

**ISSUES OF DEVELOPMENT OF PROFESSIONAL COMPETENCES IN TEACHING
SPECIALIZED SUBJECTS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS**

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Abstract: *The article presents some problems in the teaching of specialized subjects in technical higher education institutions, ways to solve them, and recommendations for the development of students' professional skills.*

Key words: *professional compensation, technique, teaching methods, tools, types of compensation.*

Introduction: The introduction of didactic tools that allow the formation of professional competencies in future specialists through the phase model of teaching (perception of the content of the educational material; memorization; understanding of the content and its recovery; evaluation and recognition of the acquired knowledge) model, aimed at the formation of professional competencies in future engineers involvement in design-construction and technical-technological works, in which the development of abilities such as logical thinking, data comprehension, imagination, analysis, creativity, traditional and modern methods of education, innovative technologies, intensive methods, especially the current technical revolution (The In the conditions of the Fourth Industrial Revolution), subject preparation, visual modeling (Visual Simulation) is becoming a necessity. The new paradigms of higher education require not only a competent, adaptive approach to the formation of professional competences in future specialists, but also the improvement of methodological and methodical bases that allow to ensure the same process.

As a result of fundamental reforms in the system of higher education in our country, organizational and pedagogical conditions for training competent specialists, especially specialists in agriculture, transport, mechanical engineering, are being created based on state orders, and informational and methodical opportunities are being expanded. In the Strategy of Actions for the further development of the Republic of Uzbekistan, the priority task was defined as "further improvement of the continuing education system, increase of quality education services, and continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market." The logical continuation of this is the decree on the development strategy of the Republic of Uzbekistan for the period of 2022-2026 "Goal 30: to increase the income of peasants and farmers by at least 2 times through the intensive development of agriculture on a scientific basis, to bring the annual growth of agriculture to at least 5%. Goal 36: Development of a unified transport system, connecting all modes of transport, creating the possibility of reaching and returning to the destination based on daily transport between major cities. Goal 42: By 2026, complete revision and implementation of educational programs and textbooks based on advanced foreign experience. Special attention should be paid to the quality of the personnel being trained in higher education institutions in order to solve the tasks and ensure their implementation under the goals of "Goal 46: Bring the level of coverage with higher education to 50% and increase the quality of education".

Through this, our Republic defined the road map for the reform and further development of the education system. In the implementation of this task, it is urgent to further improve the current methodology of formation of professional competencies in future engineers, educational-methodical,

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didactic, technical-technological support based on modern approaches, as well as the development of mechanisms for the objective assessment of students' knowledge and skills, and the training system.

Literature analysis. R. Kh. Djuraev, U. I. Inoyatov, Z. K. Ismailova, N. A. Muslimov, Sh. E. Qurbanov, U. N. Nishonaliev, A. R. from the scientists of our republic on the problems of vocational education and career guidance development. Khodjabaev, Q. T. Olimov, Kh. F. Rashidov, D. D. Sharipova, J. A. Hamidov, D. O. Khimmataliev, M. B. Urazova, O. Kh. Turakulov and others conducted scientific research.

Scientists from foreign countries B. Blum, R. Boyasis, S. Brindt, T. Hoffmann, R. Quinn, G. Kulanthaivel, G. Lehmann, R. Marr, A. Maslow, H. Miyakawa, R. Mohan, Dj. Raven, S. Widdet, S. Holliford's studies have studied and analyzed the problems of developing professional competences, using modern teaching and pedagogical software tools.

Progressive methods and approaches can be used in the fields of agricultural education and training system, but they can achieve the expected effective results only if advanced technologies, innovative, intensive methods of vocational training are introduced based on an adaptive approach. Therefore, in order to improve the quality and efficiency of personnel training in any technical higher education institutions, it is necessary to conduct

consistent and systematic work on improving the content of professional training activities and increasing the level of training of the scientific potential of professors and teachers. The main demand in today's modern labor market is the increasing need of employers for mature personnel who can fully perform their professional duties. In accordance with the goals of modernization of higher education, it is necessary to take the quality of training of specialists to a new level, to create a mechanism for their comprehensive free and independent development. Such a mechanism can be achieved through the effective work of every professor, professional qualification and its development.

