



## PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY BASED ON A COMPETENCY-BASED APPROACH

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**Abstract:** The article discusses the need for a competency-based approach in preparing students for professional activity in professional education, the goal of forming professional competence is to develop such components of the learner's self-understanding, assessment and management in the process of professional and personal development, and to prepare for work in secondary specialized and vocational educational institutions, to study the basics of general and specialized subjects, to achieve a positive attitude towards mastering general and specialized knowledge in professional activity, Development of pedagogical and technical-technological thinking as a method of identifying and solving problems in problematic situations inherent in production processes, the ability to apply individual educational methods in professional activities, the formation of reproductive and creative methods of educational-pedagogical and production activities, the development of important professional-pedagogical qualities in professional activities, namely, compassion, love for children and others, professional and personal to reveal the need for self-development.

**Key words:** profession, education, process, application, quality, innovation, competence, content, essence, qualification, skill, demand, activity, result, attention, creativity, formation.

**Introduction.** In recent years, the development of the professional education system in our country has been marked by the urgent tasks of preparing highly competitive personnel with professional knowledge, capable of coming forward with new innovative ideas, proposals and initiatives, forming the necessary skills and knowledge in them, and creating a system for automating and comprehensively analyzing professional education management using modern educational technologies. In particular, the development of a methodological system and conditions for the formation of professional competence of students in professional education, including the development of a methodological system and conditions for developing the level of professional training, is of great importance.

Today, there is an increased focus on the transition of the professional education system from a knowledge-oriented to a competency-based approach. Modernization of the educational system The changes occurring in the professional education system create a need for the development of professional competence of students in educational institutions.

**Main part.** A competent approach is the starting point for the modernization of education, which indicates the quality of the final product, that is, the competence of the graduate. From this point of view, competence is considered as the general readiness of the student to establish connections between knowledge and the situation, to form ways to solve professional problems. Competence requires the constant enrichment of one's knowledge, the study of new information, the perception of the requirements of the present day and time, the ability to search for new knowledge, and its application in one's practical activities. A competent specialist has the skills to use the methods and techniques he has mastered and are

suitable for this particular situation in solving problems, to select and apply methods that are appropriate to the current situation, to reject those that are not, and to look at the issue critically. Competence is the acquisition of knowledge, skills and abilities necessary for the implementation of personally and socially significant professional activities by a future junior specialist in professional education, and the ability to apply them in professional activities. In this context, the essence of the concept of "competence" is also fully revealed, which manifests itself in two forms [9]:

- competence is a set of personal qualities of students;
- in the form of basic requirements of the professional field.

Competence does not imply the acquisition of separate knowledge and skills by a student, but the mastery of integrative knowledge and actions in each independent direction. Also, from the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to purposefully apply a set of knowledge, skills and methods of activity in certain situations.

The goal of forming professional competence in a future specialist is to develop such components of the learner as self-understanding, assessment and management in the process of professional and personal development, as well as to prepare for work in secondary specialized and vocational educational institutions. However, along with this, the tasks of studying the basics of general and specialized disciplines should include the following:

- To master general and specialized knowledge in the professional activity of the future specialist to achieve a positive attitude towards;
- to develop pedagogical and technical-technological thinking as a method of identifying and solving problems in problematic situations inherent in the development processes;
- to be able to apply individual educational methods in the professional activities of the future specialist, to form reproductive and creative methods of educational-pedagogical and development activities;
- to develop important professional and pedagogical qualities in professional activity, namely, compassion, love for children and others, the need for professional and personal self-development [6].

Competence implies the development of a person's ability to navigate complex and unpredictable work tasks, to have an idea of the results of his activities, as well as responsibility and accountability for them. The formation of such an approach is based on the objective requirements of the modern knowledge economy, where not knowledge is needed for successful activity, but generalized knowledge, skills and qualifications that are manifested in solving life and professional problems, the ability to communicate in a foreign language, and training in the field of information technologies are increasingly important and effective areas [1].

According to I.A. Zimnya, professional competence is a system of creative-technological knowledge, abilities and stereotypes used in the activity of changing the objects of the existing pedagogical system. "Improvement of practical and intellectual mechanisms of educational activity, drawing up an external plan of educational activity using didactic means, planning educational activities, etc. are the technological-pedagogical foundations of organizing management and formation" [1].

Socio-psychological competence is understood as the level of mastery of scientifically based psychological methods used to effectively work with people, and the readiness to successfully interact with other people.

