

Methods For Forming The Key Competences Of The Student Pou

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Abstract: The article deals with the formation of the professional competence of students of technical POU (vocational educational institution), the features of the organization of a practice-oriented educational process.

Key words: professional competence, key competence, creativity of thinking, communicative competence, strategic competence, educational competence.

1. INTRODUCTION

The effectiveness of training in a POU for a future specialist of secondary vocational education, as you know, depends on many factors: the organization of the educational process, the competence of the management staff of the POU, the professional competence of the pedagogical corps of the POU, the equipment of the infrastructure and, most importantly, on the motivation of students to their future profession, on the purposefulness of the student when mastering ZUN (knowledge, abilities, skills) to obtain the appropriate professional competence that meets the requirements of the State Educational Standard (State Educational Standards) and the Employer.

According to the definition given in the State Concept for the Modernization of Secondary Education of the Republic of Uzbekistan, the key competence is the system of universal ZUN, as well as the experience of independent activity and personal responsibility of students. With regard to a specific area, namely, secondary technical education, key competencies can be called such rehearsed (brought to automatism) knowledge, skills and practical experience by students, which serve to form professional competence. As you know, the modern methodology of teaching technical disciplines in POU is based on the principles of practice-oriented learning (VET). Its purpose is to form students' ability to perform effective technical activities. In this case, the mastery of technical disciplines is considered as the acquisition of technical competence, taking into account the level of the students' technical skills.

