

PSYCHOLOGICAL BASES OF IMPROVING PROFESSIONAL COMPETENCE OF YOUNG SPECIALISTS

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ABSTRACT

Any kind of labor activity requires specialized knowledge and skills. Areas of activity that cannot be done without specialized training are expanding. In this regard, the issue of human readiness and inclination towards a particular type of work is one of the most pressing issues in labor psychology. In the course of many years of research, it is common to use the phrase "professional knowledge, skills and abilities" in defining a person's professional skills. This phrase is so strong in science that even a special abbreviation for "KSA" (knowledge, skills and abilities) has appeared. Indeed, as we are now familiar with the various specialties, the focus is on the specialist's knowledge and skills. But in the last decades, and especially since the 1980s, the terms "competencies" and competencies have begun to come to the fore in place of knowledge, skills and abilities. Although the terms 'competency and competence' have been replaced by the previous KSA, in essence they have made it possible to express vocational training in a completely new sense and level.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

If we look at the history of formation and development of these phrases in the research of Russian scientists, according to V. Zimnaya, the following steps can be distinguished. The first period dates back to the 1960-70s, when the notion of 'communicative competence' was introduced¹. The second period dates back to 1970-1990, and the term competence is mainly used in the analysis of foreign language learning management, management, and the meaning of the words 'social competence / competence'. The third stage began to be used directly in the educational process and in the training of personnel, and the term "professional competence" was widely used, especially in the context of occupational psychology.

To date, the following aspects of a competent approach in pedagogy are described:

1) competences are a combination of traditional knowledge with intellectual, communicative, creative, methodological, worldview skills;

2) The idea of a feasibility and purposefulness of the educational process is based on a competent approach. In this approach, competencies are organized into four components, reflecting the highest level of skills and abilities of the learner: knowledge, skills, experience and value-based approach to creative activity;

3) Two main concepts are distinguished by the competence approach: competence and competency. Competence is a set of personality traits that allow you to solve a particular task. Competency, however, refers to the individual's competence, attitude toward such possession and the object of his activity.

In a competency-based approach, education is not measured by knowledge, but is expressed in a person's ability to cope with various complex tasks based on knowledge. In a competent approach, the importance of knowledge is undeniable, but the focus is on the ability to apply the knowledge gained. The purpose of education is expressed in terms and terms related to the

¹Petrovskaya L.A. Competence in the service. - M.: Publishing House MSU, 1989.

growth, development and new opportunities of the individual. Generally speaking, it is important to answer two basic questions when it comes to competence-based training: 1. What is a new student learning? 2. What do they learn during their studies?

Forming a professional worldview, focusing on subjective attitude to professional activities is an important component of a competent approach to education. It also highlights how much the subjective image of a professional has mastered professional norms, patterns and categories, and the subjective content of the profession.

While the worldview is understood as a component of an individual's perception of the world, it includes the general features, phenomena, relationships and regularities of the subject matter. From this definition, it can be argued that the composition of the professional worldview is a combination of professional visions and a set of components for the professional understanding of the profession. The most important of these are professional values, motivations, and personal ideals. The presence of such components in the professional world of the individual and the need for their interaction may at times conflict with the personality traits and stimulate the dynamics of self-reflection and development.

Such a problem raises the need to identify and analyze the psychological connections associated with the formation and manifestation of professional competence. As a result, there is a need to refer to the analysis of socio-psychological categories related to professional values, norms and motivations, various forms of professional behavior and even interpersonal relations.

It would be appropriate to explain the terms "competency" and "competence" when describing the psychological structure of the professional. The main difference between these two concepts is that competency is a personality or a character, and competence is the manifestation of that quality or personality. If you look at the existing definitions, we can see the following picture.

Competency is an interconnected set of personality traits, knowledge, skills, skills that reflect the requirements of professional activity. Competence is the desire and ability to realize one's potential in order to be able to effectively operate in the professional and social spheres, where the individual perceives the high social importance of the outcome of his or her work as a personal responsibility and is concerned about improving the outcome. When we compare these two definitions we see the following continuity between them. First, competencies are formed based on occupational requirements, and then the person becomes competent to apply those competencies.

Richard Boyatzis, a co-founder of the concept of competence, describes competence as the main characteristic that enables a person to perform his or her duties at a high level.

Being competent is compatible with the notions of "competent" and "responsible" in Uzbek. However, the existing term "responsibility" represents only one aspect of competence, which means that more and more experts are legally authorized to perform any type of activity. It is appropriate to use the term "competence" in describing the content of the activity, without having to deviate from accepted and existing terms. In other words, competence means doing something according to established standards. This interpretation does not only imply the knowledge, skills and abilities required to carry out this work, but also the ability of the individual to apply his or her potential. Therefore, the ability of an individual to solve a

particular task is a competence, the ability to apply that potential, and to apply it in professional life.

