



## THE MECHANISM OF DESIGNING THE CONTENT OF THE PROFESSIONAL COMPETENCE OF THE STUDENTS OF THE EDUCATIONAL INSTITUTION

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### ABSTRACT

In the article, the article in the article on the development of modern approaches, and leading and leading factors in the context of the development of vocational competitors of higher education institutions, the professional competence of heads and internal training, and the professional competence of the degree and agrolological approaches The issues of improving the organizational and governance mechanisms of the development are covered and the development of the professional competence of the professional competence, and the practical introduction of didactic mechanisms based on innovative and interactive technologies.

**Keywords:** Professional competence, pedagogical staff, methodological basis, Amitivical approach, innovation, interactive technology, mechanisms, principles, pedagogical staff, teachers, principles, pedagogical staff.

### INTRODUCTION

Ensuring the quality and competitiveness of higher education institutions is one of modern trends to ensure the quality and competitiveness of higher education institutions through the development of professional competence of personnel. Introduction of a model "Sustainable Development Goals" and "Sustainable Development Goals" and concepts for the UN General Assembly and the concepts of "European Higher Education" (OREA), humanity is humanitarianism Improving the mechanisms of continuous development mechanisms on the basis of the basis of "the strategic directions have been identified. This ensures the integration of foreign advanced to the development of professional competencies in the process of management and educational process.

In the world education system, the development of universal competencies of leaders and pedagogical staff is underway to develop intellectual information systems, increasing the innovative activity of personnel, to predict the system of modern professional competencies based on the methods of the personnel. Research strategy on improving the professional competence of the professional competence of higher education institutions, improvement of professional competence on the scientific and practical solution of the development of professional competence, the scientific and practical solution of professional competence, the content of professional and pedagogical education focused on the scientific and practical solution .

In the process of improving the quality of higher education in our country, in ensuring the integration of the personnel and training system of personnel and technology, special attention is paid to the



continuous development of professional competence of pedagogical staff. The tasks of raising the quality and efficiency of higher education institutions, encourage the quality and efficiency of higher education institutions, to raise the quality and efficiency of higher education institutions, to increase the quality and efficiency of higher education institutions, to increase the quality and effectiveness of the activities of higher education institutions, to increase the quality and efficiency of higher education institutions, to increase the quality and effectiveness of the activities of higher education institutions, to increase the quality and efficiency of higher education institutions.

In modern conditions, the development of the human capital in the development of human capital, social and professional competence of education, in turn, determines the following factors:

- human capital (motivation, knowledge, and skills), quality of professionalization in full compliance with the requirements of innovative economic;
- increase demand for the development of socio-personal qualities, along with the professional competence of personnel in the new economic environment;
- The process of globalization is the fact that the development of education is also diversing not only in the universe, the integration of education, such as mobility, cruise, independent education, innovation the need for the development of professional competence;
- formation of modern paradigms in education, creating the information and methods of vocational education, mutual integration of professional education, mutual integration of professional development, activation of innovations in science and education, wide teacher-based models introduction of.

2019-2011 Innovative development of the Republic of Uzbekistan as well as the implementation of new educational institutions through the introduction of new educational institutions, the establishment of electulations and distance learning), network and regional development), Improving the system of education centers for the development of the innovative activity, to develop proposals for the development of the innovative activity, to ensure the development of scientific and technological forecasting of the internal and external environment of the higher education institution, their technological and innovative environment, their technological and innovative environment, and the development of priority innovative directions and based on the fact that human capital development is an important condition. [1].

