

The Role of Competence and Competent In Preparing Professional Training Teachers For Professional Activity

Oybek Daminov, – Associate Professor, Tashkent State Technical University, Uzbekistan

Bekmurat Tulaev, – Professor, Tashkent State Technical University, Uzbekistan

Dustnazar Khimmataliev, – DSc., Professor, Tashkent Institute of Engineers of Irrigation and Agricultural Mechanization, Uzbekistan

Vyacheslav Shakov, – Senior Lecturer, Tashkent State Technical University, Uzbekistan

Zuhra Kurbonova – Senior Lecturer, Tashkent State Technical University, Uzbekistan

Abstract

The article describes the role and place of competence and competent in the system of professional training of future teachers of vocational education. The essence of the concepts of "competence", "competent", "basic competence", "professional competence" is revealed on the basis of the results of scientific research conducted by scientists and researchers around the world, including authors. It is important that students constantly enrich their knowledge, learn new information, feel the requirements of the time, seek new knowledge, process it and apply it in their practical activities in the formation and improvement of professional competencies. Existing psychological and pedagogical research on the formation of professional and basic competencies in future vocational education teachers and the existing contradictions in the specialized literature are covered. Substantiation of a set of professional competencies based on the analysis of pedagogical conditions, methods and tools of the educational process for the training of future teachers of vocational education, determination of the list of general and specialized disciplines in which professional competencies are formed, pedagogical methodology of the organization of educational process allowing effective and sustainable formation comes, ensuring the formation of the basic competence of the students, and supporting the development of educational and methodical complex, it has been proved that it is possible to form professional basic competencies through the design stages of methods and tools for assessing the level of formation of professional basic competencies in students.

Keywords – competence, competent, basic competence, professional competence, vocational education, future vocational education teacher, professional activity.

INTRODUCTION

The current stage of development of society is characterized by the rapid development of science, engineering and technology. In this regard, the countries that have chosen the path of intellectual development of information as the main path are making the greatest progress in this regard. Choosing such a path, in turn, allows a completely new look at the system of training. Today, the strict requirement of employers to higher education institutions is to train a specialist who will immediately adapt to this production process.

Until recently, the pedagogical system was focused on the acquisition of ready-made knowledge accumulated by humanity by students in higher education institutions. However, at the current stage of development of society, the volume of knowledge is growing rapidly, so there is a need to reform the education system, including higher education. The development of pedagogical technologies in the process of reforming the higher education system is aimed at teaching students to independently search for the necessary information, to identify the essence of the problem and find reasonable ways to solve it, analyze the acquired knowledge and apply them to solve new problems. In this case, the acquisition of ready knowledge should not be the goal, but one of the auxiliary tools of the training process. Modern society needs a specialist who can think independently and critically, who can creatively solve problems.

For the future specialist, the process of education in higher education institutions is an important factor in the formation and development of professional knowledge, professional quality, basic and professional competencies, which are important for the successful implementation of their work. In this process, the future specialist includes the accumulation, storage, transmission of knowledge, the creation of their logical structure and their use in the organization of future professional activities.

The traditional approach to the organization of the educational process in higher education institutions of the country is mainly aimed at the formation of knowledge, skills and abilities of students. However, society demands a transition from a traditional paradigm to a competent approach to education, which is conditioned by the need for professional mobility in future professionals, competition in the labor market, as well as the formation of professional competencies appropriate to their chosen profession.

Study and analysis of the content of such concepts as "competence" and "competent", "basic competence", "professional competence", the formation, development and diagnosis of professional competencies Uzbek scientists KM Abdullaeva, N.A. Muslimov, Sh. S. Sharipov, M.B. Urazova, O.A. Kuysinov, N.N. Karimova, R.H. Fayzullaev, D.O. Khimmataliev and others, scientists of the Commonwealth of Independent States VIBaydenko, A. A. Verbitskiy, N.A. Grishina, E.F. Zeer, I.A. Zimnyaya, N.V. Kuzmina, A.I. Kuleshova, A.K. Markova, N.V. Skachkova, A.V. Xutorskiy and foreign scientists R. Boyasis, K. Kameron, R. Quinn, R. Marr, Dj. Raven, S. Uiddet, S. Kolliford and others.

