

FORMATION OF PROFESSIONAL QUALITIES OF COMPETENT APPROACH

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ANNOTATION

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

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A competent approach is aimed at shaping the social, communicative, informational, professional and other personal qualities of the learner, allowing him to fully realize the modern socio-economic conditions. This approach is based on a system of competencies such as the full development of the learner's personality and the formation of the ability to solve important practical tasks.

The ability of the educator to self-analyze is important in gaining professional competence. Self-analysis is the study of the essence of one's own practical actions organized by the educator in professional activity

Competitive competence, high intellectual potential and modern methods of training highly thoughtful professionals are one of the important challenges for the effective socio-economic development of the country.

It is useful for educators to be able to take a project-oriented approach to their work in a consistent and effective way. It is desirable that they be able to formulate the following model based on a project approach. The model records the stages of self-study and the tasks to be performed at each stage. The effective solution of the tasks set for each stage allows you to move on to the next stage. Once the tasks of a certain stage are solved, the teacher notes this situation in a separate paragraph. [1]

Critical and creative approach to activities; Self-development and self-development are important in gaining professional and pedagogical competence. Self-development tasks are defined through self-analysis and self-assessment. Self-study is the process by which a teacher consistently organizes practical actions to develop his or her professional and personal qualities

- Achieving professional and creative cooperation;
- development of business skills;
- overcoming negative habits;
- mastering positive qualities.

At the heart of a competent approach is a culture of self-determination (self-development, readiness for self-realization and capacity building). A professional developing specialist creates something new (innovation) in his profession, new technologies, including existing new techniques. Will be able to work with methods and more.

The goal of a competent approach is to ensure the quality of education. The analysis of the international work on improving the education system shows that the concepts of "competence" and "competence" are considered as the main unit in updating the content of education.

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

Professional competence implies the acquisition of integrative knowledge and actions in each independent area by the specialist, rather than the acquisition of specific knowledge and skills. Competence also requires constant enrichment of professional knowledge, learning new information, understanding of important social

requirements, the ability to search for new information, process it and apply it in their work.

Development of professional competence of the teacher. Self-improvement and self-development are important in gaining professional (including pedagogical) competence. Self-development tasks are defined through self-analysis and self-assessment

The work of the specialist on himself is reflected in: a critical and creative approach to the activity; achieving professional and creative cooperation; business acumen development; overcoming negative habits; mastering positive qualities [1]

A competent approach allows the following tasks to be performed: to coordinate the educational goals set by the teachers with the students' own goals; facilitating the work of teachers by increasing the responsibility and independence of students in learning; facilitating student work by increasing the share of individual independent learning rather than by mechanically reducing the content of education; ensuring the unity of teaching and educational processes in practice, not in theory; preparing students for conscious and responsible education.

Competency development is a continuous process throughout a specialist's career. In this process, the readiness of graduates for professional activity depends not only on the acquired knowledge, skills and abilities, but also some additional qualities, and today the concepts of "competence" and "competence" are being developed, which are the basic units of a competent approach.

N.A.Muslimov, competence is characterized by the acquisition of knowledge, skills and abilities necessary for the student to carry out professional activities of personal and social significance, as well as their application in professional activities.

According to I.A. Zimnyaya, "competence" means knowledge based on a person's conditional experience in social and professional activities, the ability to use competence. Therefore, competence can be defined by such synonyms as "awareness", "intelligence", "social and professional experience".

I.G. Galyamina "Competence" is the readiness and ability to apply knowledge and skills to solve professional tasks in various fields. Competence as a unified feature of the individual is formed by the set of competencies defined in the educational process and is reflected in the production activities.

Considering the concept of engineering skill, it is necessary to take into account the scale that increases the impact of engineering activities on all areas of human life. This is facilitated by the general development of modern techniques and technologies, in particular, the computerization of society as a whole and the risk of environmental technological disasters. Today, engineering is playing an increasingly important role. Everywhere we go, not only the results of engineering activities, the norms and methods of engineering thinking penetrate the scientific, social and even the humanities. [2] Thus, the contribution of each engineer to progressive or regressive development increases the level of responsibility of his professional activity.

Yu.G. Fokin divides these requirements for "Engineering Skills Potentials" for certification of training programs for engineers by the National Federation of European Engineers and lists the symbols in the first block as "The subject of modern culture". [3]

The preferred profiles and verbal-visual methods of the learning strategy in the sample differed statistically significantly from the general population. Working engineers are involved in more problem-solving solutions and they learn much more than ordinary people. Eight types of multimedia were compared in four categories: text (text and story), statistical graphics (pictures and photographs), non-interactive dynamic graphics (animation and video), and interactive dynamic graphics (simulated virtual reality and real virtual reality). The most preferred multimedia types were compared to each other using relative preference, rating, and overall

rating and ratings. Drawing generally preferred to work in a variety of computer programs, although a little more than animation and virtual reality. These results included a tutorial for problem solving for continuing engineering education.

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