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DESCRIPTION OF PROFESSIONAL COMPONENTS IN HIGHER EDUCATION INSTITUTION STUDENTS

Annotatsiya: Ushbu maqolada oliy ta'lim jarayonida talabalarda kasbiy kompetensiyalarni rivojlantirishga oid asosiy yondoshuvlar va metodologik natijalar tahlil qiladi. Maqolada kasbiy kompetensiyaning o'ziga xos xususiyatlari, kasbiy kompetensiyalarni amalga oshirishda talabalar bilan o'quv jarayonida to'g'ri o'zaro o'rnatish, amaliy mashg'ulotlar orqali bilim va ko'nikmalarni kasbiy mehnatni rivojlantirish ahamiyatini ta'kidlaydi.

Kalid so'z: oliy ta'lim tizimida kasbiy tayyorgarlikni yanada ta'minlash va talabalar tomonidan amalga oshirish uchun malakali rivojlanish uchun zarur bo'lgan pedagogik muhitni yaxshilash masalalari ko'rib chiqiladi. Ta'lim jarayonida talabalarda kasbiy komptensiyalarni rivojlantirish jarayonida innovatsion metodlar, global ta'lim standartlari bilan mos keluvch

Annotation: This article analyzes the main approaches and methodological outcomes related to the development of professional competencies in higher education. The article emphasizes the specific characteristics of professional competencies, the importance of establishing effective interactions with students during the learning process, and the significance of practical exercises in enhancing knowledge and skills necessary for the development of professional labor.

Keywords: The article discusses issues related to improving the pedagogical environment necessary for ensuring further professional preparation in the higher education system and its implementation by students. It also highlights the role of innovative methods and alignment with global educational standards in the process of developing professional competencies in students.

In modern society, there is a demand for specialists who possess a high level of socially significant competencies and are capable of solving social problems. In this regard, the socio-pedagogical functions of the professional activity of oligophrenopedagogues, carried out through the social upbringing of children with disabilities, are expanding.

As a result, there is an expansion of the scope of the oligophrenopedagogue's professional activity, which is associated not only with correcting speech disorders, but also with providing qualified assistance, pedagogical protection, socio-pedagogical support, and reforming the entire process of educating and teaching children with speech disorders who are in need of social rehabilitation.

A bachelor in the field of "Special Pedagogy" must be prepared to carry out the following types of professional activities: correctional-pedagogical, diagnostic-consultative, research, and cultural-educational. They ensure the content of the holistic correctional process.

In higher education institutions, it is possible to distinguish tasks in accordance with the types of students' professional activities and their orientation toward socially directed activities:

in correctional-pedagogical activity:

- correction of speech disorders in individuals with disabilities under conditions of a personality-oriented approach to development;
- study, development, education, rehabilitation, and social adaptation of persons with disabilities in educational, healthcare, and social protection institutions;
- provision of psychological and pedagogical support in the processes of socialization and professional self-determination of persons with disabilities;

in diagnostic-consultative activity:

- study of the psychological and pedagogical characteristics, social needs, and educational opportunities of persons with disabilities;
- providing consultations to persons with disabilities and their family members on issues of education, upbringing, and social adaptation.

In higher education institutions, it is necessary to determine what students should be prepared for: social work with children with speech disorders; social work with pedagogical institutions where a child with disabilities is brought up, develops, and receives education; social work with families of children with disabilities; social interaction with organizations that provide psychological and pedagogical assistance to children with disabilities.

By generalizing the practical experience of the university's scientific and pedagogical staff and the requests of employers, it is necessary to identify the socio-pedagogical orientation of professional activity and define the tasks that a bachelor–oligophrenopedagogue must solve in the field of pedagogical activity:

- awareness of the social significance of their future profession;
- mastering interaction skills and the ability for tolerance in professional and social spheres;
- mastering technologies for solving socially significant problems arising in professional activity;
- planning and conducting activities in the fields of education, healthcare, and social protection for the successful socialization of children with speech disorders;
- planning socio-pedagogical work based on integrative models of education and taking into account the specific social problems of children with health limitations;
- providing consultative assistance to family members of children with health limitations on issues of family upbringing, life, and professional matters;
- establishing interaction with cultural institutions on issues of carrying out educational work with children with health limitations and their families.

The level of mastery of socially oriented correctional-pedagogical activity determines socio-pedagogical competence, integrates the entire system of the oligophrenopedagogue's professional knowledge, and occupies an important place in his or her overall professional competence.

The foundation of any scientific theory is its conceptual component. In order to determine the essence of socio-pedagogical competence of higher education students, it is necessary to analyze the content of such fundamental and mutually complementary concepts as "competence" and "professional competence of an oligophrenopedagogue."

An analysis of scientific literature makes it possible to conclude that the concept of "competence" is interpreted in different ways:

- "competence as the level of education and experience in a professional field";

- "competence as a characteristic of successful activity in a particular field or situation";
- "competence as a system of knowledge and skills, motives, and value orientations".

According to Yu.G. Tatur, competence is a characteristic of successful activity in a particular field or situation. This is explained by the fact that a person cannot be absolutely competent. This term is applied in relation to a situation that expresses an individual's ability for successful activity. Situational dependence is a very important characteristic of the term competence.