**Results and Discussions.** Today, the education system is faced with a rather difficult issue, which is being solved differently by researchers, which is the content of the concept of competence and its boundaries, the volume of its constituent parts. I.A. Zimnya tried, firstly, to identify and theoretically substantiate the basis for grouping basic competencies, secondly, to identify a set of their main, necessary terms, and thirdly, to determine the types of competencies included in each of them [2].

From the above considerations, three main groups of competencies are distinguished [10]:

1. Competencies related to oneself, as a person, as a subject of life activity.
2. Competencies related to a person's interactions with other people.
3. Competencies related to all types and forms of human activity.

The formation of professional competence of future specialists is clearly manifested in the manifestation of its specific features in professional and pedagogical situations, associated with intellectual, subject-practical and motivational factors. At the same time, these factors have many common features. As

the results of special research in this area show, the professional competence of students also has a significant impact on professional activity.

The formation of professional competence of future specialists requires the creation of the necessary pedagogical conditions in higher educational institutions to ensure their professional and personal development, since the development of pedagogical foundations for the formation of professional competence of future teachers, the identification of psychological and pedagogical conditions, and the establishment of criteria for determining the level of formation of professional competence are of great importance.

Competence requires constant enrichment of one's knowledge, learning new information, sensing the demands of the present and the times, the ability to search for new knowledge, process it and apply it in one's practical activities. A competent specialist has the skills to use the methods and methods he has mastered and adapted to the current situation in solving problems, to select and apply methods that are appropriate to the current situation, to reject those that are inappropriate, and to look at the issue critically [3].

The quality of professional education can be ensured precisely by forming the competence of the future specialist and developing his professional pedagogical creativity, and the development of technologies for implementing this in the educational process is one of the most important tasks of modernizing professional education.

One of the bases of the professional competence of a future specialist is the element that determines the quality of knowledge, skill and personality, and they are the possibilities of working on oneself, improving one's knowledge, creative approach to every pedagogical situation, and adaptation [4].

E.P. Ilin [5] in his scientific research, the consistent implementation of the active approach, aims to educate the student in professional training in performing a certain activity. The main result of this training is the implementation of professional tasks, solving activity issues, forming knowledge. Such a setting of the issue requires a different approach to tools, methods, and the knowledge of the teacher who is carrying out the training of a certain type of activity in the future specialist.

According to the opinion of the pedagogical scientist V.A. Slaven, the training of a future specialist involves the development of knowledge in him that will enable him to perform these tasks, namely analytical-reflective, organizational, evaluative-informational, constructive-prognostic, and corrective [11]. In our opinion, this point of view of the author largely reflects the established ideas about the structure of the teacher's activity. At the same time, the study of the structure of the professional competence of a future specialist involves a thorough analysis of the pedagogical work, the identification of the requirements for the level of his training imposed by the system of higher and professional education in the conditions of the current modernization and implementation of the concept of continuous pedagogical education. One of the important factors in the training of qualified personnel is the improvement of the quality and efficiency of education. In order to improve the quality and efficiency of education and develop professional and pedagogical creativity, modern methods, forms and means of teaching, game technologies, problem-based teaching, in particular, non-traditional methods of independent learning play an important role. Currently, it is proven that improving the knowledge, skills, qualifications and competencies of learners not by the process of "doing teaching" (doing teaching), but by the process of "doing educating" (doing educating) gives positive results [7].

Nowadays, it has become important to realize that competence does not imply the acquisition of separate knowledge and skills by a student, but rather the mastery of integrative knowledge and actions in each independent direction, and that, from the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to purposefully apply a set of knowledge, skills and methods of activity in certain situations. Based on the above, the student should not prepare for his future professional activity by forming the next set of skills, but should assimilate competencies here and now [8].

**Conclusion.** Based on the points considered above, it is worth saying that in the process of determining the essence and structure of professional competence of a specialist, we will have the basics of studying the professional competence of a student of professional education. The teaching technologies used in professional education are a component of the education system for the determination of the professional

competence of the future specialist, and help to create a significant initial basis for mastering one's profession, and the gradual formation of theoretical, practical and motivational preparation for high-level implementation of professional activities in the future.

As one of the important conceptual principles of updating the content of education and improving the quality of education, a competency-based approach to the training of professional specialists has been introduced in higher education institutions. The concept of this approach includes the ideology of interpreting the educational content, which is formed from the "result". Competency-based approach is a set of methodological, paradigmatic components aimed at forming competences and qualifications based on the optimal ratio of theoretical knowledge, skills, abilities, professionally relevant and personal qualities that ensure effective training of a professional specialist.

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