

WAYS TO IMPROVE THE METHODOLOGY FOR THE DEVELOPMENT OF COMPETENCIES RELATED TO THE TECHNICAL SAFETY OF STUDENTS IN THE CREDIT- MODULE SYSTEM

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Abstract: this article will talk about ways to improve the methodology for the development of competencies related to the technical safety of students in the credit-module system. The effectiveness of competency development methods and reliable aspects in their application are predicted.

Key words: competence, information technology, modern system, education, qualification.

Introduction

In modern Uzbek society, the educational system is being modernized within the framework of national projects. The updated goals and objectives are aimed at integrating a single educational space, integrating the concept of reconstruction of its content, the creation of modern infrastructure and the modernization of personnel policy. Changing the educational system puts very high requirements on the pedagogical competence of a specialist, determines his activities in the conditions of restructuring the information space, improving educational resources. If we look at the history of pedagogy, see how the potential of scientific ideas of the classics was born, K.D.Ushinsky, L.N.Tolstoy, tarjribali pedagogue S.T.Shatsky, a 20th-century humanist teacher a.S.Makarenko believed that education plays a leading role in the formation of a spiritually rich, harmonious and happy personality. In the modern educational system, the indispensable quality of a teacher should be his professional competence, that is, he must have "knowledge and competence in one or another area of his activity." (V.I.Dahl dictionary).

In the psychological dictionary, professional pedagogical competence is defined as "the acquisition of knowledge, skills and qualifications necessary as carriers of certain values, ideals, which determine the pedagogical activity of the teacher, pedagogical communication and the formation of the personality of the teacher." The teacher enters the new trajectory of development,

expands fundamental and practical knowledge, changes professional and personal qualities, realizes himself as a creator, innovator, researcher, serves as a carrier of social moral and aesthetic values in society. Such processes create a so-called “horizontal” vector of its development, a way to realize its capabilities, conscious needs, which reflects the professional communicator with the foundations of rational thinking, result-oriented reflective Culture[1].

As tasks become more complex, the teacher's professional qualifications improve. D.M.Ivantsevich and a.A.According to Lobanov, it is "the growth of talent while accumulating experience and responsibility. The concept of "competence" is a term widely used in society, including several reviews in the psychological-pedagogical literature. However, the authors do not give a single comment. N.N.Lobanov defines competence:" as systemic characteristics of personality " and distinguishes parts: professional-educational, professional-activity and professional-personal. A.K.Markova identifies the following components that define the concept: motivational - volitional, functional, communicative and reflexive [2].

A.G.Asmolov presents in the form of the formula: “competence – activity – competence”. Competency, carried out in activity, in its understanding, goes to the quality of personality, competence. In accordance with modern trends in education, pedagogical competencies include:

- independent learning;
- improve your qualifications or retrain completely;
- quick assessment of the situation and their capabilities;
- making decisions and taking responsibility for them;
- adaptation to changing living and working conditions;
- develop new ways to work or change the old ones to optimize them.

According to experts, the first steps in the formation of competencies are “life skills” (personal problems, stress relief; time management; understanding Guidelines, Compliance with rules; formalize documents, process and systematize hmatn and digital information; write and speak texts; carry out business communication; be active, offer a non-standard solution, be able to intelligently defend one's point of view) and teach one's own science[3].

The tasks of the educational process were solved on an interpersonal level, in the process of close communication: student - student, student - team, student - teacher. V.A.Sukhomlinsky believed that the essence of education is in communication, dialogue, communication with a child:

- the teacher and the student must be on an equal footing, there are no priorities, communication is on an equal footing;

- communication with the reader should be based on the knowledge of its main spiritual core, conscious mental preferences;

- in the process of communication, the teacher must learn and strengthen the personal qualities of the student, and then teach himself to assess himself;

- the student and the teacher must always be sincere in their feelings.