Study of various aspects of the formation of professional competence in future vocational education teachers S. Ya. Batishev, N.M. Boritko, V.N. Vvedensky, E.F. Zeer, I.A. Zimnyaya, G.K. Selevko, Yu.G. Tatur, A.V. Khutorskiy and others.

The global trend in the pursuit of a new paradigm of higher education is manifested primarily by the increasing demands on the level of preparation of graduates to perform both professional and social functions in different and wide-ranging contexts with complex, systemic, interdisciplinary and integrated features. The content and results of such education are reflected in the dynamic emergence of a competent approach to the development, generalization and synthesis of systemic-activity, individual-activity, value and other similar approaches, which are already mastered in higher education. Therefore, the main goal of higher education today is to train competent professionals. In order to train such specialists, today it is necessary not only to acquire knowledge, but also the ability to acquire new knowledge, quality education related to the formation of professional competence, so the competent approach in modern pedagogy is rapidly developing and implementing. In recent years, domestic scientists have conducted a number of important research works on the organization of education based on a competent approach as a fundamentally new methodology of the educational process in higher and vocational education institutions.

MATERIALS AND METHODS

One of the most important tasks is to define the concepts of "competence" and "competent" in scientific publications on the problem of the competent approach.

In the Russian Explanatory Dictionary of S.I. Ojegov [1], these terms are defined as follows: "Competence: 1) a range of issues that a person knows or is well aware of; 2) the scope of duties and rights of a person."

"Competent is the quality of a person who has in-depth knowledge in any field and is therefore considered to be sound and credible".

The following definitions are given in S.M. Vishnyakova's dictionary "Professional education" [2]:

Competent (Latin *competens* – relevant, special) – 1) A measure of the adequacy of the knowledge, skills and abilities of a person with a specific (known) social professional status to the actual level of complexity of the tasks he performs and solves problems; Unlike the concept of "qualification", this concept describes, in addition to professional knowledge and skills that characterize the qualification, such qualities as initiative, cooperation, ability to work in a team, communication skills, reading skills, logical thinking, selection and use of information; 2) the powers of the governing body, the official, the scope of issues on

which they can make decisions. The scope of powers of this or that governing body or person is determined by laws and other normative acts (statutes, instructions and charters);

Competence (Latin *competentia* – jurisdiction) – 1) the scope of powers, rights and obligations of a particular state body; 2) the range of issues related to the knowledge and experience possessed by the official.

Definitions of the concept of "competence" in the cited dictionaries do not match. In the definition given by S.M. Vishnyakova, the emphasis is mainly on the legal component. However, given that the definitions given by S.I. Ojegov (in the first sense) and S.M. Vishnyakova (in the second sense) are the basis for "legal affiliation" of higher education students' abilities and their efforts to learn, we believe that it can be a basis for understanding in the context of higher education. The concept of "competent" reflects the aggregation, a measure of the suitability of the person carrying out the activity to a particular professional field.

In the "Explanatory Dictionary of the Russian language" the term "competent" is defined as follows: Competent (Latin *competens* – appropriate, capable): aware, recognized knowledgeable in any matter. Competent, full-fledged person.

A similar interpretation is given in the Modern Dictionary of Foreign Words:

Competent – (Latin *competens*, *competes* - relevant, separate) - knowledgeable in a particular field, has the right to make decisions, to do or solve something within their knowledge or powers.

In the dictionary of foreign words, the concept of "competent" is understood as the acquisition of competence – by the terms of reference of any institution, person or by the circle of affairs, issues subject to someone else's jurisdiction: competent (French) – competent, entitled. Competere (French) - to demand, to conform, to be fit. Competence (English) – ability.

