

Development Of Professional Training Of Students In Higher Education As A Factor Of Quality Specialist Training

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Annotation. In higher education, the development of their professional qualities and professional abilities, the need to ensure the professional development of students, the achievement of professional improvement in the continuation of the student's educational and cognitive activity, mastering, personality change, development of experience and competences and professional qualities determine the priority directions of systematic reform of higher education, possessing modern knowledge and high moral, the issues of raising the process of training highly qualified personnel who think independently to a qualitatively new level, modernization of higher education, the importance of developing social sphere and economic sectors on the basis of advanced educational technologies, the importance of restoring a perfect educational system based on the rich spiritual potential and universal values of the people and the latest achievements.

Key words: education, process, result quality, guarantee, content, essence, student, profession, motivation, virtue, feature, activity, mastering, change, experience, formation.

Introduction. The rapid penetration of innovations into the educational system in modern conditions, the decision-making of global informatization encourages every educator to have access to a large amount of information. In today's day youth, their perfection as an individual, their development, improvement of their existing abilities, their effective socialization, consistent work on themselves, their attainment of professional perfection and theoretically their aspiration to the ideas of creativity, creativity, humanism, the same information creates the basis for the increase of interest in students in the conditions of education, perfection as a specialist. Step-by-step, but consistently developing educational technologies over the past century have been serving the purposes of supporting the production process directly, improving the quality of education, increasing its effectiveness, providing highly qualified, mentally stable, competitive professionals. Determination of the priority directions of the systematic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and high moral and moral qualities, thinking independently, to a qualitatively new level, modernization of higher education, development of social sphere and economic sectors based on advanced educational technologies to the rich spiritual potential and universal values of the people, as well, it is considered to be of vital importance in the restoration of an excellent educational system based on the latest advances in technology and technology.

Modernization of the educational system the possibility of obtaining quality education remains one of the most important life values of citizens, the decisive factor of social justice and political stability. The formation of professionally important qualities and professional abilities in future specialists is an indispensable condition for the successful implementation of their professional functions.

In turn, the practice of providing psychological assistance requires a specialist to acquire not only special knowledge and skills, but also certain personal qualities. Both foreign and domestic psychologists have focused on how the individual characteristics of students (for example, sympathy, care, tolerance, etc.) can contribute more to the success of the activity than to have technology. Therefore, for a practicing psychologist, the formation and implementation of certain personal characteristics is a matter of professional success. In this regard, at the stage of study in higher education, both professional formation and personal formation of the student are important.

At present, despite the modernization of higher professional education, the main problem remains the training of highly qualified specialists [1]. At the same time, an important question is how to build the training process so that as a result of professional training we get a competitive specialist ready to solve professional problems in dynamic changing conditions.

Main part. A change in attitude towards higher education leads to a change in the content of vocational training of students [9]. It is a practice-oriented specialty, and the existing system of school education requires knowledge of the characteristics of the educational environment and educational relations in general, able to solve professional tasks from higher education.

The analysis of the existing research in the theory and practice of vocational education corresponds to a set of the following approaches to professional training of specialists: axiological, akmeological, compensatory, contextual, personal-activity, professional, systemic, ethnopedagogic.

The high professional level of the training of a future specialist is not only the unconditional knowledge of psychology and the carefree management of various psychological techniques and other tools, but also the developed consciousness, general and psychological culture, because at present the limits of educational psychologic activity are constantly increasing, that is, the personal module is important in the training of a specialist

The peculiarities of the development of professional training of students also leave a mark in the process of training a specialist, that is, the educational process should be built in such a way that it forms the necessary theoretical and practical knowledge and skills in the future specialist and, as a result, give a complete picture of the student's professional activity [7].

According to this approach, the system of internal resources of the student's personality and the individual potential, defined as external conditions for their manifestation, is expressed in education and professional activity aimed at achieving these socially significant results (positive achievements in the professional development of the individual).

Through the above-mentioned components, the individual and professional requirements of a particular type of activity of the student, the possibilities of each student are taken into account.

Given the potential as an opportunity, we can often say that opportunities are not realized in reality, and the higher education environment is designed to create conditions for the maximum development of the individual potential of each student.