The formation of these competencies is carried out at a theoretical level, but most of them are formed in practice. The problem of improving the training of personnel for the school is associated with economic and socio-cultural changes in the Society of Uzbekistan. At the present stage of Uzbekistan's development, education is becoming an increasingly powerful driving force for economic growth, increasing the efficiency and competitiveness of the national economy in connection with science[4].

Let's consider several definitions of the concept of professional competence of a teacher (several definitions are placed on a visual board, the teacher reads them without any assessment):

1. Competence-knowledge, abilities, skills, as well as methods and methods of their implementation in activity, communication, development of personality (self-development). (Mitina L.M.)

2. Pedagogical activity, pedagogical communication is qualified, the work of the teacher, which is carried out at a sufficiently high level, the personality of the teacher is realized, and good results are achieved in the education and upbringing of schoolchildren[5]. At the same time, the qualifications of the teacher are also determined, on the one hand, by the ratio of his professional knowledge and skills, on the other hand, professional positions, psychological qualities. (Markova A.K.)

3. Competence is the ability of an employee to perform his duties qualitatively and accurately in normal and extreme conditions, successfully learn new things and quickly adapt to changing conditions. (Vesnina V.R.)

4. Competence is a complex formation in the construction of the educational process that provides variability, optimality and efficiency, which includes a complex of knowledge, skills, characteristics and qualities of an individual. (Adolf W.A.)

Science competence in the specialty of science:

- knowledge in the field of taught science, the methodology of its teaching.

- management competence, that is, having the skills of conducting pedagogical analysis, setting goals, planning and organizing activities.

- reflective competence, that is, the ability to see the process and outcome of one's own pedagogical activity.

- Information and communication competence associated with the ability to work in the field of IR technologies.

- competence in the field of innovation, which characterizes the teacher as an experimenter.

- creative competence, that is, the ability of the teacher to bring activities to the level of creative, research.

Currently, there are various diagnostic methods that are used to some extent to solve the most urgent problem of assessing the professional skills of a teacher and his level of professional skill. On the one hand, teachers cannot be encouraged by the formula “knowledge-skill-skill”, there is no tool that can measure all the nobility of the teacher's soul, the unique moments of his creativity in the process of repeated education and upbringing. Nothing is measured by the work and perception of the teacher, they do not arise from No and no, but all the previous experience of the teacher, prepared by his endless communication with himself[6].

Based on modern requirements, it is possible to determine the main ways of developing professional competence of the teacher:

- work in methodological associations, creative groups;
- research activities;
- innovative activity, development of new pedagogical technologies;
- different forms of pedagogical assistance;
- active participation in pedagogical competitions and festivals;
- translation of his pedagogical experience;
- The use of ICT, etc.

But none of the listed methods will be effective if the teacher himself does not realize the need to improve his professional skills. This is due to the need to create motivation and favorable conditions for pedagogical growth. It is necessary to create conditions in which the teacher independently realizes the need to increase the level of his professional qualities. The analysis of one's own pedagogical experience activates the professional self-development of the teacher, as a result of which research skills are formed, which are then combined with pedagogical activity. The teacher must be involved in the management process of school progress, which helps to improve his professional skills[7].

The development of professional competence is a dynamic process of mastering and modernization of professional experience, which leads to the development of individual professional qualities, the accumulation of professional experience, which includes continuous development and self - improvement[8].

Stages of formation of professional competence can be distinguished:

- introspection and need awareness;
- self-development planning (goals, tasks ,solutions);
- self-expression, analysis, self-correction.

Of course, the position of scientific figures clearly indicates that the issue of teacher competence is the focus of the scientific community. The professional competence of an individual serves as the starting point of successful pedagogical activity as a life strategy of an individual who clearly knows the social and personal significance of his skills, aimed at satisfying needs, achieving high results, achieving good in a material or spiritual form[9]. Undoubtedly, the point of view presented to the nature of pedagogical competence is a special way of mental operations that actively influence the reflection of oneself, the harmonious image of the world around them, thereby encouraging a radical transformation of practical skills and worldview ideas in the peculiarities of the educational space.

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