The Encyclopedia Dictionary defines "competence" as follows:

Competence – 1) the scope of powers of a specific body, official established by law; 2) knowledge, skills in this or that field.

Definitions of the term "competence" in the above-mentioned dictionaries reveal its qualities and descriptions that allow to make judgments and decisions in a particular area. Here, the basis of these qualities is knowledge, awareness, socio-professional experience of the individual.

In the "National Encyclopedia of Uzbekistan" competence is interpreted as follows: competence is knowledge, experience in a particular field [3, p. 682].

In the dictionary reference book "Higher education" the competence is relevant: competent, competence 1) the degree of conformity of knowledge, skills and experience of persons of a certain social status to the level of complexity of the tasks they perform and the problems they solve. In contrast to the term "qualification", in addition to professional knowledge and skills, it also includes such qualities as initiative, cooperation, teamwork, cognitive ability, communication skills, education, assessment skills, logical thinking, selection and use of information [4, p.144].

The "competent" approach is widely acknowledged to have originated in the United States, and the first publication to do so was D. Ms Clelland's 1973 article, "Testing Competence, Not Intelligence." [5]. However, some time ago in the UK, competent was officially supported by the government based on the national qualification standard system.

In many current research published in recent years (C. Beelisle, M. Linard, B. Ray, G. Le Booterrf, L. Turkal, N. Guignon, M. Joras, etc.), the concept of "competence" is not a set of skills, knowledge and abilities rather, it is interpreted as a mobilization ability or readiness organized in a system of knowledge, skills, abilities, abilities, and mental qualities. These resources are necessary to carry out the tasks at a high level that corresponds to the specific situation, that is, in accordance with the direction and purpose of the action.

According to Australian researcher T. Hoffmann, the concept of competence can be interpreted in three ways: as visible and tangible results of activities; as some standard of performance; as characteristics of the individual that determine the effectiveness of this or that activity [6].

It is clear from this that in any case, competence is linked to performance.

According to E.B. Porshneva, competence is a combination of basic elements (knowledge, skills and abilities) necessary to achieve a high level of performance in relation to the goal, context, situation, tasks, etc. can be understood as mobilization (readiness) directly related to the effectiveness of actions that fully respond to the activity model. Thus, competence plays the role of "production" of a professional as an integral intellectual feature [7].

At the present stage of development of society, in the general sense, higher education is no longer a necessary and sufficient source of education, formal education is supplemented by non-formal education. That is, a person's competence is not only the result of his or her activities in the educational institution, but also the result of his or her life experience.

V.A. Demin gave the following definition of competence:

Competence is a level of personal skills that reflects the level of conformity of a particular competence and allows for constructive action in changing social conditions [8].

B.C. Bezrukova defined competence as "the acquisition of knowledge and skills that allow for professional literacy, evaluation, and expression" [9].

Bringing competence to intellectual, i.e. verbal and nonverbal actions, is less accurate because the active nature of any competence falls outside the scope of the ideas cited.

N.A. Dmitrievskaya and Yu.B. Alyushina stated that competence is "a unit of knowledge, skills, abilities and attitudes determined by the requirements of the position, specific situations and business goals of the organization in the process of professional activity" [10].

In John Raven's concept, competence is seen as a set of knowledge, skills, and abilities that are manifested in activities that are of personal importance to the subject [11]. It should be noted that the author has identified valuable aspects related to human activity. In this regard, it first proposes a set of internal tools that allow the individual to measure the value of an activity and then to achieve tangible results in that activity.

He later identified the following components and competencies in his monograph "Competence in Modern Society: Defining, Developing, and Implementing": initiative, which is an internal motivation; values as an integral component that includes the ability to analyze and consciously add complete clarity to vaguely understood ideas [11].