This, in turn, develop innovative curricula in the education system, the development of innovation, interactive and creative methods, and the development of the professional competence of teaching students, higher education institutions. In our opinion, education is based on the priorities of the socio-economic development of the country, the creation of the necessary conditions for the training of specialists with higher education, as well as subjects and technologies Based on the transfer, it is to create an innovative system of diversification of educational services. Тадқиқотчи Н. Муслимов ўз илмий изланишларида олий таълимни мазмунан модернизациялашда асосий қуйидаги вазифаларнинг бажарилишини назарда тутди [2]:



- development of a healthy creative environment in educational institutions by the introduction of advanced innovative, pedagogical and information technologies to a new level, the ability of students, the skills of students, the skill of independent observation;
- forming a single general system of the ability and talent of talented students, the creation of scientific grounds for individualization and stratification of the educational process;
- optimization of the scope and volume of training loads through the integration of related subjects in curricular plans;
- development of a mechanism for fully support to the science of research in the field of pedagogy, pedagogical diagnostics, individual approach to student, etc.

Study B.Khodjaev, how German B.Khodjaev is the basis of scientific research - as social and nationwide duties is the innovation, innovations. The modernization process explains that the state and society, students and teachers, teachers, and the general public, and the general public is carried out [3].

Researcher, P.Lutfullaev, as a product of continuous change and development in higher education, and the internationalization of internationalization as a result of society, politics, economics, the globalization of the labor market The dividing is understanding as a sitematic and supportive action [4].

The training of the competent is an American linguist N.Khamsky (1965, the Massachusetts) conscious knowledge of language systems, the concept of "Competence" , offers a transformational grammar as a concept [5].

## **MATERIALS AND METHODS**

We may conclude from the above-mentioned empirical analyzes that the professional competence is a complicated set of properties and condition of the person. It is an integrity of knowledge, skills and experience in a particular area, allowing a person to participate in certain matters, to participate in the development of certain decisions or to decide.

Approximately two important aspects that make up the professional competence are theoretical and practical training, the sum of knowledge and experience that ensures the successful implementation of professional duties. The development of the professional competence of teachers is formed on the basis of the base training in higher education, in which the quality and organization of education, their mastery competencies and the requirements of their real-care are subject to the necessary conditions.

Based on the analysis, it is confirmed that the following results are expected to consider the efficiency of professional and teachers, specific indicators, indicators of professional development, and industrial dialogue indicators (6). The highbedness of the professional competence of teachers on the basis of these aspects, the development of pedagogical staff development of the diagnosis of the universities, the development of pedagogical staff is determined at the following levels : Atheological and motivation, conceptual, technological, reflexive and creative levels. One of the important aspects that serves to develop the professional competence of teachers is the content of education and the adaptive of the information and methodological suppliance.



**Adaptive teaching technologies** - are the goals, interests, and adaptation of the intelligence to the education system, to adapt to social experience, include the following technology gets:

- practical significance of the educational material;
- Issuance of approaches based on the integration of science, education and technology;
- Practical training environment;
- Research-oriented education;
- problematic statutory, classes, trainings, design education, etc.

One such model is the educational system “Blended learn” - a mixed education. The mixed education system is a state that combines the distance learning system with traditional education system. In this case, serves as supporting the traditional education system of distance learning (E-Learn) and increases its capacity. Trainings have great potential in the professional and personal development of the future specialist.

**The training** - is the main form of implementation of interactive classes, which is the main form of interactive training, which is the theoretical ideas and views to be studied, which allows you to master communication, exchange communication. One of the most effective methods of determining the professional competence of teachers is Swot analyzes.

**SWOT-analysis** - By analyzing, through the analysis of the existing theoretical knowledge and practical experiences, by comparing the problem, strengthening, strengthening, repetition, assessment, provision of independent, critical thinking, serves to formulate the formation of independent, critical thinking. Any idea, experience, situation or process will be considered in 4 directions: **strategth** - strong sides, **weakness** - weak, weaknesses, **opportunities** - facilities, **barriers**.

In the development of methodological activities in higher education institutions of the teaching, Portfolio also has a positive impact of Porpholio.

**Portfolio is** (Ital. Italizes. Portfolio portfolio, folder for visual documents) are modern educational technologies that serve to assess the audience and professional outcomes. Portfolio is reflected as the sorted textile and teacher's selected educational and methodological work, the sum of vocational achievements.