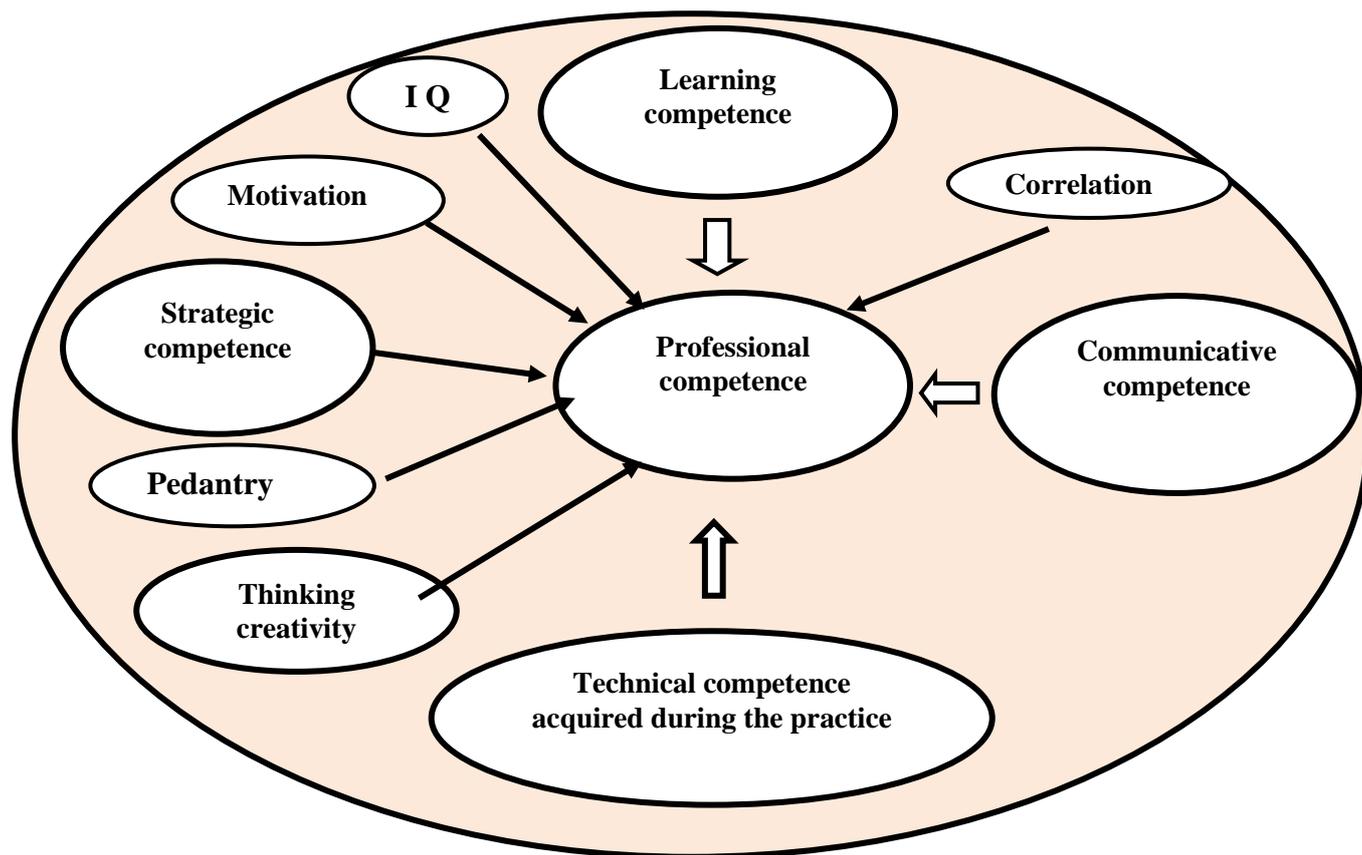


Fig. 1 Components of professional competence

The formation of this competence is unthinkable without taking into account the components that influence the formation of professional competence in general. Thus, the basic key professional competence that a student must master as a result of training in a technical direction of LOU is technical competence, which is formed during the course of educational and industrial practice, and the training practice can be organized directly in the LOU itself (in the laboratory, in the virtual laboratory, in training workshops, etc.) under the guidance of experienced MPO (master of industrial training), and industrial practice at the enterprise with the involvement of experienced specialists from this enterprise. The program for passing educational and industrial practice should be agreed with the enterprise, since the graduate after graduation will be sent to work in this enterprise, this is the advantage of dual education, since the LSP and the enterprise are equally responsible for the quality of the graduate's training on the basis of a mutual agreement. Formed technical competence is an integral part of professional competence associated with no less important other components of professional competence without which it would be incomplete and insufficiently meet the modern requirements of the labor market for a specialist. The formation of components of professional competence can be achieved by the optimal organization of the practice-oriented teaching principle (dual training system), only with such an organization of the entire educational process can a guaranteed quality of education and the acquisition of a graduate of appropriate professional competence be achieved. Let us consider the components that form the professional competence of the student in the POU (Fig. 1).

1. Learning competence – mastering theoretical material, the knowledge necessary to master the material is formed, which will be used during the practice;

2. Strategic competence - during the training period, the student acquires the skills of strategic planning of his time budget;

3. Creativity of thinking is the ability of a student to be creative in solving a specific task assigned to him;

4. Communicative competence - the ability of a trainee to work in a team, this property is necessary when working at an enterprise, finding a "common language" with the team, without this quality of character a young person will simply "get lost" in a new team. This competence is formed by the conditions of communication, taking into account social norms of behavior and communicative expediency of a behavioral nature.

5. Technical competence - acquired during training and industrial practice, the necessary skills are formed, the theoretical knowledge gained is consolidated.

6. IQ - intelligence quotient, an indicator of intellectual ability, genetically transmitted to an individual, individual intelligence, intelligence quotient. If the IQ is higher than the average, the individual is able to solve more complex problems than standard ones.

7. Motivation is one of the most important components. even with all the capabilities of the training system, if this component is at a low level, there can be no question of any training efficiency.

8. Correlation is important in determining the characteristics and the formation of a person's character, with a positive correlation coefficient, independent thinking is formed, making independent decisions in complex non-standard situations, it is in such cases that stability, decisiveness, self-confidence in decision-making are manifested.

In order to determine the levels of the learner's competence in the LSP, one can use the so-called indicators (criteria) of the levels of competence, such a gradation will allow the employer and the LSP to determine the level of the learner's readiness, and the learner to assess their capabilities according to the components of professional suitability. The requirements for these indicators are determined by the employer's requirements for the professional competence of the graduate, and for each specialty its own indicators should be developed, although generally accepted requirements such as creativity of thinking, communication skills, hard work, etc. must remain the same for everyone.

9. Pedantism - such qualities as: punctuality, responsibility, diligence are formed, the student develops motivation to complete the task and achieve the goal.

Below we consider one variant of indicators for determining the level of competence.

"Result orientation" - the completeness of the task performed by the trainee, meaning that the trainee brings the started task to the end, until its complete completion, the "Choice of the path to achieving the goal" is formed;

"Purposefulness" of actions, purposefulness, perseverance in achieving the goal;

"Decisiveness" - makes decisions independently, is not afraid of responsibility;

"The breadth of coverage" of the tasks performed (in addition to the assigned ones, he supplements them with his new ideas - creativity is formed);

"Self-assessment" - forms such an important quality as "Self-confidence", this will allow the student with a sufficient degree of competence to complete the assignment or task assigned to him;

"Self-criticism" - the student will successfully overcome difficulties and failures, this competence is called "Overcoming difficulties, failures", the student copes with failures, he forms such an important quality of character as managing his emotions, feelings and overcoming negative thoughts.