The role and importance of the categories of "competence" and "competence" are considered in the work of V.I. Bidenko, who believes that the introduction of the concept of competence in the terminological system of modern education theory and pedagogical practice allows to obtain some "added value" that does not bring traditional knowledge, skills and abilities which in turn is a heuristic possibility of a competent approach to education [12].

The concept of "competence" is used in the pedagogical dictionary almost synonymously with the concept of "competence". The concept of competence is often used to define the following: the result of education, expressed in the readiness of the graduate, his "ability", the actual mastery of methods and tools of activity, the ability to solve the identified tasks; a form of integration of knowledge, skills, and abilities that enables them to set and achieve environmental change goals.

Competence is understood as the "integral quality of the individual", which is reflected in the general ability and readiness of the individual for the activity and successful participation in the activity, based on the knowledge and experience acquired in the process of learning and socialization. The concepts of competence and competence are considered to be systemic and multi-component. They describe a certain range of objects and processes, performed at different levels, that is, include a variety of mental (analytical, critical, communicative) operations, as well as practical skills and common sense.

According to N.A. Muslimov, competence is characterized by the fact that the student acquires the knowledge, skills and abilities necessary for the implementation of professional activities of personal and social importance and is able to apply them in professional activities [13].

In the definitions of "competence" and "competence" by A. Zimnyaya [14], competence is interpreted as the required behavior in a particular activity, and competence is interpreted as the degree of conformity to this requirement, ie the end result of the demonstration of competence. Summarizing them, in interpreting

these concepts, which are actively used in the educational process today, we came to the following conclusion: "Competence" - the effective use of personal qualities and knowledge, skills and abilities in the process of working in a particular field; "Competence" is an existing and potential ability to perform a particular activity.

Given the different definitions of these concepts in the scientific literature, it can be noted that today in the scientific and pedagogical community there is no single and clear conclusion about the content of the concepts of competence and competence.

A.V. Khutorskoy [15] introduced the following definition to distinguish generality and individuality in the context of competent education: Competence is a set of interrelated personality traits given to specific objects and processes and necessary for quality productive action. Competence is a person's competence and activity is the acquisition of appropriate competencies by a person, including his personal attitude to the subject.

It is clear from the definitions given that competencies should be presented as a goal as well as an expected learning process, and competence as a result of a personal trait or characteristics. Competence has an integrated nature, it is a set of knowledge, skills and abilities in relation to real objects and processes, the ability and readiness to apply them.

The main idea of the development of personal competence is not only the acquisition of knowledge, skills and abilities in the context of formal education, but also the connection of this knowledge with the knowledge acquired outside of formal education. According to O.N. Oleynikova, competence means "the use of knowledge, skills, know-how and relationships in certain or new work situations" [16].

From the analysis of different approaches to the definition of "competence" it can be concluded that the general understanding of competence as an individual's ability and willingness to solve various problems, manifested in the use of a set of knowledge, skills and abilities necessary to perform a specific job. Accordingly, the status of a set of knowledge, skills and abilities is transferred from the final goal to the intermediate goal or from the educational goals to the means of achieving them.

Competence is an integrative description of an individual, like competence. Competence and competence are mastered qualities. Sometimes these concepts are synonymous and difficult to separate. In general, activities are involved for these concepts. Competence is the area of the relationship that exists between knowledge and action in human practice. There is no competence without knowledge, but no knowledge and no action can become competence in itself. As B.D. Elkonin states: "we give up the concrete form of knowledge, not knowledge as a subject of culture" [17].

The acquisition of competencies is an indicator of a person's social and psychological maturity. In such a situation, learning outcomes and priorities shift from achieving a specific level of knowledge, skills and abilities to a set of competencies, i.e. the formation of skills that allow for successful adaptation to a dynamic world.

We adopt the following working definitions based on the analysis of definitions given by different authors to the concepts of "competence" and "competence":

- competence – readiness or ability to apply the set of knowledge, skills, abilities, methods of activity required for quality and productive use in accordance with the purpose;
- competence – the acquisition of competencies by a person, including a person's personal attitude to competence and the subject of activity.