For educational activities in higher education institutions: students, graduate briefs, graduates, doctoral students, teachers such as a teacher portfolio, portfolio of pedagogical activities can be used. It is possible to emphasize that higher education institutions are aimed at the important tasks of the educational institution - **the normative, methodological**, logistical support of the educational process, and of course of self-sufficiency of the educational process, and the professional knowledge of personnel and innovation. It is expedient to pay special attention to the development of knowledge to the occupying[9,10,11].



**Table 2 Opportunities for innovative teaching methods in the development of professional competence**

Innovative teaching methods and technology	The role of professional competence in reventy	Developing purpose	Type and form of application
"Assessment" method	The development of professional knowledge, skills and skills allows to determine the dynamics and qualimeters of the formation of professionalization.	Critical thinking, analysis, synthesis, creativity skills, activity, activity is reflexing.	n the theoretical, practical and seminar, in the process of trainings, it is advisable to use in practice.
"Simulation or Business Rolly game" Method	Vocational activity helps to form a creative approach, decide an active approach, and increase psychological preparation.	Activity of knowledge, pedagogical improvisation,	It is recommended in the report, practical, seminar classes, and in mixed lesson, organization of educational work.
Mails stadi "method	Research, creative, professional knowledge through finding the solution of abstract situations is formed.	develops communications and gnostical abilities.	The strengthening, control and assessment of knowledge can be used in practical, seminars and independent teaching.
"ELPIPCH" technology	Research, creative, professional knowledge through finding the solution of abstract situations is formed.	Tracking, fairness, correct understanding of reality and develops creative experience, cognitive skills.	Practical, seminar and laboratory sessions can be used in small groups, couples and individually.
Pops-Formula method	In finding solutions to the opposite direction, in understanding the scientific and theoretical foundations of the theme, help students regulate knowledge.	Analytical-critical thinking, the activity of scientific knowledge, the development, mastery, carefully and memory develops the development, mastering abstract concepts.	In practical, seminar, as well as mixed, strengthening, and business classes can be used in groups in groups.
"Labytt" technology	In the student, it serves to increase the quality of professionalization in the educational scientist, to assess the results of the result of the effort through the freedom of response.	Logical thinking develops the activity of knowing, research, researching skills.	The report, practical and seminar is recommended in independent teaching.
"Charkpalak" technology	He teaches independent thinking, self-evaluation, respect for others, and strengthening occupational and theoretical knowledge.	During the training, the training will feature logical thinking, comparison, the result of creative activity assessment.	Practical, seminar, laboratory classes can be used in small groups.
SCORE method	Participants teach us to analyze the right and logical situations, or to form clear conclusions and relationships towards the problem.	Analytical, cognitive and critical thinking, vocational skills,	Practical training, generalization and control lessons can be used in the form of employment in individual and small groups.
"Staircase-stairs" technology	Independent, logical thinking, research, teach, teach, to initiate, initiate.	develops independence.	The lecture is used in the form of seminars, practical classes, work in small groups

An effective type of innovative teaching methods in vocational education is interactive methods. **Interactive methods** - actively serve the development of knowledge 'mastery, intensifying personal qualities by increasing mutual activity between students and teachers in the educational process [7].



Pedagogical and psychological basis of interactive methods Aksh. Yuldashev and S.A.Usmanov will study the following theories: Development of the theory of development (J.PIJE), the most divisions of the intellectual (L.S.Vygotsky), the largest development in intellect (G.Garner) ) Improving taxonomy (B.Blum).

Indeed, the use of interactive methods helps to form and develop the learner in the educational process and the knowledge of the student in the emblem.

Interactive teaching is a special form of development of this knowledge, which is characterized by the transformation of the educational process in the interactive teaching process, the entering the subject of mutual cooperation, active participation in the educational process. Interactive methods of teaching are considered to model life situations, the use of role games, to solve problems. Based on the following observation, it was found that in retraining and advanced training courses have the following opportunities in the development of professional competence (Table 2).

