
PEDAGOGICAL NEED TO DEVELOP PROFESSIONAL COMPETENCES OF FUTURE TECHNICAL SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT: In the current era of rapid development of technical and technological processes, in teaching students the science of cotton processing technology and equipment, the future personnel of our society in the field of specialization chosen by not only technical knowledge, but also a specialist in an integrated state of economic, technological and spiritual thinking with high competence formation in the mind is very important[1].

KEYWORDS: Teaching the science of cotton processing, effectively in practice, processing technology and equipment, and improvement.

INTRODUCTION

Teaching the science of cotton processing technology and equipment based on a modular approach is the main factor in the development of professional competencies of future specialists in higher educational institutions.

In the process of teaching the science of cotton processing technology and equipment, it is important to correctly choose the tools that ensure the development of professional competencies of future specialists in higher education institutions based on a modular approach, and to use them effectively in practice.

Development of a logical-structural module for the development of professional competences of future specialists in higher educational institutions based on a modular approach in the process of teaching the science of cotton processing technology and equipment, and improvement of the methodology for developing professional competencies of future specialists in higher educational institutions based on a modular approach is an important condition for increasing the effectiveness of education.

The scientific significance of the results of the research in the process of teaching the science of cotton processing technology and equipment in higher educational institutions is based on the stages of development of professional competences of future specialists (independent forecasting, independent planning, independent education) based on modular approaches to educational activities. is explained by the development of organizational mechanisms.

The practical importance of the research results is determined by the formation of a holistic vision in students about the technical qualification requirements, the principles of organizing education adapted to students of different levels in science programs, the principles of consistency, coherence, systematicity, creativity, and reflexivity.

The formation of economic thinking in the future specialists in primary processing of cotton, realizing the strategic direction of the economic development of our country, in order to have a real position on this path, to ensure a comfortable lifestyle in the social life of people. is manifested in having a strategic, clear competence approach.

The formation of technological thinking in the future experts on the initial processing of cotton is reflected in the consistent, organic, systematic and purposeful implementation of its activities.

The formation of spiritual thinking in the future specialists in the initial processing of cotton, while relying on our national values in the development of any techniques and technologies, for the development of our country, as well as living with a sense of respect for our history and confidence in our future. it is manifested in realizing that a person is a high value.

In order to solve socio-economic problems in various sectors of the national economy, to successfully implement current tasks, it is appropriate to pay attention to the formation of professional competence in modern education and higher education institutions[2].

Organization and development of the process of formation of professional competences of future experts in the primary processing of cotton in higher education institutions is considered as an urgent issue. After all, the main goal of higher education is to train mature personnel with high scientific and creative potential and high spirituality based on the requirements of the times. The difference between competence and knowledge is that it cannot be defined or evaluated without practical performance of the task. Skill is an important criterion of competence, which is manifested as a result of repeated application in various situations, including problem situations. Currently, the competence required of a professor-teacher of a higher educational institution can be divided into the following types (Table 1)[3]:

Table 1
Types of competence required from a professor-teacher

Nº	Types of competence
	Regular enrichment of knowledge by the professor-teacher
	Improving professional knowledge, skills and qualifications
	To be aware of current news
	Ability to effectively apply information communication to the educational process
	Having the skills and competence to use all types of information technology and teaching tools
	Conscious and independent activity (independent thinking, goal setting, ability to use educational literature and additional resources correctly)
	Being able to take responsibility for one's own actions
	To be able to think critically and positively solve problematic situations that arise during the course of the lesson
	Cooperation, mutual understanding, empathy
	Ability to establish pedagogical communication based on mutual respect and trust
	Having deep professional knowledge
	To acquire scientific and worldly knowledge

	Having professional culture
	Forming oneself as a spiritual person

We came to the conclusion that a professor-teacher can successfully organize the pedagogical process only when he feels that he has professional competence at the level of the position he holds. Such qualities as professional knowledge, honesty, truthfulness, inquisitiveness, tireless productive work, creativity and creativity elevate him. His knowledge, activity, hard work, humility, spirituality, culture, and enlightenment are respected by his students and future professionals.

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