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THE MAIN METHODOLOGIES THAT DEVELOP PROFESSIONAL COMPETENCE OF STUDENTS

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ABSTRACT

This article analyzes the main methodologies aimed at developing professional competence of students. Since the concept of professional competence plays an important role in the educational process, the article explores modern pedagogical approaches and methods. It is shown that through interactive methods, project-based teaching, problem education, and issue tasks, students can develop independent thinking skills, creativity, and teamwork skills. The article also discusses the mechanisms for assessing professional competence and their effects, as well as the problems that arise in the implementation of pedagogical strategies. Through the interaction teaching process, the possibilities of improving the practical skills of students and preparing them for real-life situations are highlighted. The results of this study are relevant not only for educators, but also for specialists of the educational system. The article aims to help teachers improve the quality of education through the use of innovative technique.
As a result, research on methodologies that promote student professional competence will serve to further improve the effectiveness of the future education system.

KEYWORDS: Competence, pedagogy, teaching methodology, professional training, critical thinking, further learning process, interactive teaching, experience-based learning, problem learning activities, collaborative teaching, innovative technologies, improving the quality of Education, analytical approach.

INTRODUCTION

Today, the development of society is largely determined by the quality of training of qualified specialists. In connection with the rapid development of new technologies, globalization, information technologies, the training of specialists with a wide range of skills and qualifications in accordance with the requirements of the modern market is of urgent importance. The main condition for achieving this goal in the educational system is the development of professional competence in students. Therefore, one of the priorities facing higher education institutions is the upbringing of individuals who not only have theoretical knowledge, but also have a thorough mastery of their specialty in practical terms. This is closely related to the modernization of pedagogical methods in the educational process, the application of interactive and innovative approaches, the strengthening of the integration of practice and science.

Published: April 30, 2025 | Pages: 229-233

Professional competence is the ability of an individual to consistently, creatively apply the necessary knowledge, skills and competencies within his specialty, to make the right decisions in problem situations, to think independently, as well as to deeply feel his moral and spiritual responsibility [1]. The development of professional competence in the educational process involves several aspects at the same time:

Knowledge(knowledge): the acquisition of fundamental theoretical knowledge by an individual. It covers not only professional disciplines, but also social, economic, legal and other knowledge within the relevant field.

Practical skill (skill): being able to apply the learned theoretical knowledge in practice, working with tools, finding the necessary solutions in problematic cases.

Skills based on personal qualities (personal qualities): initiative, creativity, collective cooperation, culture of treatment and a set of socio-spiritual values.

Professional competence components professional competence in higher education includes several components:

Professional-theoretical component: a person's thorough knowledge of basic concepts and laws in his field, understanding scientific-theoretical foundations. For example, it is very important for a student in the direction of pedagogy to know educational theories, Psychological Laws, methodological principles.

Professional-practical component: it is the skill of the student to successfully complete practical tasks, have a high level of performance in the work process, control the technological process, ensure the quality of service or products [2].

The socio-psychological component includes: working in a team, a culture of treatment and communication, managing a team or adapting to a team, as well as behavioral ethics.

Personal growth component: work on oneself, approach one's profession with responsibility and diligence, strive for social and spiritual perfection.

The relationship between professional competence and professional competence. Often, the concept of" professional competence "is used side by side with the term" professional competence". But "professional skill" is more characterized by the experience of an individual in a high level of professional activity, an unchanging and well-formed professional qualification [3]. Professional competence, on the other hand, reflects the step-by-step process of achieving this skill. In other words, professional competence is a set of skills and knowledge that is being formed, strengthened, and is considered the necessary foundation for the transition to the skill level.

The role of methods in the development of professional competence of students. The correct choice of teaching methods in the process of higher education plays an important role in the formation of professional competence of students. If the lesson focuses only on the form of a lecture or lecture, students may not develop enough practical skills to be content with the study of theoretical knowledge. Therefore, the importance of interactive and practical methods in modern education is increasing[4].

The need for a variety of methods. One should not be limited to one method or rely only on one approach. Students may need different learning methods. When someone performs well in the