Some researchers argue that the quality of training cannot be considered without defining concepts such as "qualifications", "professional qualifications", "basic competencies", and "professional competencies".

Qualification – preparation of an individual for professional activity; the knowledge, skills and abilities required for the employee to perform a particular job. The qualifications of the employee are reflected in their tariffing (setting the tariff level / class for the employee depending on his qualifications, complexity of work, accuracy and responsibility of the executor).

Professional qualification is the level and appearance of the employee's professional training, the availability of the knowledge, skills and abilities required to perform specific tasks. Professional qualification defines a successful career in a specialty.

Basic qualifications are the general professional knowledge, skills and abilities required to perform work in a particular group of occupations, as well as the qualities and abilities of an individual.

Basic competencies are the cross-cultural and cross-sectoral knowledge, skills, and competencies required for adaptation and effective functioning in professional communities. Basic competencies define the universality, social and professional mobility of the specialist and enable them to successfully adapt to different social and professional communities.

It should be noted that the problem of basic competence is considered in the works of E.F.Zeer, A.K.Markova and S.E.Shitov. Earlier, in terms of training broad-profile workers, this problem was considered in the works of P.R. Atutov, S.Ya. Batyshev, V.A. Polyakov, S.A. Shaporinsky.

The concept of "basic competence" was introduced in the 90s of the twentieth century by the International Labor Organization under the auspices of UNESCO, and since then began to be used in the formation of requirements for training in higher education.

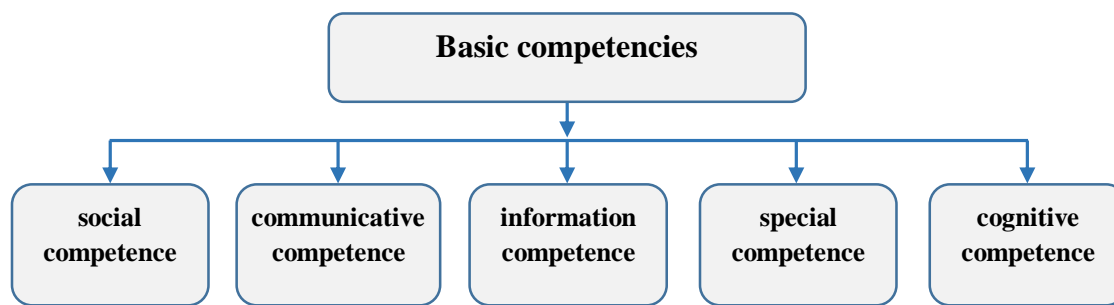
In many sources, "core competencies" are seen as competencies that are common to all professions and professionals. In the English literature, however, there are two variants of the concept under consideration: key skills and key competencies [18].

Basic competencies are competencies related to the general content of education. A.V. Khutorskoy [15] introduced them to the valuable competencies of spiritual, cultural, educational, informational, communicative, social work and personal self-improvement.

In our view, the recommendations of the Council of Europe's Basic Competences for Europe (Bern, 1996) to identify the five groups of core competencies outlined in the final report of M. Stobart, Deputy Director of the Council of Europe's Department of Education, Culture and Sport, are still relevant and relevant. is the main criterion for improving the quality of education.

Currently, the European community pays special attention to the following basic competencies in vocational education:

- social competence - the ability to take responsibility, participate in the joint development and implementation of decisions, tolerance of different ethnicities and religions, the production of their interests and the demonstration of compliance with the needs of society;
- communicative competence – mastery of oral and written communication technology in different languages, computer programming languages and the ability to use the Internet;
- information competence – the acquisition of information resources and information technology, a critical attitude to the information received;
- special competence – readiness for independent, creative performance of professional situations, the ability to evaluate themselves and the results of their work;
- cognitive competence – the readiness to constantly improve their level of education, the need to activate personal needs, the ability to independently acquire new knowledge and skills, the desire for self-development, the constant enrichment of their professional competence.



