

## PROFESSIONAL COMPETENCIES AS INTEGRAL QUALITIES OF A SPECIALIST'S PERSONALITY

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### ABSTRACT

This article presents the application of the results of professional competence as the integral qualities of a specialist personality.

**Keywords:** Professional competence, experience, knowledge of people, learning.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In modern conditions, higher professional education solves a whole complex of complex tasks aimed at training qualified specialists. One of these tasks can rightly be considered the formation of the personality of a competent specialist who is capable of carrying out activities in various areas of social practice at a high professional level. In this regard, it is necessary to refer to the notion of a specialist's personality and, in particular, to such integral qualities as professional competence.

Studies by Russian and foreign psychologists show that there is no single universally accepted definition of a person, which means that no description of a person can be exhaustive.

And yet, despite the diversity of approaches to the concept of personality, before talking about any of its features, including competencies, it is necessary to determine the understanding of this phenomenon. In the light of our analysis, let us turn to the human knowledge system proposed by B.G. Ananyev. In it, as is known, the author identified three levels of human organization: the individual, the personality and the subject of activity. Noting that such a separation of human properties is arbitrary, that they are the characteristics of a person as a whole, B.G. Ananiev emphasizes that a person as a subject of activity is characterized by his own properties, including knowledge and skills [1]. It is these properties, in our opinion, that form the basis of professional competence of a specialist as a subject of activity. Moreover, we believe that there is reason to talk about professional competence as a property of a subject of activity.

Turning to the concept of competence, we emphasize that in this case we are talking about professional competence, i.e. manifested in the professional activity of the subject and affecting its result.

Literature analysis (I.G. Agapov, J. Delors, E.F. Zeer, I.A. Zimnyaya, I.A. Kalnei, N.V. Kuzmina, L.M. Mitina, J. Raven, J.G. Tatur, N. Chomsky, AV Khutorskoy, VD Shadrikov, S. E. Shishov, and others) made it possible to reveal that the concept of "competence / competence" is not yet clearly defined meaningfully. In the light of our research, we will try to identify our understanding of this category. First of all, we distinguish between the concepts of "competence" and "competence." Regarding the first, we follow the interpretation of I.A.

Winter [7] and by competence we understand the knowledge-based intellectually and personally determined experience of the social and professional life of a person. The basis of this integrative quality is the knowledge, skills, abilities, experience, values and inclinations of an individual to social and professional activities.

It is fundamentally important for us to understand the concept of "competence". The task to unite all sides of this multidimensional phenomenon in a single definition remains relevant for modern pedagogy and psychology. Such a definition should take into account: the integral character of such a personality as competence; the presence of a real specific situation in which previously hidden potential competence can be "used", that is, it can become relevant; general ability and willingness of the subject to self-success; a high role of knowledge, skills and abilities, experience, values and aptitudes acquired in the learning process.

As we see, this definition includes references to a number of pedagogical and psychological concepts that reveal its content.

First of all, these are the concepts of "ability" and "readiness", which immediately include the definition of competencies in the context of psychological and pedagogical research. By definition, V.I. Dodonov's abilities are personal formations that include the knowledge and skills of a person, which, as a whole, determine its capabilities in successfully mastering the technical side of activity [4]. Consequently, abilities and skills are not identical: on the one hand, mastering knowledge and skills presupposes the existence of well-known abilities, on the other hand, the formation of abilities for certain activities presupposes mastering the associated skills, knowledge, etc. The ability can be characterized by its manifestation, it is not in a person before its functioning begins in the relevant activity, it is not even outside of it as something that needs to be learned (for skills, knowledge, concepts are precisely assimilated and, therefore, exist before they are learned man). Abilities are not any individual psychological characteristics of a person, but only those on which the productivity of performing any activity depends. Being formed necessarily in activity, the subject and character of which change with the development of society, people's abilities also undergo restructuring, are transformed. The ability to express a person's readiness to master certain types of activities and to successfully implement them [3]. Let us pay attention to the word readiness, which, along with abilities, is key in our definition of competence. We consider readiness for action as a state of mobilization of all psycho-physiological systems of a person, ensuring the effective implementation of certain actions. In engineering psychology, for example, readiness for action is considered as the operator's equipment necessary for successful performance of the action with knowledge, skills, and abilities [2, p.112]. The concept of "readiness" is more inherent in the process (motor) aspect - "prepared for use". As we see, abilities and readiness are inseparably connected and act as an integral quality of the subject. At the same time, being able to be ready for any activity or action is not the same thing. So, the inclusion of such concepts as "ability" and "readiness" in the definition of competence indicates the organic inclusion of such a phenomenon as competence in the system of human activity, and, accordingly, the need to apply an activity approach in studying it.

Understanding of competence, as follows from the definition we have proposed, implies the ability and readiness of the subject for independent and successful activity. An analysis of the literature (EF Zeer, J. Raven, Wunderrer, A. Khutorskoy, S. Goncharov, S. E. Shishov, IG Agapov, G. Selevko, and others) shows that autonomy is regarded as very substantial competence feature. Being one of the leading qualities of the personality, independence is expressed in the ability to set certain goals, to achieve their own achievements. Independence

means the responsible attitude of a person to his actions, the ability to act consciously in any conditions, to make unconventional decisions” [10, p. 253]. An independent person - decisive, having his own initiative; able to perform the action on its own, without outside influences, without outside help [9, p. 619].

However, competence is manifested not just in ability and readiness for activity, but for activity in the conditions of a real specific situation. Therefore, for us, the point of view presented in the works of A.N. Leontiev, S.L. Rubinstein et al. That in order to achieve the goal of an action, it is necessary to take into account the conditions in which it is to be implemented. Circumstances play a very significant role in the manifestation of competence. In turn, the totality of circumstances determines the situation [9, p. 640].