Proceeding from this, Yu.G. Tatur emphasizes that competence is "an integral characteristic of a person that describes his or her aspiration and ability to realize his or her potential (knowledge, skills, experience, personal qualities, and others) for successful activity in a particular field".

Thus, competence and practical activity are interconnected. Therefore, competence as an individual professional characteristic is manifested only in the process of activity and according to its results.

A.N. Leontiev and S.L. Rubinstein define activity as "a specific form of activity regulated by consciousness, in which consciousness arises and develops" [62; 86]. In pedagogical activity, other people serve as the object of this activity. It is complicated by the fact that it initiates pedagogical influence, as a result of which consciousness is formed and regulated by the consciousness of the subjects of influence.

Pedagogical activity differs from other types of activity because a teacher works with people; therefore, the process and results of this activity are embodied in them.

In pedagogy and psychology, the study of the problem of personal competence is largely connected with the study of professional competence.

In recent years, special attention has been paid to the competence-based approach in preparing higher education institution students for professional activity [110].

In her doctoral dissertation entitled "Pedagogical Foundations of Vocational Training for Students in Need of Special Assistance (on the Example of Students with Intellectual Disabilities)" [101], M.F. Hakimova emphasizes the importance of introducing elements of new pedagogical technologies into the educational process of special schools [101], planning the teaching and upbringing process, and the significant role of a creative approach by the oligophrenopedagogue in professional activity.

In the monograph "Innovative Approaches to Training Students-Personnel in Higher Education Institutions" by Ya. Chicherina, D. Nurkeldieva, and Ye. Bondareva, a competence-based model for developing professional creativity among higher education students was developed. According to the general structure of the innovative model of preparing higher education students for professional activity proposed by the authors, the forms of organizing students' extracurricular educational and cognitive activities (research work, pedagogical practice, independent professional activity, volunteering, etc.) are reflected.

An analysis of the modern understanding of professional competence has shown that it is considered as:

- the expression of the unity of professional and general culture;
- one of the stages that allows the formation of personally significant qualities based on general and professional education;
- a set of professional knowledge and professionally significant personal qualities;
- a set of knowledge and skills that determine the effectiveness of professional work.

V.D. Shadrikov compares the concept of "professional competence" with the concept of "professionalism of a specialist," which he defines in a dual way: as knowledge, skills, abilities, and the capacity to express something new.

According to B.S. Gershunsky, "each person achieves personal development as a result of and in the process of consistent movement toward new educational levels through several stages". In his opinion, professional competence is one of these stages, which, based on general and

professional education, enables the formation of professionally significant qualities that help an individual realize themselves in specific types of labor activity. Thus, professional competence is considered within the context of the individual's ontogenetic development.

Understanding the structure of the professional competence of an oligophrenopedagogue makes it possible to further identify and characterize the socio-pedagogical competence of higher education students.

An analysis of the works of R.M. Sultanova, N.A. Bessmertnaya, Ye.N. Jukatinskaya, Ye.Ye. Marinich, and N.G. Petelina allowed us to distinguish two approaches to studying this concept: based on consideration of the content of the personal characteristics of the oligophrenopedagogue, and based on the analysis of the professional activity of the oligophrenopedagogue as a teacher.

According to R.M. Sultanova, the professional competence of a higher education student is "a complex integrative formation that represents a set of certain personal components united by the concept of specialist competence, consisting of general professional, special, and social competence".

N.A. Bessmertnaya believes that in the model of professional competence of an oligophrenopedagogue, the main focus should be placed on assessing the psychological characteristics of the oligophrenopedagogue in the course of personal-professional development and the implementation of correctional-pedagogical activities in an educational institution. A professional is considered to be "an oligophrenopedagogue who has mastered the norms of professional-correctional activity and transforms and develops his or her personality through the means of the profession".

Ye.N. Jukatinskaya identifies specific features of the professional competence of an oligophrenopedagogue, emphasizing that these features should distinguish the oligophrenopedagogue from other teachers and be related to the ability to fulfill specific professional responsibilities characteristic of this profession.

Ye.Ye. Marinich proposes the following definition of professional-pedagogical competence of a higher education student: "an integrative quality of a person who is able to systematically diagnose speech disorders, differentiate them from similar disorders in terms of manifestation, predict effective methods of correctional-pedagogical work, carry out correction of speech development deficiencies, and conduct consultative and preventive work aimed at preventing the aggravation of speech disorders in children, adolescents, and adults".

In her research, N.G. Petelina combines these approaches and concludes that the professional competence of an oligophrenopedagogue is an integral characteristic of professionalism that includes developed personal-activity structures: personal-professional and professional-activity competence.

An analysis of the authors' works shows that there is a common feature in the interpretation of the concept of "professional competence of an oligophrenopedagogue." It is the presence of internal motivation to perform professional activity qualitatively and an attitude toward one's work as a value. That is, as the authors indicate, it is not merely a set of elements, but a unity consisting of different levels and necessary characteristics, an expanded system, a specific module.

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