The interpretation of professional competencies includes conflicting as well as synonymous aspects across different districts and content. According to R. Hagerty, A. Meyhu and a number of other foreign researchers, it is the carrier of professional competencies that form the core of any professional qualification.

R. Hagerty and A. Mekhyu have identified the following professional competencies: technical competence; communicative competence; contextual competence, which implies the possession by an individual of some social context in which a profession exists; adaptive competence, ie the ability to anticipate and process changes in the profession, to adapt to changing conditions; conceptual competence; thinking in professional logic is an integrative competence that includes the ability to solve problems in appropriate professional ways [18].

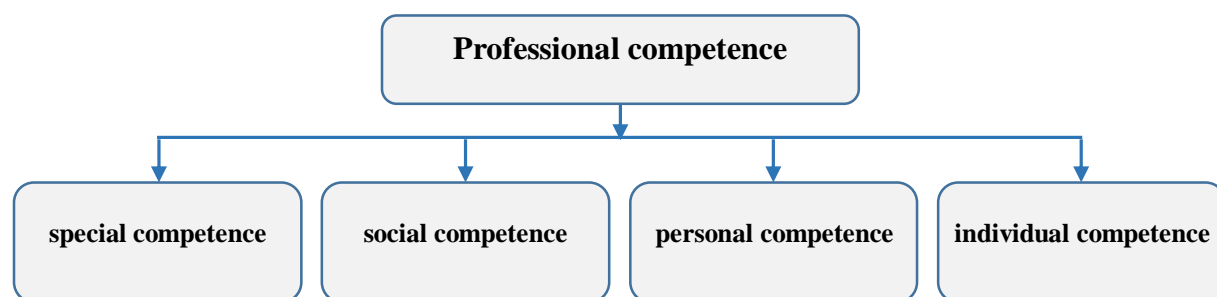
According to a number of authors, professional competence includes a set of professional knowledge, skills and abilities, as well as methods of performing professional activities [19] and sufficiently different districts and different disciplinary indicators in the structure (professional requirements, professional suitability, professional satisfaction, professional success) is considered to be one of the constituents of separable specialization [15].

V.I. Baidenko and B. Oskarsson understood professional competencies as the acquisition of knowledge, skills and abilities necessary for simultaneous autonomy and flexibility in solving professional problems in a developed and collaborative environment with colleagues [20]. It can be concluded that competence is the effective use of skills that enable the effective conduct of professional activities in accordance with the requirements of the workplace. In this sense, professional competence goes beyond the trinity of "knowledge, skills and abilities" and includes non-formal knowledge as well as know-how such as behavior, evidence analysis, decision-making, information management. In a modern work environment, a person has the opportunity to work. the combination of knowledge, skills, and attitudes that are also manifested as professional competence.

A.L. Busygina defined professional competence as its description, which means that an individual performs his personal actions with the necessary qualities set out in standards and normative regulatory documents [21].

Professional competence is also seen as an individual's general readiness and ability to operate, as well as the ability to apply knowledge independently to solve problems aimed at identifying connections between knowledge and situations, ensuring individual participation in the learning process.

L.P. Saxonova emphasizes that professional competence takes a person into full self-realization according to their abilities and interests. The category of "professional competence" is determined by the level of professional training, experience and individual abilities of the specialist, his motivation for continuous independent learning, self-development and self-improvement [22]. The following cases are noted: the functional literacy of the specialist is activated at the level of his professionalism; its components are professionally projected into the field in which personality qualities (responsibility, curiosity, perseverance, creativity, acquisition of new knowledge, etc.) are formed. The author emphasizes that professional competence ensures effective leadership activities. The work distinguishes the following types of professional competence: special, social, personal and individual competence.