"Critical assessment of the result" of their work gives an opportunity to develop further. Usually those who achieve greater results are those who set big goals for themselves, take responsibility and are critical of the result of the achieved.

"Leadership" - this competence includes several competencies: the ability to captivate colleagues with a new idea, while showing initiative, originality, novelty, planning activities for longer periods of time, this predetermines the prospects for the development of activities, determining a benchmark for the future, which is important for a career growth.

"Permanent state" - the ability to be in constant readiness for work, for active work.

"Correlated actions" - there are two types of correlation: positive and negative. At the first, the student has a positive effect on others, dragging them along, they act together to complete the task under his guidance and under his influence, if negative, all his actions when performing any task completely depend on his leader or colleagues, he is not in able to perform any actions independently, waiting for a command, instructions from above, completely devoid of creative thought, used to working on orders. The formation of a positive correlation will positively affect other components of competence, therefore, finding the highest point of positive correlation will determine the vector of direction of the student's expected efforts to achieve the goal, this function tends to change over time during the entire study period of the student at the POU. This is especially evident during the execution of a project or case. The weights of the components of these levels must be agreed and approved with the employer.

The above indicators can be taken as the basis of the rating table by which one can judge the level of the trainee's professional competence, and the weights of the components of these levels must be agreed and approved with the employer.

Below are some methods that, in the form of various exercises, individual and group assignments, will contribute to the formation and development of the competencies of students.

Let's start with instilling the competence of knowledge (educational competence) - they are usually formed in theoretical classes in the classroom. The passed material can be learned and consolidated in lectures, exercises, seminars in interactive classes (round table, debates, lectures, talks, answers to questions, etc.). The choice of this or that method of consolidating the material depends on the teacher's professional competence, on the complexity and volume of the material, for example, when studying the material of the discipline "Fundamentals of Electrical Engineering", the connection of elements (active and reactive resistances) into an electrical circuit, with different types of connections of these elements, various electrical schemes that implement various functions, here students showing the main types of connections need to be given a task that are found in everyday life, this will be the task associated with the practical application of theory in practice, i.e. the content of the lesson will correspond to the practice-oriented teaching principle, thus starting from the first lessons, with skillful presentation of the material, you can instill elements of competencies, the theoretical material will be mastered if the task for each lesson is deeply thought out and the students' answers are objectively assessed. This can be achieved with a block-modular organization of the educational process. This type of exercise develops creativity of thinking, develops components of communicative competence, independent activity (it will independently search for material to complete the assignment, since each student will be given his own version of the assignment so that the students do not cheat from each other).

Method of projects. from the Greek "research", as it is known in this method, the result of project activity is a new product (product, part, scientific work, etc.) that has practical value, an undeniable advantage of this method: the student acquires ZUN in the process of performing practical tasks-projects, those. he solves a specific task (problem) in order to achieve the result planned by him in advance. The main principle of the method - "Teaching knowledge through its practical application" enables the student to apply the theoretical knowledge gained in practice, to link theory with practice.

This method allows you to form the following competencies:

- creativity (development of creative abilities);
- self-esteem (self-presentation skills);
- sociability (development of communication skills in a team);
- development of ICT literacy (work on the Internet with sites, selection and selection of the necessary information);
- development of the abilities of independent thinking, development of skills and abilities of independent work;
- development of self-criticism abilities, skills of analysis and evaluation of the results of one's work are formed;
- increased motivation in learning;
- decision making skills, can make decisions independently. As you can see, this method allows you to form the main components of professional competence and are practice-oriented. There are the following project-based teaching methods: research, informational, creative, playful, practical.

Case - a method translated from English “case” means situational learning, a method of analyzing situations based on the principle of learning by solving specific problems-situations (cases). A feature of the method is the creation of a problem situation based on specific examples from real life.

This method allows you to form and develop the following competencies:

- skills of analysis and critical thinking;
- skills of using theoretical knowledge in practice;
- presentation of various approaches to solving the problem (problem);
- The skills of evaluating various options for solutions in conditions of uncertainty.

The above methods are not unique; their example shows how it is possible to develop and form the professional competence of POU students. The formation of professional competencies of POU students is a multifaceted, laborious process that requires from teachers, mentors an extraordinary approach to organizing the educational process, and from the student, as mentioned above, strong motivation, diligence and dedication, and only in this case it is possible to guarantee the achievement of a single goal - the acquisition of the necessary professional competencies, which can be achieved by various methods and methods, the choice of one method or another depends on the educational goals of the LSP and the professional competence of teachers.

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