## **REZULTATY**

Obviously, it is necessary to develop a system of professional competence of heads and teachers in the international arena of education, to consider the professional competence of the higher education institutions in the international arena, to ensure that the existing advanced foreign experience, as well as to ensure that these criteria is flexible to the rapid change.

Based on these priorities, the research work was implemented experimental and testing for the development of the professional competence of heads of higher education institutions and the professional competence of higher education institutions.

The purpose of the experimental work is the development of a diagnostic system of development of the professional competence of executives of higher education institutions in accordance with the requirements of the educational institutions.

It is known that scientific research in the pedagogical direction is designed on its organizational and methodological bases, the phase of the theoretical and prognostic analysis, the design stage, in the process, process, and final effects and quadrallise. The specificity of these technological stages and their pedagogical experimental work study learned that the objectives of activity related to the experimental stage of the study were identified:

1. Determining the composition of the main indicators characterizing the professional competence based on the content, quality and training and training of teachers of teachers of teachers of teachers of teachers of teachers of teachers of teachers.
2. Interpret of factors that affect the process of developing the professional competence of teachers of the university.
3. Determining the professional competitors of the university and the selection of qualalimetric mechanisms.
4. Development of conclusions and proposals on the analysis of the results of evaluation, generalization and their basis. The effectiveness of pedagogical experience and testing on the basis of its special program, the use of regional selection control, ensured the effectiveness of the relevant conditions (provided by the Fund).



**Table 3 Criteria for assessing the professional competence of executive and pedagogical staff of the university and diagnostic map**

Criteria	Indicators	Integrated Diagnostic Technologies
Informative	Culture of normative legal acts in the field of management and pedagogical activity, social activity (K-1)	Test, Esse, Project Works, Assesions, Trainings
	Independent search, analysis, screening of information on vocational and management activities (K-2)	Assessment assignments, prices for open classes, synergy analysis
	Use of AK and PT in solving management and professional duties (K-3)	Prices for experts based on tests, creative tasks, analysis of open lessons, trainings
	Development of sectoral foreign language skills (K-4)	Communicative methods, authentic analysis
Analytical	Decisions based on the systematic analysis of vocational and management tasks (K-5)	Situational assignments, interviews, keys Analysis, decisions tree
	Profile competencies, ownership of manager skills (K-6)	Reflexive technologies, trainings, SWot analysis, project work, Axmessm
	Self-private and professional development, republican activity (K-7)	Naucometric and bibliometrical analysis based on electronic portfolio results, Akmenemam

According to these criteria, higher education institutions diagnosed with the development of professional competence of pedagogical personnel. This diagnostic map reflected the requirements for professional competence of teachers, not only diagnostic indicators' reflections, but also to determine the level of efficiency of retraining and advanced training programs. Higher education institutions are reflected in Table 3, the indicator of the indicator structure of competencies, which allows the development of professional competence of teachers.