For us, there is no doubt that competences are an activity component of a received level of education, which helps to manifest (show up) knowledge and skills in an unfamiliar situation, i.e. are a higher level of generalization of the latter [14, p. 60]. At the same time, each situation is characterized by its distinctive features, peculiar only to it. This is indicated by the word “specific” in our definition of competence. Thus, we believe that competence is a situational category, since it is expressed in the readiness to carry out any activity in specific professional situations. Competence can not be considered outside the specific real (and not imaginary) conditions of activity. We agree with E.F. Zeer, that competences are knowledge in action, integrative activity constructs included in the real situation [6].

As can be seen from our definition of competence, the subject’s ability and willingness to operate is based on knowledge, skills, experience, values and inclinations acquired in the process of learning. Regarding knowledge, we adhere to the point of view, according to which this concept is considered as “the result of the cognition of reality, which was confirmed in practice ...” [11, p. 144]. It is obvious that outside of knowledge there can be no purposeful activity. In the words of B.G. Ananyev, knowledge is one of the main characteristics of a person as a subject of activity [1, p. 147]. As for skills, then, as the analysis of the literature shows, this concept is not clearly defined. We are closer to the interpretation that according to which skill is characterized as “an intermediate stage of mastering a new way of action based on a rule (knowledge) and corresponding to the correct use of this knowledge in the process of solving a certain class of tasks ...” [2, p.557]. We do not identify the concepts of “skill” and “readiness,” since this is contrary to our understanding of readiness (as mentioned above).

If we talk about skill, then we consider it as “an action formed by repetition, characterized by a high degree of development and the absence of element-by-element conscious regulation and control” [10, p. 156]. Such an understanding of skill is very often presented in the literature as an action brought to automatism by repeated repetitions. However, it is a reason to believe that the main task of vocational training is the training of an automaton. At the same time, a specialist is required not only to possess skills, but also to be skillful, that is, ready to successfully use them in a dynamically changing professional situation. Thus, we came to an important conclusion for our competence definition that skills involve not only the possession of skills, but also the readiness for action, as well as the ability of the subject to successfully operate in a real specific situation.

The concept of experience included in the definition of competencies has also a specific feature for our research. The fact is that in the literature this concept is interpreted as a set of practically acquired knowledge, skills, abilities [9; ten]. From this position, since the concepts of knowledge, skills and abilities are already included in the definition of competence, it could be

considered superfluous to include the concept of experience. However, we believe that this concept should also be taken into account. Since our research is devoted to the formation of competencies in higher education, we mean the experience accumulated by future specialists in the process of passing various types of practice, where the obtained theoretical knowledge is applied, and the skills necessary for professional activity are developed. It is not by chance that E.F. Zeer, calling experience an important component of competences, describes it as an integration into a single whole of individual actions, methods and techniques of solving problems learned by a person [5, p. 48].

Inclusion in the definition of competence of the concept of values requires us to determine the understanding and this category. We believe that values represent the significance of the objects of the surrounding world for a person, society as a whole, determined not by their properties in themselves, but by their involvement in the sphere of human activity, interests and needs, social relations; the criterion and ways of assessing this significance, expressed in moral principles and norms, ideals, attitudes, goals [13, p. 1462]. Note the point of view of B.G. Ananyev on values and value formations as a basal, "primary" personality traits, defining motives of behavior and forming tendencies and character [1, p. 146-147]. This is significant in connection with our inclusion in the definition of competence the concept of propensity. Propensity is a category, above all, a psychological one, and in this sense it is any positive, internally motivated attitude towards any occupation. The psychological basis of the propensity is a steady need of a person for a certain activity, when not only the results achieved in it, but also the process of activity are attractive [2, p.511].

Let us return to one of the key concepts in the structure of the definition of competence - activity. Without dwelling on a detailed review of this category, we note only two points. First, by activity we understand "active interaction with the surrounding reality, during which a living being acts as a subject, purposefully influencing an object and thus satisfying its needs" [2, p. 135]. Secondly, as is known [8, p. 153-156], the main "components" of the activity are those carrying out its actions. Action, in turn, has a special quality - the ways in which it is carried out, or operations. For us, this is significant, since, as we believe, the core of competence is a set of methods of action, namely, the "operational-technological component determines the essence of competences" [5, p.48].

Defining the concept of competence, we proceed from the position that knowledge, abilities, skills, experience, values acquired by a person during his training act as integrative qualities of competence and at the same time as potential personality competence. But competence they do not yet define. A person can only be considered competent when a previously hidden potential competence becomes a competence in action - in the conditions of a real specific (social and professional) situation.

The example of social communicative competence shows: in order to learn how to communicate, you need to communicate. In order for future psychologists to form, for example, professional advisory competence, it is not enough for them only to listen to lectures on methods, techniques, methods of work, relationship with a client, etc., in this case a certain competence or potential competence will be formed. In order to really learn counseling, it is necessary to enter into direct contact with a real client, to begin to perform certain actions in a real specific situation. Then formed competence in action (consultative competence) may indicate the formation of consultative competence.

From the above, it is clear that the knowledge, skills, abilities, experience, values acquired by a person in the course of training act as integrative qualities of competence and at the same time as potential competence. We can judge the formed competence, competence in action, depending on the manifestation of skills, skills and other qualities that are the basis of competence, on their use in a real specific situation in which the competence carrier finds itself.

Social and professional competencies acquired in this way turn out to be the most important condition for the labor socialization of university graduates. Without them, a quick and effective process of mastering social experience by a novice specialist, mastering the skills of practical individual and group work is impossible.

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