Each of these competencies includes the following general interdisciplinary competencies:

- special competence – the ability to plan production processes, computer skills, office equipment, document reading and manual skills;
- social competence – a set of knowledge and skills related to the implementation of social and professional relations;
- personal competence – the ability to plan their work, the ability to control and regulate independent decision-making, the ability to find non-standard solutions (reactivity), flexible theoretical and practical thinking, problem-solving, the ability to independently acquire new knowledge and skills;
- individual competence – motivation for success, a resource for success, the desire to have a quality work, the ability to motivate themselves and self-confidence.

RESULT AND DISCUSSION

An analysis of the scientific literature and specific studies have shown that there are professionally significant competencies that are unique to any profession. The competency model of a specialist in engineering and technology includes the following two groups of competencies: general professional competencies and special purpose-oriented competencies (Figure 1). General professional competencies include social, personal, economic and organizational management, general and general professional competencies.

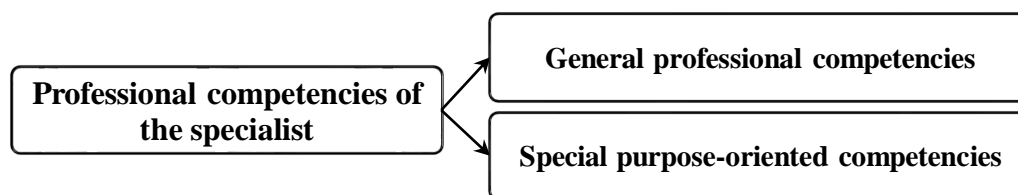


Figure 1. The structure of professional competencies of a future vocational education teacher

General professional competencies are formed in the process of studying the natural sciences, which are professionally oriented in the direction of training and are related to setting and solving cognitive problems, the search for non-standard solutions and determining the fundamentality of education. General professional competencies, which ensure the preparation of graduates to solve invariant and technical problems in the field of training, are formed in the process of mastering the general disciplines provided for in the curriculum.

A special purpose-oriented group of competencies reflects the ability of a specialist to perform a specific subject function in a particular subject area, the willingness to work with a specific object and subject of labor. These competencies are formed by future teachers of vocational education in the process of mastering the general and specialized subjects provided for in the curriculum.

In our research, we understand the professional competencies of a specialist as his / her readiness or ability to apply the set of knowledge, skills and abilities necessary for their effective and quality use in the professional field. An individual's activities should be organized and independent in terms of addressing the issues and problems that arise. One of the most important factors should be to evaluate the results of their activities, anticipate and correct mistakes.

The concept of "professional competence" is often defined as a student's knowledge of the subject of his direct future activities, which is formed in the process of training in the teaching of general and specialized subjects in higher education. However, it should be noted that the knowledge of the activity is not limited to the situation of professional work. "Professional competence" is an integral concept, which includes several components or types of competence [23, 26]. Subject competence is one of them. In the field of professional activity, the ability of the employee to do a lot through communication (establishing business relationships, communicating and exiting, communicating and identifying their ideas and

suggestions, correctly understanding their colleagues, supervisors and subordinates, constructive resolution of conflicts and disputes, etc.) depending on

Practice shows that some specialists, despite having a high level of professional competence, are not able to enter the environment of "colleague specialist" at all, or to establish a system of interaction of "subordinate boss". For this reason, the specialist always stays in the "second role", and sometimes moves away from a particular profession or organization.

Social communicative competence is a set of knowledge and skills related to the implementation of social and professional relations. The characteristics of potential activity can be set. In this case, the learning process should model the relevant aspects of future professional activity [24, 25].

The unity and integrity of the complementary perceptions of personal professional competence and the professionally important qualities of the individual determine the professionally important qualities of the specialist, and in our view the following are preferred:

- Acquisition of creativity up to the renewed activity as a subjectively necessary condition of creativity in the form of socially significant creative activity in the mastered professional activity;
- Adequate mastery of the creative processes of emergence of radically new knowledge, informal skills of designing new device systems with a large share of illogical knowledge and skills.

