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Development of Students' Professional Competence in Higher Professional Education

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Annotation. In the article today, the directions of Bachelor's degree in vocational education development of educational-cognitive motivations of students and improvement of their system of activation of effective educational processes through a new form of teaching, non-traditional techniques, taking into account that the development of professional competences of students in the field of vocational education is relevant today, the formation, the issues of acquisition of skills and skills and their application in practice at a high level, development of professional competence in them on the basis of an innovative approach to educational and cognitive activities have been interpreted.

Key words: profession, education, process, efficiency, practice, process, content, quality, improvement. ni dictates the implementation of actions to bring the quality of education to the required level.

Introduction. Today, the application of high intellectual technologies in the educational process, the most advanced achievements of science, is considered an important factor in the development of the system of training to expand the social potential of education. The issue of education and upbringing has always been one of the most pressing and decisive tasks of our future. Because the training of highly qualified, mature professionals who contribute to the socio-economic development of the country directly depends on the development of the education system.

Today's demand is not limited to the acquisition of certain knowledge, but also the formation and development of professional competence in students on the basis of an innovative approach to learning activities necessary for the acquisition of the subject. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their application in practice at a high level [1]. Therefore, it is important for the teacher to know that students need to develop skills and competencies depending on the content of the subject.

Vocational education differs from general education in its educational purpose, the purpose of teaching, the choice of their programs and program content, the connection with practical activities in teaching (workshops, work and teaching methods in enterprises), etc.

Main part. It follows from the requirements of the professional description in the development of the professional science program in vocational education. Although the processes of general education and vocational education are similar to each other, because in many cases the same didactic principles, methodological methods are used, in vocational education are radically different in terms of theoretical and practical teaching. Because here the educational process is often carried out in conjunction with production, where they are studied, produced, operated.

Preparation of students of vocational education for the educational process is based on the following:

- study of professional descriptions of the profession, information, manuals, reference books, programs, technical and pedagogical literature in the field of practical vocational education;
- Participation in pedagogical conferences and schools of advanced practice; study of work experience in advanced enterprises;
- Preparation of samples of educational and production work.

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- Participate in training sessions, preparation of training workshops, laboratories, training and production sites for the academic year in accordance with the requirements of labor protection standards and regulations;

- to study the preparation and repair of devices, equipment, manuals and technical means of education.

Professors and teachers of higher education institutions must strive to develop in all students, along with educational activities, all the qualities of intelligence and thinking. When it comes to development, the development of the mental qualities of the student cannot be overlooked. These qualities are intelligence, attention, memory, thinking and cognitive abilities [2].

Development of thinking: the ability to distinguish important features and characteristics, to establish connections and relationships between events in reality, etc. To develop the ability to identify common, common features, to plan the material to be studied, to know the working principle of a device, etc .; develop skills in classifying facts, drawing generalized conclusions, identifying common and important features, connections and relationships, improving the ability to apply knowledge in practice; development of creative components of thinking - the ability to find non-standard solutions.

Development of general polytechnic skills The development of constructive and technical skills is not a template for solving a wide range of tasks, a creative approach, analysis of conditions, generalizations, formulation of key ideas, their experimentation, modeling, sketching, etc .; to develop organizational and technological skills - to define the task of the activity, to find a way out of a difficult situation, to choose the necessary tools, to develop a work plan, to evaluate the developed plan, to evaluate the skills of using instruments and tools, to regulate and control their behavior involves the development of skills [3].

To develop learning activities at the required speed, to read, write, calculate, take notes, prepare for lessons, develop coherence, use the necessary teaching methods, memorize, group the material in terms of meaning and focus on the basics. aimed at increasing.

To develop the will and independence initiative, confidence in their own strength; to develop perseverance, to develop the ability to overcome difficulties to achieve the intended goal; developing the ability to act independently; the acquisition of knowledge, the formation of how to act, how to implement it, and the development of self-control without the help of someone, and so on.

To develop the skills of developing cognitive skills, to be ready to receive knowledge and highlight the most important thinking, to plan, compose theses, take notes, observe, measure, conduct experiments; cognitive activity, which consists partly of inquisitiveness, development of skills - partly to set problems, to put forward a hypothesis, to solve it; the development of inquisitive (creative) cognitive activity — seeing the problem independently, advancing the hypotheses of its formation, reflecting the substantiation of the evidence.

Results and Dissussions. Today, there are ways to develop and apply mechanisms to develop students' learning motivation and a new form of teaching, the system of activating their learning processes through non-traditional methods, developing their professional competence based on an innovative approach to learning and increasing the effectiveness of the educational process. , they require efforts to improve the content of the vocational education process, to bring the quality of education to the required level.

Given that the development of professional competencies of students in the field of vocational education is relevant today, it is extremely important to form and develop the training and skills necessary to master all the knowledge in the field [4].

Knowledge is a system of concepts about events and objects that are learned, remembered, accepted and thought about as a result of theoretical and practical activities.

Knowledge is subdivided into structural and non-systemic, theoretical and practical, broad and narrow, deep and superficial, flexible and template, robust and unstable, respectively. Among

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them, it is possible to increase the theoretical and practical knowledge generated as a result of vocational training.

Practical knowledge, on the other hand, means the connection, event, and so on, of processes in the field of engineering and technology, and the direct incorporation of others into practical activity.

Qualification is the ability of a student to evaluate a task with automatic orientation.