In order to determine personal potential in the educational process, it is worthwhile to use the following methods::

- to create a problematic situation based on real-life skills, its solution to analytical thinking and professional reflection, communication skills, development of internal motivation to contribute and solve such complex, unstructured learning problems;

- to immerse students in the security and reception environment and educate them in this space as they know their personal characteristics, abilities and potential opportunities;

- an individual-oriented approach to teaching provides for the disclosure of the abilities and opportunities of each student, that is, in the educational environment of the University, a place is created for the individual tray of the professional development of the student [12, 13, 14, 15].

The most important components of a person's psychological activity are his qualities. Their development and integration in the process of professional formation leads to the formation of a system of professionally important qualities.

In the psychological and pedagogical literature there is a complete and accurate description of the professionally important qualities that have attracted the attention of many teachers and psychologists in recent years, the authors determine the professionally important qualities:

- psychological qualities of the person who determines productivity activities;
- the acquisition of special knowledge, abilities and skills, as well as the manifestation of the psychological characteristics of individuals necessary to achieve socially acceptable efficiency in professional work;

- a stable system of personal qualities that create the opportunity for successful professional activity;
- individual qualities that affect the effectiveness of activity and the success of its development;

- individual dynamic characteristics of the individual, certain mental and psychomotor characteristics, as well as physical qualities that meet the requirements of the profession for a person and contribute to the successful acquisition of this profession;

- the individual-mental and personal qualities necessary and sufficient for carrying out certain production activities of the project [2].

Despite the differences in definitions, the authors agree that professionally important qualities you need to look at from the point of view of the formation of a person.

In addition to real mental properties, some functions of professionally important qualities can be performed by some mental properties of the trait - constitutional, typological, neurodynamic, etc. For example, physical strength and endurance are pronounced as professional essential qualities for many types of activities [16, 17, 18, 19].

Any quality can be important from a professional point of view, and in the latter it is opposed to a successful operation. Professionally important qualities are in the following composition:

- organizational;
- smart;
- motivational and voluntary;
- entrepreneurship;
- communicative.

Results and discussions. Profession and specialization require certain skills from a specialist to master it and a successful professional activity. It is difficult and sometimes impossible for a teacher to take a personal approach to teaching students without knowing their professional abilities, so the formation of professional skills is also one of the psychological and pedagogical problems of vocational education.

Higher education should ensure the professional development of students, which is a long and multidimensional process that takes place throughout a person's life, but it is higher education that is responsible for preparing a student for a real career.

Speaking about the "expert model", A.K Markova distinguishes between "expert activity model" and "expert personality model". At the same time, the "specialist personality model" itself is often a set of expert qualities that ensure the successful performance of tasks that occur in the field of production, as well as the employee's self-study and self-esteem. zi development "[5, p.29].

E.F. Zeyer, speaking about the professional formation of the individual, considers it a "process of progressive personality change aimed at social influences, professional activity and self-improvement and self-development" and emphasizes the need for formation development implies the possibility and reality of satisfying it. Such an understanding of the formation of the personal component of a specialist's work encompasses some important considerations ("self-improvement", "self-personalization", "self-awareness" and "developmental necessity"), but such formation the mechanism remains unclear. At the same time, E.F. Zeyer himself states that "the concept of professional formation of the individual in psychology has not yet been decided [3].

AK Markova identifies two models of personality formation in professional activity: an adaptive model that reflects the formation of a specialist who is a carrier of professional knowledge, skills and experience; a model of professional development that describes a professional who is generally professional, capable of self-design and self-improvement. At the same time, the driving forces of professional development are the increasingly complex requirements of professional work and the contradictions between individual style, experience and skills. The experience of the conflict between "I am the performer" and "I am the reflector" encourages people to look for new ways of self-understanding [5, p.33].

Based on V.N Markov's hierarchy of potentials, "laws" of potential activity, restrictions on its implementation, as well as his work on the theory of human potential in terms of "laws" of development, the professional and personal potential of students allows a more accurate view of the requirements of a particular professional environment [6].

K.K. Platonov identified personal qualities as professional and negative, linking them to a particular activity. According to the author, the same quality in the structure of one person can be professionally positive, and in another negative [10].

Three consecutive and interactive stages of vocational orientation are considered: the stage of vocational training, which differs in the content of the general values and goals of professional activity, the stage of basic vocational education, post-graduate vocational training. In each stage, the professional development of the future specialist takes place: the first stage is career guidance, ie the development of students' interest in psychological knowledge and professional orientation, as well as the formation of ideas about future careers; in the second stage - the basis of the practical psychological professional culture of education, ie the actual professional preparation of the student for work in the specialty; in the third, to further develop the professional self-determination of the applied psychologist [5, p.48].