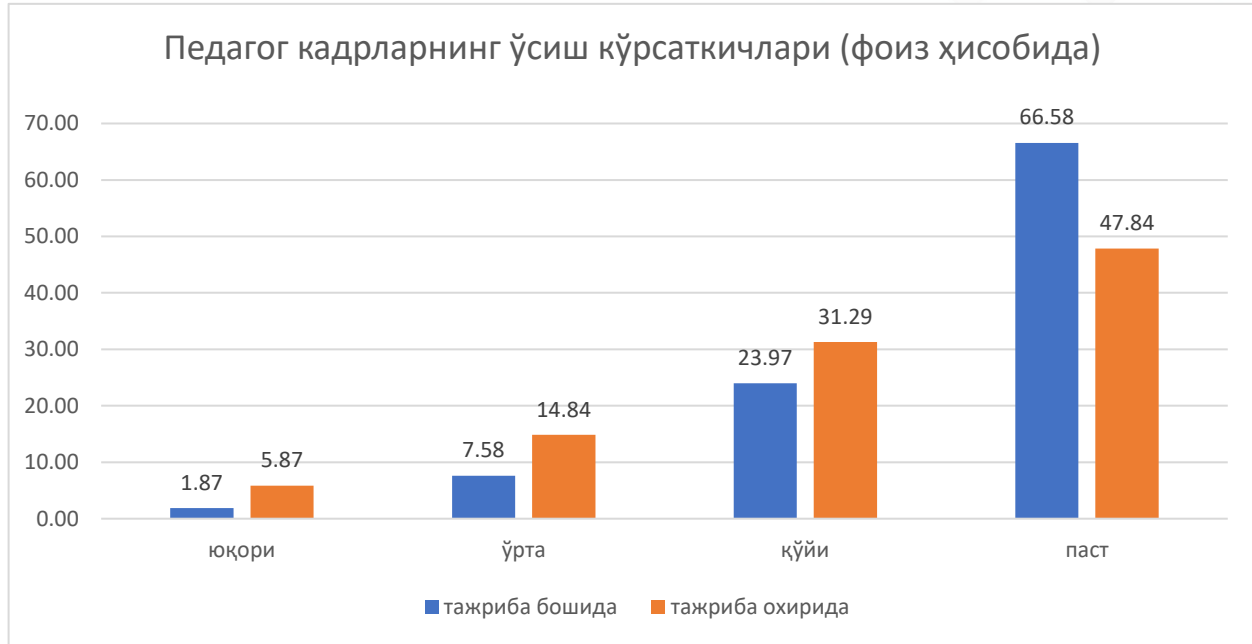
On the basis of this model, higher education institutions used a level approach to the definition of the development of the professional competence of professionalities. That is, adaptive, base on a 100-point scale to evaluate the professional competence of teachers. Productive and creative (creative) levels have been identified.

Mathematical statistical methods were used to prove the efficiency and its accuracy of the relentance of the number of experimental tests.

Studying the practical state of the research and determination of the direction of the necessary measures was carried out in four stages, and its diagnostic map has been developed. The experimental work was carried out in 2019-2021, which took part in the pedagogical staff of higher education institutions. The level of professional competence of managers and pedagogical staff during the experimental and test work was assessed through integrated diagnostic technologies.



Statistical analysis of the professional competence of higher education institutions, tables describing the dynamic competence of the professional competence of pedagogues were formed. Development of professional competent compensation based on the results of the results of involving analysis



**Figure 1. The efficiency of the professional competence of teachers**

Impact indicators have been set. Imports monitoring is a system of assessment system to study the impact of the results of professional competence on the efficiency of activity. The impact of the level of professional development of the level of professional development in the process of our research was determined on the basis of impart monitoring.

The experience of pedagogical staff was 1.87% of the experience at the beginning of 1.87%, while the medium rate increased by 4.87%, the middle rate is 7.58%, the rate of 14.84% at the end of the experimental 7.84% of the experiment is 7.84% , If the lower level increased by 25%, the lower level is 23.97% at the end of the experiment, the lower level is 66.58% at the end of the experiment 47.84% at the end of the experiment, It can be seen that it is reduced by 74% (Fig. 1).

These results were analyzed through statistical methods. One of the methods of mathematical statistics is the analyzed by the above-first and final analysis table through the Fisher criterion and diagrams.

### III. DISCUSSION

The essence of the concepts of the development of the professional competence of the higher education institution is analyzed in the content of the concepts of "Development" of the professional competence of the professional competence of the "Professional competency" and described the views of the copyright. The professional competence of the executive and pedagogical staff of the higher education institution is to be able to effectively work effectively in the field of educational, management and





research, self-sufficient decisions in specific and non-standard situations, self-determined is the degree of preparation related to the feeling of managing and feeling responsibility for each actions.

The development of the professional competence of teachers is considered an integrated process based on the development of modern approaches and qualifications, innovative technologies, new knowledge, skills and competencies related to industry.

On the basis of scientific and pedagogical analysis, the professional competence of the leaders and pedagogical personnel of us has been classified in the following areas (Table 4).