Skills: mental (memory and thinking), sensory (perceptual ability), motor movement.

Ability is the ability of a person (specialist) to perform work in a new environment in a quality, necessary volume and at a set time.

Skill formation is the mandatory end goal of this vocational education, and this skill is gradually formed in the process of learning, practice.

The main factors that strengthen and improve the formed skills and competencies:

- conscious understanding and solid formation of skills and abilities.
- rely on the acquired knowledge in their formation.
- prevention of errors, their timely correction, ie prevention of incorrect methods of work.
- gradually move from the simplest methods of work to complex work movements in the performance of tasks.
- proper use of time allocated for exercise.
- continue the exercise until the skills are fully formed.
- attention of students.
- regular exercises.

Traditional education was based on a mechanism according to which, at first glance, learners do not seem to need to work on themselves, to act independently in order to acquire additional knowledge. However, this situation deprived them of the opportunity to think freely, to observe, to put forward their views, to compare different theories and views, to make the right decisions, to put forward their ideas through the acquisition of new knowledge. The fact that learners face serious obstacles in independent learning, free thinking, promotion of certain ideas, conducting practical research, solving problems correctly and rationally in complex situations has led to their lack of readiness for the next stage of education, not fully formed as professionals.

Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction [5]. Thorough mastery of the basics of general and professional disciplines by students in the field of study allows them to prepare them to withstand strong competition in the labor market. The full formation of students as professionals depends not only on the teacher and his activities, but also on the development of students' professional competencies in the learning process. Therefore, the development of professional competence of students in higher education is one of the urgent tasks of today.

Vocational education in a higher education institution establishes a certain relationship between the student and the culture, changes the latter in a certain way, and also determines the activities of students with its purpose and content, vocational education strategy, its character and forms of interaction [6].

Modern requirements for higher professional pedagogical education determine the need for special organization of professional education using technologies that provide the subject position of the future teacher development. This involves implementing a personal and proactive approach that allows pedagogical tasks to be translated into the student’s personal meaning. The latter is seen as a unique personality associated with the personalization of vocational training, the inclusion of the personal experience of teachers and students in the pedagogical collaboration.

At the initial stage of professional development, the main sign of professionalism is the demonstration of professionalism as the ability to perform their professional duties competently and creatively. Professionalism is a certain level of skill formation.

As a professional complex phenomenon, a person has not only the ability to perform their tasks creatively, but also self-awareness in the professional activities of their main forces, the ability to analyze skills in conjunction with a broad outlook approach and problem solving. The

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modern professional must be ready to act in the context of his wide range of social relations, the requirements for him and his representatives, its content and specificity, to act within the framework of professional tasks and solve them in changing social conditions.

The principle of unity of theoretical knowledge and practical skills and abilities should be implemented in the study of all blocks of science and all stages of education: collecting facts in the process of pedagogical and educational practices and understanding them in the course of theoretical lessons from different disciplines; study of didactics, theory and methodology of education; their application in the process of pedagogical practice, the study of the block of technical sciences, their application in technological practice. Mastering a scientific theory is a necessary condition of practice, which in turn serves as a basis for consolidating the knowledge initially acquired, as well as a starting point for further understanding and development of the theory. However, this is not the only importance of practice in shaping a teacher's professional qualifications, it has a significant impact on motivation and has a decisive impact on the formation of motivational and value relationships in the development of professionally relevant knowledge. The unity of theoretical and practical training is so intertwined that it should be a common direction in the holistic process of shaping students 'professional skills and competencies.

We support the idea that it is appropriate to link professional qualifications with activities rather than education. Activities involve the whole system of communication of people: their interaction, exchange of experience, acquisition of knowledge. The activity is a co-operation of efforts that stimulates the activities of its participants, which in turn serves as an incentive for their personal development and self-improvement.

Understands the unique characteristics of a person with a high level of professional training and creative activity, in which a person demonstrates his professional and personal qualities to the maximum.

The content of the expert's qualifications includes:

- intellectual-cognitive ability, reveals a person's readiness to learn and use knowledge and experience, rational behavior in problem situations, readiness to set sufficient goals and achieve goals effectively, perform tasks, adhere to the proposed standards of activity;
- practical - conversion skills and abilities, high level of technique and labor technology;
- based on the supremacy of cultural and moral values [7, 8, 9].

Given the trend considered, the prospects for the development of vocational education and training are to provide an opportunity to acquire and maintain the competencies necessary not only for the implementation of professional pedagogical activities, but also for any other labor activity [10].

Conclusion. The creative potential of students is actively formed in the context of problem-based learning, because the problem-based logical structure of educational information leads to its internal acceptance and understanding, purposeful and enthusiastic development of the process of systematization and rationale in terms of content, schemes of the educational process. This, in turn, leads to the development and generalization of professional knowledge, the formation of competencies.

In modern conditions, students of vocational education are required to have the qualities of professional competence, to work consistently on themselves, to strive to acquire knowledge that is constantly updated, to actively master the educational information [11]. Consequently, global informatization provides an opportunity for social actors, in particular, to voluntarily assimilate any information using a variety of information and communication technologies in a place that is convenient for them and on the ground. Although the possibility of receiving information in such a case is extremely wide, not all of the information assimilated by an individual in this analysis is manifested as knowledge. Because the main difference between knowledge and any information is determined by the systematic, consistent, continuous and purposeful assimilation of information in certain areas.

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