In determining the professional training of future professionals, we rely on a professional approach, the essence of which is revealed through the study of the professional activity of the specialist, expressed in the concept of "professionalogram" - "qualification requirements", by what means, but also by what personal qualities are required of him. "

Y.K Chernova highlights the following modules in the professionalogram:

1. Individual module covering the level of development of general culture, civic position, social norms and values, pedagogical position.

2. Subject-technological module consisting of science-knowledge competence, pedagogical competence, science-methodical competence and technological competence.

3. Psychological and pedagogical module, including psychological and pedagogical skills, analytical and diagnostic skills, communicative and organizational skills and reflection [21].

E.F. Zeyer proposed the development of important professional qualities in the choice of profession, their mastery in professional development, personal change, enriched orientation formed by experience and competence.

Analyzing professional qualities, E.A Klimov states that he forms a system of professionally important qualities. The author, identified in the system of professionally important qualities, defines five terms:

- civic qualities (ideological, moral character of a person as a member of society);
- attitudes, interests and tendencies to work in this field;
- legal capacity (general, physical and mental);
- individual, private, special abilities that are important for the job, profession;
- skills, habits, knowledge, experience [4].

O. Tolipov and M. Usmonbaeva according to the process of self-realization of a person in professional activity takes place on the basis of full use of their abilities and potential [20].

Professional skills are defined as:

- individual psychological characteristics of the student personality that distinguish him from others, meet the requirements of this professional activity and make him a condition for successful implementation (psychological encyclopedia);

- characteristics of mental processes (perception, memory, attention, thinking, imagination) and psychomotor functions (arm and leg coordination, sensorimotor coordination, etc.) ensure the effectiveness of the activity;

- individual psychological qualities of the personality of a person, which determine the success of studying, performing and performing a particular performance on the basis of covering certain individual characteristics by others, constantly and constantly changing under the influence of total (structure) upbringing;

- certain combinations of mental characteristics and processes conducive to the profession being mastered by students [11].

Professional skill develops only in professional activity and in special exercises designed to create personal qualities of the corresponding professions.

Aptitude is carried out as a result of certain conditions of psychological characteristics and processes conducive to students developing special qualities and vocational training [8].

Therefore, in order to learn the abilities of a student, it is necessary to study various characteristics of his personality. Personal characteristics such as accuracy, perseverance, diligence, love and interest in their work are necessary for any profession.

It is noted in the literature that a person chooses professional activity in accordance with his developed abilities in the earlier stages of development. A person can move from one type of activity to another, develop different abilities, combine them in different ways. Potential abilities are conditions for the development of new types of activity. Thus, professional abilities are a prerequisite and a consequence of professional activity.

The ratio of general and special abilities in the composition of professionally significant qualities will depend on the individual characteristics of professional activity. The more its implementation depends on special abilities, the earlier these abilities are manifested in the acquisition of a profession.

The analysis of the data obtained by different professions made it possible to determine the four stages of the formation of professional abilities in the mastering of the profession:

- 1) Introduction to activities;
- 2) primary professionalism;
- 3) stabilization;
- 4) secondary professionalism.

When we say professional abilities, we understand the individual abilities that are formed in the process of professional training and continue to develop in the process of further professionalization.

Conclusion. Through professionally significant qualities, we understand the psychological qualities of a person, which determine the effectiveness of future professional activity. Their formation is an indispensable condition for the development of professionalism in a particular activity.

The necessary importance of the development of vocational training in the structure of the educational process is determined by its traditional orientation aimed at preparing graduates for professional activity, which provides for two important components of Higher Education – Scientific and pedagogical interdependence.

One of the priorities of higher education is the training of a qualitatively new, flexible, competitive, competent, highly qualified specialist with extensive fundamental knowledge, initiative, independent and creative ability to solve professional tasks, quickly adapt to the constantly changing requirements of the labor market.

The process of developing the professional training of students depends on how much each student's personal potential is determined, which will help to formulate the preparation for real professional activities. The study of the professional qualities and professional abilities of students is a topical problem due to the increasing demands on the quality of their professional training, and their solution will help to achieve optimal results.

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