

PSYCHOLOGICAL AND PEDAGOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN PRE -CONSCRIPTION MILITARY EDUCATION

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ANNOTATION: this article contains information on the psychological and pedagogical capabilities of the development of professional competencies of students of pre -conscription military education.

KEY WORDS: Military, educational, competence, psychological-pedagogical, method, methodological, pedagogical, professional, scientific, phenomenon.

INTRODUCTION

As a basis in the research of the problem of the development of professional competence of students of pre -conscription military education, a comprehensive assessment of the complex and multifaceted process of professional activity is carried out in a systematic-activity approach, which provides for the consideration of all the signs of this process in interdependence and mutual subordination. Before proceeding to the analysis of the professional competence of students of the direction of pre -conscription military education, we need to consider, in our opinion, the concept of "professional activity".

B.G.Ananyev, L.S.Vigotsky, N.V.Kuzmina, A.N.Leontyev, S.L.In the works of Rubinstein and other scientists of the country, a methodological basis was laid for the concept of activity. In the work of the authors shown, activity consists in the unity of life, and the function of directing a person to understand the world of the subject, to help him establish interdependencies and to enter into an active relationship with the surrounding world. Taking into account that professional activity we understand human activities aimed at socially important goals that reflect the interests of society, the state (or some kind of Office, Ministry). [1]

When considering the phenomenon of professional competence in the problem of the development, it is closely related to professional skill. These concepts are currently also used a lot in the media, literature and scientific works that reveal the essence and essence of professional activity. [2]

Many scientific directions rely on the concepts of "competence" and "professional skill", while research in this area is of different orientation and versatility. Accordingly, the most important subjective-personal activity descriptions are "professional skill" (A.A.Bodalev, V.G.Zazikin, A.K.Markova and the concepts of "skill" and "competence" are included. In the previous order, it is possible to say that all three concepts are activity vectors, the criterion of maturity, which can be implemented.

In national pedagogy, the term competence entered Science in the 90s of the 20th century. Uzbek pedagogical scientists M.Ochilov, U.The inoyatovs assessed competence as a special activity of an individual, substantiating that as a result of this activity, an individual is able to manifest social and technologically developed abilities, to impair the ability to properly distribute labor.

Sh.A.Abdullayeva and B.B.Sobirovs research competency - the ability to adapt knowledge and methods according to the situation-regarding the requirements for the competence of a modern teacher, and describe in this activity as the ability of an educator to critically observe, make the right decisions, fundamentally deny fake evidence, be able to apply effective results in practice. It is also justified that today there are several manifestations of competence.

In the scientific literature, it can be said that professional competence does not have a sufficient systematic holistic definition. It has been partially examined with separate disciplines, and is therefore fragmentary illuminated. Let's consider some approaches to the concepts of professional competence and professional skill, which are present in foreign literature. [2]

Researcher N.In Muslimov's study, competence is the representation of a student with the acquisition of the knowledge, skills and qualifications necessary for the implementation of professional activities of personal and social importance, as well as the ability to apply them in professional activities. In this place, the essence of the concept of "competence" is also fully revealed, which is manifested in the following two manifestations: competence as a set of personal qualities of students, as well as the basic requirements of the professional sphere. [3]

The founder of the systematic study of professional competence (professional competence) Samuel P.Huntington is. Dedicated to the study of the problems of professional skill, the work "Soldier and state" reveals the content of this phenomenon through the unity of such components as competence, responsibility, loyalty to one's own work. Competence is understood as a component of professional skill, a descriptive adjective that distinguishes a master of profession from an ordinary performer.

E.Goziev defines the concept of" competence "as:" knowledge, skills, competence, value, other personal qualities, the appearance of positive results in activity." Hence, competence in the teacher is manifested in a general and special way.

Researcher Sam S.Sarkesian, analyzing competency in the field of ensuring the country's security (competency protection), argues: "competency means an unlimited breadth of thinking with military considerations that give an immersion in the consideration of the social and political consequences of military decisions and the correct understanding of the need for a first – class solution to issues...". In the 90s, he identified professional competence as a professional at a personal level, as a leader who made commitments to himself and strictly adhered to his ethnic criteria, deepening the analysis of the phenomenon. By clarifying the essence of competence, he identifies it as a detailed knowledge of his work. [4]

N.N.In his research, azizkhodjayeva pays special attention to professional – pedagogical knowledge, orientation towards humanism, pedagogical techniques, experience and pedagogical personality as the basis of pedagogical skills. "It provides an opportunity to see in the integrity and together with the entire structure of the logic of the sensory – pedagogical process, to understand the laws and directions of development of the pedagogical system, facilitates purposeful planning."

M.A.Yuldashev noted:"the quality of Education is measured not only by the degree of assimilation of academic knowledge by educators, but by the degree of stagnation of such motivations as the formation of competencies in different areas of vital activity, readiness to read and learn for a lifetime, personal and professional development."

The definition of competence proposed with John Raven is somewhat different from that previously proposed. According to Raven, competency is a characteristic that is necessary for the effective execution of specific actions in the field of exact science, and that instills in itself narrow special knowledge, specific science skills, ways of thinking and understanding responsibility for one's own actions. [5;6]

M.D.Pardayeva's research focuses on the design of public educational standards and curricula based on a competency approach, a promising model for introducing a competency approach in general secondary schools. The material and technical base, pedagogical potential, a system for taking into account the individual characteristics of students, administrative and managerial personnel, pedagogical and educational personnel, Methodists, monitoring specialists, infrastructure, building equipment are indicated in the personnel supply. At the same time, the model includes indicators, tools, methods, processes that are zurur in assessing the quality of Education. [7]

Analysis of the definition and descriptions of the phenomenon of professional competence allows solving the problem of independent management of targeted activity-behavioral activity on the basis of a specialist Mei'ori-functional model, which appropriately reflects all real tarkiy parts of professional skill.

Pre -conscriptio military education the study of special subjects of students of the direction of military education occurs in the course, the consideration of the requirements of systematicity, development, aspiration and other principles makes it possible to combine didactic appearance and training technology at some training level. Detailed information of the block of special Sciences requires an individual review

and development of educational actions in a group and independent training, applying methods of active, individual – creative training to effective military labor at various stages-from the beginning to the Supreme, reaching the heights of professional skill.

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