' professional competence based on an individual approach is one of the important directions of today's education system. This approach requires a deep study of the personal characteristics of students, taking into account their professional needs and interests. Measures such as the use of modern pedagogical technologies, increasing motivation and psychological support help to make the educational process more effective.

The implementation of an individual approach ensures the personal and professional development of students, increases their ability to think independently and creatively. At the same time, the professional skills of teachers and their readiness for innovative methods are of



decisive importance in this process. The widespread introduction of an individual approach in education will serve as the key to success in training highly qualified specialists in the future.

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