The concepts of "competence" and "competence" and their systematic analysis allowed not only to define the terms used in research, but also to define their priority role and their place in the preparation of the specialist for professional activity [27; 31].

The basic professional competence formed in the future vocational education teacher in higher education institutions is based on secondary special, vocational education, which is of professional importance for the individual and society, allows a person to express himself more fully in certain types of work, socially necessary division of labor and competitive market. means the formation of qualities consistent with the mechanisms.

The formation of professional core competencies is a process that takes place in a specific environment. Its result is determined by the qualitative growth of the future vocational education teacher. The emergence of desires in them, such as self-expression, self-improvement, self-development, self-improvement, means that they have taken a step towards perfection.

Based on the above analysis, it can be considered that the professional competencies formed in future vocational education teachers are constantly enriching their knowledge, learning new information, feeling the requirements of the time, searching for new knowledge, processing it and applying it in practice [29; 32].

Radical reforms in the education system of the country today are mainly aimed at training highly qualified, competitive specialists who meet the requirements of world standards, as well as the introduction of innovations and practical developments in vocational education. Higher education is an important part of teacher training for vocational education institutions, and the integration of our country into the world education system requires the formation of basic and professional competencies in the process of access of our national specialists to the world labor market.

As a result of the rapid development and continuous updating of science and technology, there is a need to acquire basic competencies during professional training, which allows future teachers not only to act within their competence, but also to constantly analyze the current situation, select the necessary information, make decisions, helps to evaluate their results, engage in professional self-development and professional self-improvement work [30; 33].

Therefore, in today's modern society, society places high demands on the quality of training of competent teachers who have the necessary knowledge in the field of their professional activities and can use them in an integrated manner [34-38].

The analysis of the existing psychological and pedagogical research and special literature on the formation of professional and basic competencies in future vocational education teachers allowed to identify the following contradictions in this regard:

- between the needs of society for specialists with basic competencies for various industries and the existing system of higher education, which does not fully ensure the formation and development of such competencies;

- the level of special training of vocational education teachers between employers and the growing demand of the labor market and the real state of such training;

- between the need for purposeful formation of basic competencies of future teachers of vocational education in the process of vocational training and insufficient development of theoretical views on the nature, specificity and pedagogical conditions of the formation of such competencies in pedagogical science and practice;

- between the practical need for the targeted and continuous formation of basic competencies in future vocational education teachers and the existing conditions for the organization of professional development of teachers in the educational institution;

- between the need for the formation of cognitive competencies in future teachers of vocational education in the field of vocational education of the higher education institution and the insufficient scientific and methodological support of this process;

- between insufficient use of pedagogical technologies and didactic means of teaching, which allow the formation of basic professional competencies in the process of training future teachers of vocational education in the field of vocational education of the higher education institution.

CONCLUSION

This is due to the new high level of requirements set by employers for the training of future vocational education teachers, not the acquisition of knowledge, skills and abilities specific to the field in question, but the formation of basic professional competencies. Based on the results of our research, the following conclusions were drawn:

1. Defining the content and essence of the concepts of "competence", "competence", "basic competence" and "professional competence" is important for future vocational education teachers trained in higher education institutions to find their place in the labor market, to be competitive.

2. Substantiate a set of professional competencies based on the analysis of pedagogical conditions, methods and tools of the educational process for the training of future teachers of vocational education, determine the list of general and specialized disciplines that form the basic professional competencies, determine the strategy of the educational process; pedagogical methodology of the organization of educational process allowing effective and sustainable formation of basic competencies selection, it is possible to form professional basic competencies, including steps such as the development of a teaching and methodological package that provides and supports the formation of basic competencies in students, the design of methods and tools for assessing the level of formation of professional basic competencies in students.

3. It is necessary to develop a differential and individual approach to improving the formation of basic professional competencies in future vocational education teachers on the basis of competent technology, as well as to improve electronic resources for more effective organization and implementation of the educational process.

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