In all competence studies, it is recognized that professional competence is, in essence, a complex structural structure that combines the characteristics of professional activity with its content. In addition, the object of analysis is the relevance of competences to the standards of professional conduct adopted by the organization, and its compliance with the life of the organization. Therefore, when referring to a particular competence, the cultural and organizational activities of the enterprise are also considered.

According to T.Y. Bazarov, when it comes to employee competence and competence, it refers to the ability to do a particular job (such as negotiating or analyzing financial performance). Competence is a combination of personality traits, abilities, skills, and motivations that a person can possess to successfully fulfill a specific job or company mission. Based on this definition, personnel competence is interpreted as a means of implementing organizational competences.

Along with professional KSA, the notion of “professional” essential qualities (PEQ) is also one of the issues in labor psychology. The concept of a “PEQsystem” may be partly consistent with the notion of “professional competence”. In this sense, “competencies” are compared to a set of professional tasks that a person can perform and need. However, the competence that a person has is manifested not only in his professional activities, but also in other areas of life, and therefore some types of competence go beyond the limits of professional activity. Similarly, there are PEQs that we cannot interpret from a competence perspective. For example, psycho-physiological characteristics of a person. It follows that the notions of "PEQ", "competence" and "professional competence" do not coincide, but intersect within the same professional activity.

According to B.I. Bespalov, the most common features differ from general and specific competences. Common competence refers to the forms of behavior that are accepted by the organization as a single standard for all employees. Specific competences are expressed in the standards of conduct expected for a particular type of activity or for that particular category of personnel.

Based on their research, N.V. Kuzmina lists five functional components specific to pedagogical activity, and each component includes seven competencies. The five groups with these 35 competencies are described as follows: gnostic competencies - reflect the purpose and means of achieving pedagogical activity, envisage the acquisition of knowledge about the subject and object of educational activities, the psychological characteristics of students and teachers at different stages of the pedagogical task solving; design competences - a set of actions for planning and solving strategic, tactical, operational tasks; constructive competences - actions to select and formulate the content of education and training; organizational competences - activities aimed at implementing pedagogical activities through the interaction of teachers and students; communicative competence - understands actions aimed at building relationships with leaders, educators and students.

The complexity of the competences proposed by N.V. Kuzmina and interpreted as a model of effective pedagogical activity is that most researchers have begun to characterize the role of leadership in various fields based on these models. Indeed, this model is, to some extent, a symbol that covers all the necessary aspects of managerial activity and is typical of managerial

competencies. N.V. Kuzmina's approach is consistent with John Raven's interpretation of competence as "a large number of components," and emphasizes the need to analyze some of them separately and independently.

In the German educational standard (December 1, 2000), three types of competence are defined: professional, personal and social. Professional competence means that graduates are able to solve problems and tasks on a systematic and independent basis, based on the knowledge and skills gained by graduates, as well as the ability to evaluate their performance. Personal competencies include the ability to evaluate one's own ability to develop as an individual, and to be able to present themselves according to the needs of family, profession and social life. In addition, these competencies also mean that a person is able to demonstrate their abilities, understand and develop their own life plans and aspirations. Social competences include the ability to form and survive in the system of interpersonal relationships, the willingness to do so, the need to account for change and adapt to a changing social environment, to understand and follow the rules and principles of rational discussion.

F.S. Ismagilova differentiates professional and personal competencies and interprets them as examples of the organization's staff. Professional competence - is a set of knowledge, skills and abilities necessary for the employer to perform functional duties assigned to a particular job. These competencies are formed throughout a person's work life. Personal competence, however, refers to a set of personal qualities that enable a person to function effectively in any position or activity.

While such an analysis suggests that professional competencies have been enhanced throughout their lives and lives, individual competences are more likely to be born in a genetic way. It is possible to develop these competencies up to a certain level through various training sessions. The main idea in F.Ismagilova's interpretation is that competence is a specific psychological structure, based on the formation and development of knowledge, skills and abilities. The essence of such a structure is reflected in the internal activity of the individual, that is, the desire for self-improvement. For example, F.S. Ismagilova uses the phrase "The ability to know how to perform a task".

In addition, F.S. Ismagilova also used the terms of nuclear competence or metacompetence, to have a professional leader, and to relate to the social transformations that are taking place around the world today.

V. N. Vvedensky describes competence as a characteristic of a person, and competence as a set of specific professional and functional characteristics. M. Y. Zhukov distinguishes between these two concepts: "Competence should be interpreted not only as a trait but also as a workplace attribute.

Expert competences are those that serve to highlight the most important and important aspect of this specialty. These competencies can be represented by the word 'key'. At the same time, "key competencies" cannot be overly specialized, as they should ensure the universality of expertise in that area. These ideas are based on the idea of a "hierarchy of competences" proposed by A.V. Khutorskoye.

So far, many concepts of competence have been created, and we can understand two main approaches by summarizing them. One is based on expert knowledge, which is recognized as the basis of competence. The second approach focuses not only on knowledge but also on the

ability to apply it. It depends, to a certain extent, on the analytical, creative and practical skills of the individual.

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