The study found that during the development of the content of the professional competence: a block-class approach, i.e. functional approach to the basis of a system of competent duties within the field of activity and position; An individual and psychological approach to the development of competent work conditions of the specialist, which is aimed at the development of customs without conflicts. Meeting the theoretical and practical sources showed that the problem of professional competence and competence is studied in various fields in the scientific research of many researchers. Most pedagogical and psychological literature explains vocational training in practical training, which is formed on the basis of the socio-professional and professionalities of the professional competence, in practical activity[8].

**Table 4. Professional competency typology**

<b>Competent type</b>	<b>Contemplation</b>
Competent in vocational activity	Special competence of professional development (good knowledge of its work); Technological competence; Subjective competence; Professioniological competence (learning information about the world of professions); legal competence; Economic competence and others.
Competent in vocational dialogue	Competment of communicative and communications in connection with the effective organization of pedagogical activities (ability to cooperate); Socio-inheptible competitive (ability to perception of other people); differential-psychological competence; Diagnostic competence (ability to learn others); moral competence; empatical competence; Intercultural, socio-cultural, gender competencies (tolerance against other cultures); Competence in conflict and others
Profile (special)	Psychological competence of practical activities (learning of other people) in terms of activity, specialty and specialization in terms of specialty and specialization; individual, autopychological competence (self-study skills); Cultural competence (adopting cultural norms adopted in society and mastering the adopted cultural norms); Reflexive competency, etc.).

At the same time, the professional competence is also noted as compatibility and ability to perform the professional training requirements for the professional training requirements. The labor market



requirements for modern specialists, the complex of vocational activity focused on the complex and competencies of the integrated professional are represented through the content of professional competence.

The development of professional competence in the course of scientific and pedagogical analysis is the development of the professional competence of the activities in the real requirements of the activities found to require planning. Taking into account these aspects, the research direction is focused on the development of the research competence of the professional and pedagogical personnel in the post-staff position and the development strategies of the higher education institution, in targeted research.

## CONCLUSIONS

Higher Education Institutions showed that the development of the professional competence of teachers of pedagogical staff of pedagogical staff show that internationalization and globalization trends in today's education have shown the need to improve the quality of professional education in accordance with modern approaches. Development of Occupational Competent, in turn, systematically affect the system of agragological, ammeological and methasignty, occupational development, vocational criteria, self-government, reflections, credivation) and professional environmental environment The following results have been achieved on the basis of the provision:

- organizational competencies in the development of vocational competence, based on the professional competence of teachers, and the implementation of alternative forms, as well as an impact monitoring system, were scientific and theorized mechanisms on the basis of arthracological education. Important Monitoring –

- the development of the development of professional competence, is an effective system of correctional and management processes based on quality analysis of professional analysis

- on the basis of the results of the study, it was improved based on the introduction of variant information and methodological supplies based on innovative and interactive technologies such as key training and creative technologies. In the process of experimental work, it has been confirmed that the implementation of the above innovative methodical services is an effective didactic mechanism for the development of the professional competence of the head and pedagogical staff.

- structure, pedagogical and technological mechanisms of the introduction of mixed training (blended learn) on the combust training processes of traditional and e-learning opportunities. Its complex of resources: online (LMS) and Offline-based Interactive and Offline Methodological Support, which consulting and self-assessment (SELF Assessment), is developed based on time-content results based on the unit of time content Didactic requirements have been improved.

- Intal diagnostic technologies (Portfolio, Tests, Assessment Center, ASSESS feed, case, acmessa etc.) and experience through the development of the complex assessment of competit competitors of professional competence - Deptov.

- as a result of the studies, ensuring the organization of training courses in accordance with the approved qualification requirements, curricula and programs; Systematic analysis of the normative legal and legal support (skills, curricula, and programs, knowledge and skills of students, and



certification sciences); Mechanisms to improve the educational quality control system aimed at the systematic monitoring of the results of educational activities were invited.

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