Published: April 30, 2025 | Pages: 229-233

process of independent work, someone else develops faster through collective discussion or project work. Therefore, when choosing a method, the following are taken into account:
Direction of Education (Exact Sciences, Humanities, technical, medical or social fields).
Age feature of students, psychological and cognitive characteristics.
Material and technical base of the educational institution.
The degree of complexity and practical significance of the subject.
The main methodologies that develop professional competence. Below is a wide overview of the most widely used, effectively calculated methodologies in the development of professional competence of students.
Interactive methods
"Debate" (debate) and "brainstorming"(brainstorming
Attracting students through interactive methods, develops in them critical and independent thinking, creativity, interest and the ability to jointly solve the problem through joint discussions. In the process of discussion and debate, students become active subjects of the lesson, strengthening their knowledge and experience with practical examples. The" mental attack " method, on the other hand, serves to identify the maximum number of ideas and solutions in a short period of time. These methods are used in the development of professional competence:
Creative approach to the problem.
Group communication and cooperation.
Reasoning, evaluation and interpretation of thought.
Strengthens aspects such as decision-making Speed [5].
"Situational Education" (case-study). The Case-study methodology allows students to study, analyze and make decisions about a problematic situation that may arise in a real or so real reality. Students are in the process of analyzing such issues as "customer contact", "problem at the enterprise", "organizational conflict:
Application of theoretical knowledge to the practical environment.
Understanding the rules and norms of professional ethics.
Working in a team, studying the stages of controversy, analysis, problem solving. This methodology is widely used and has a very good effect, especially in areas such as economics, management, medicine, law, pedagogy.
"Role-playing". In this method, students play different roles in a given situation. In particular, they simulate various social or professional problems, replacing roles such as customer and executive, teacher and student, doctor and patient, leader and employee. "Role-playing games":
Develops personal observation, empathy, communication skills.
By imitating the environment in which various socio-psychological states occur, it prepares the student for real life.
Forms the professional competence of the student (in particular, professional ethics, behavior).
In Project (Project-based) education, students develop a project to solve a particular problem in a separate or collective way, plan it and try to achieve a practical result. In this process: independent research: students learn to conduct research, collect information, analyze. Practice

Published: April 30, 2025 | Pages: 229-233

orientation: the final product of the project must be one that can be applied in real life or in a virtual environment or that serves to solve the problem.

Self-assessment and reflection: at the end of the project, the student or group of students discusses what they have achieved, what mistakes they have made, what needs to be improved.

It has been observed that the introduction of this educational style will bring the effectiveness of the educational process to a high level, especially in such areas as technical direction, Architecture, Design, IT technologies, marketing, pedagogy.

Integration of professional competence and Project Education. In improving professional competence, Project Education provides the following opportunities:

The student directs his theoretical knowledge to a specific practical project.

The study of labor market requirements gains real experience by engaging with partner enterprises.

It develops multifunctional skills by participating in various stages (planning, execution, monitoring, outcome analysis) throughout the project [6].

Collaborative learning (). Collaborative education is a style in which students are divided into small groups, perform a certain task or project together, exchange ideas, cooperate, actively participate in the process of solving the problem. Through teamwork:

The skills of social communication and cooperation are strengthened.

Each student shows their strengths and learns from the team.

Skills for sharing responsibility, distributing tasks, re-evaluating the work performed develop.

The impact of collaborative education on professional competence. Using collaborative learning techniques, students gain socio-psychological competence. Aspects such as working in the collective, coordinating opinions, completing the results of the controversy form the foundation of the behavior necessary in future professional activities. This makes a significant contribution to improving student training, especially in areas where management, pedagogy, medicine, services and other “human factor” are important.

Digital technology and distance learning. In the modern educational process, the use of various online platforms and electronic resources is rapidly expanding. In this: e-lectories, Virtual laboratories, Massive Open Online Courses (MOOCs) provide students with additional independent study, ease of increasing professional competence. Test systems, webinars, video lectures – strengthen the skills of students to work independently, work on their own. Distance learning, on the other hand, reduces distance, time and resource constraints, making it possible for students to have different international experience [7].

Information technology in practical training. Enrichment of practical classes through virtual simulations, audio-visual materials, interactive programs will help to more quickly form the professional competence of students. For example, surgical simulator in medical direction, in engineering

Tools such as 3D modeling, virtual classroom management platforms can be used in pedagogy. These, along with strengthening theoretical skills, also provide a clear practical experience.

Independent education and reflex methodology. Independent education of students plays a huge role in the formation of professional competence. After all, strengthening theoretical knowledge,

Published: April 30, 2025 | Pages: 229-233

working with additional resources, conducting scientific research, carrying out practical projects – all this develops a sense of responsibility. Regular counseling, Courier (coordination) is necessary by the teacher. In the process of Independent Education: the student deeply understands the correctness, justification of the decisions he makes. Self-control, time management skills are strengthened. Skills for finding independent answers to problem questions, sorting data, analysis develop.

In conclusion, the development of professional competence of students is one of the priorities of modern higher education. In order to successfully organize this process, it is necessary to widely apply interactive, project, collaborative methods to the educational process, enrich with digital technologies, create a motivational environment and carry out constant monitoring. It is in this way that higher education institutions today will be able to prepare highly qualified and competitive personnel, worthy of the market economy and social requirements.

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