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FORMATION OF PROFESSIONAL AND GENERAL COMPETENCIES IN THE SYSTEM OF VOCATIONAL EDUCATION

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Abstract

The experience of domestic education of a future specialist in institutions of secondary vocational education is presented. The main forms and methods used in vocational educational institutions in order to form the participating professional and general competencies are considered and analyzed. The competencies underlying the development of the personality of a competitive specialist are highlighted. The necessity of searching for innovative forms and methods in solving the tasks of educating a graduate with stable skills and abilities to perform professional duties is substantiated

Keywords: *professional and general competencies, educational activities, forms and methods of education, competence, social partnership, dual training*

Introduction

Today, significant changes are taking place in modern Uzbekistan in all spheres of activity: social, economic, political and educational. The main goal of education is the formation of a professionally and socially competent personality capable of creativity and social activity in highly competitive conditions, physically healthy and possessing the qualities of a patriot citizen. The professional education system is focused on training professionals based on a competence-based approach. As one of the methodological solutions to the task in the structure of the educational standard of vocational education, general competencies were identified that ensure the successful training of graduates of various levels and specialties.

Materials and methods

General competencies relate to the general (meta-subject) content of the education system of vocational education. They are often called “key”. The list of key competencies was proposed by the Russian scientist A. V. Based on the structural representation of social experience and personal experience, as well as the main activities of students that allow them to master social experience, acquire life skills and practical activities in modern society, we will correlate key competencies with the general competencies of the qualification requirements for secondary special education qualifications of a preschool educator (Table 1.). The analysis made it possible to assume that some groups of general competencies (so-

cio-labor and value-based) will be successfully formed not only in educational, but also in extracurricular educational activities of vocational educational institutions.

Table 1. *Compliance of professional and general competencies*

№	Key competencies of Russian scientist A. V. Khutorsky	General competencies (GC) of qualification requirements 4.11.02 Teacher of a preschool educational organization
1	Value-semantic	GC-1. Solving various issues arising within the framework of professional activity, the ability to choose a solution method; GC –3. Striving for self-improvement and improvement of professional skills. GC –7. Search for the data necessary for the effective performance of professional tasks;
2	General cultural	GC-6. Possess universal human qualities, love your nation and Homeland, be proud, respect national traditions, values; GC-10 Observe the rules of occupational safety and health in professional activity
3	Educational and cognitive	GC-7. Search for the data necessary for the effective performance of professional tasks; GC-8. The use of ICT in professional activities; GC-9-. Working with documents related to professional activity
4	Information	GC-7. Search for the data necessary for the effective performance of professional tasks; GC-8. The use of ICT in professional activities;
5	Communicative	GC-2;. Work in a team to achieve the goal set by the manager; GC-4; Ability to work in a team, in a team, to be focused on the fulfillment of the task set by the head, to be polite in communicating with colleagues and clients;
6	Social and labor relations	GC-2; Work in a team to achieve the goal set by the head; GC-5; Free presentation of thoughts orally and in writing in the language being studied; GC-6; Possess universal human qualities, love your nation and Homeland, be proud, respect national traditions, values; GC-7. Search for the data necessary for the effective performance of professional tasks; GC –9-. Work with documents related to professional activity. GC-10 Observe the rules of occupational safety and health in professional activity
7	Competencies of personal self-improvement	GC 1. Solving various issues arising within the framework of professional activity, the ability to choose a solution method; GC –5; Free presentation of thoughts orally and in writing in the language being studied; GC –9-. Work with documents related to professional activity.

The educational process in vocational educational institutions is compatible with the educational process, which is why educational activity can be defined as an organized, purposeful pedagogical process of

developing students' professional interest in their profession, forming their professional culture, becoming a professional personality.

Result and discussion

Vocational schools, colleges and technical schools have all the necessary conditions for the development, self-development and self-realization of the student's personality, including in the educational process. In order for education and re-education to be meaningful and effective in professional educational institutions, the following tasks were defined:

- professional education and the creation of an image of the future profession;
- formation of professional interest, familiarization with the traditions and values of the professional community, norms of corporate ethics;
- formation and development of professional and personal qualities that ensure the implementation of activities at a qualified level;
- diligence, responsibility, independence, social activity;
- formation of a healthy lifestyle, the ability to physical self-improvement and development;
- creating conditions for the development of students' abilities, their active life, civic self-determination, self-realization and self-improvement;
- formation of a civil-patriotic position, manifested in concern for the well-being of the country, region, vocational educational institution.

Education in vocational educational institutions also has a number of advantages, which are expressed in the integrity, continuity, purposefulness of this process, taking into account professional specifics, citizenship, variability of educational approaches, regulatory framework.

It depends on all of the above how successfully students will form professional and general competencies they need in their future professional activities. In this regard, there is a need to study all the resources that professional educational institutions use to solve this problem.

In the course of numerous studies, the main forms and methods of forming general competencies of students in the process of educational and educational work were studied.

According to the results of the research, it was definitely found that the formation of professional consciousness, interest in the chosen profession and understanding of its

social significance are promoted by business games, psychological trainings, professional skill contests, erudite contests in professional disciplines, excursions to specialized enterprises, work with social partners, round tables, decades in the specialty, master classes on professions and specialties. It is also certain that at present vocational educational institutions are paying more and more attention to expanding the space of social partnership, which is a necessary condition for the training of future specialists, contributes to the formation of their interest in the profession, the development of professional qualities. The interaction "enterprise-college-student" allows employers to get acquainted with the level of training of potential specialists, to assess the professional competence of students.

An important component of professional education in educational institutions is the organization of scientific circles and sections. Teachers, taking into account the individual characteristics and capabilities of students, use various diagnostic methods to identify their professional level and interest in the chosen profession. Based on the results obtained, teachers plan their activities in such a way as to involve the maximum number of students in the work of sections and circles and give the future specialist the opportunity to unleash his full potential and show creative abilities. Taking part in scientific and practical conferences, presenting their creative works at presentations, talking with interesting people, visiting museums and exhibitions in a particular profession, students learn to evaluate themselves and others in terms of not only professional qualities, but also moral and aesthetic ideals.

Thus, the analysis of educational and educational practice makes it possible to identify the forms of educational activity that are in demand and preferred by students (arranged according to their degree of importance for students): competitions of professional skills, dual training, volunteer movement, student self-government, social projects and student actions, business games, masterclasses, intellectual clubs, open days, sports and research clubs and sections. In our opinion, they are the ones who solve educational tasks: they form students' general competencies that are so necessary in their

future professional activities, educate in each student a highly professional, highly moral, socially active personality, teach them to be independent, decisive, boldly take responsibility not only for themselves, but also for their family members teams. This is the goal of the teaching staff of an educational organization working in accordance with professional requirements.

Conclusion

In order for students to have a positive attitude to their chosen profession, so that the process of forming professional and gen-

eral competencies is effective, it is necessary to constantly search for effective forms and methods of education that help students master the complex of professional qualities of a specialist and professional culture. The leading role in this belongs to teachers and curators of groups, because in modern life education is understood not only as the transfer of experience from the older generation to the younger, but also as the cooperation of all participants in the educational process: students, teachers, curators, business managers, professional mentors of future specialists.

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