Today, the importance of modern tractors and agricultural machines, agricultural mechanization, and the transport sector is evident in the development of the republic's economy and society. Based on this, the state of professional training of mature personnel for this sector, its improvement and development prospects are being considered as a key issue of the education policy being carried out today. Introducing innovative methods of imparting professional knowledge to students in the field, in addition, today's bachelors of this field need to acquire non-standard thinking, professional skills, competence, qualities of creative thinking, communicative competence, and not only technological and technical, but also social-technical, scientific-professional. It is necessary to be able to apply a creative approach in the implementation of complex problems in the field along with methods of synthesis, comparison, and diagnosis based on interdisciplinary knowledge.

As a result of socio-economic changes in our republic and developed foreign countries, the essence and content of all types of education are changing based on new trends. Despite a number of positive changes achieved in the field of education, further improvement of the rate of development of its effectiveness and effective use of the created opportunities and conditions, delivery of future teachers who are competitive for educational institutions, especially new modern professional educational institutions, is the most important thing facing higher education institutions today. is one of the issues. Today, the most optimal way of further development of our national economy is the use of science. It is not for nothing that the leader of the state Sh. Mirziyoyev repeatedly emphasizes the idea that "salvation is in education".

Today, higher education is not only a source of knowledge, but also a school of inventions and creation of an innovative system of the state. Firstly, it needs to be able to train mature competitive

personnel who can implement the innovations it has created, and secondly, inventions and innovations.

In recent years, radical changes and deep reforms have been carried out in the higher education system. The state educational standards in the higher education system have been improved, on the basis of which model curricula are being improved directly on the basis of the demands and proposals of the production sectors, and in the formation of the knowledge, skills and qualifications of the trained personnel, attention is being paid to their development on the basis of the competences appropriate to the educational direction and specialty. Today, a specialist with a new level of mature intellectual competence is in demand. The need for today's personnel to become active creative-logical thinkers, inquisitive, independent assimilation of scientific information, creative thinkers and experts who can apply them in their professional activities is being shown.

The higher educational institutions of our country are facing reforms in the training of specialists based on the demands of the labor market. Currently, the main task of a higher education institution is to train competitive, competent teachers.

It is known that one of the main ways of training specialists who meet the requirements of the times in reforming, updating and improving higher education is an adaptive approach. It is necessary to develop the professional competences of technical students by using an adaptive approach. It is necessary to provide sufficient information about the types of competence and its place in education.

Education focused on the formation of competencies- is an opportunity for students to apply acquired knowledge, skills, and abilities in their personal, professional, and social activities. Education based on the competence approach forms in students independence, active citizenship, initiative, ability to use media resources and information and communication technologies wisely in their activities, conscious choice of profession, healthy competition and general cultural skills.

Mathematical literacy, awareness and use of science and technology news

- being able to make personal, family, professional and economic plans based on accurate calculations;
- accounting in personal, social and economic relations;
- being able to read and use various formulas, models, drawings, graphs and diagrams in daily activities;
- to be aware of and be able to use scientific and technical innovations that ease human labor, increase labor productivity and lead to favorable conditions.

Content and goal-oriented competence - embodying students' interests and worldviews, their ability to express their attitude to the events taking place in society in connection with the environment, and to make independent decisions. This competence determines the trajectory of achieving the goals set by the student and forms the mechanism of self-awareness in the educational process and other activities. The student's ability to find his place in society depends on this mechanism.

Educational competence is the student's ability to apply the knowledge- acquired during the educational process. The totality of knowledge in self-awareness, which includes the following elements. Including; logical, methodological, comparison, perception, application, self-assessment activities. In the framework of this competence, the student develops the ability to distinguish facts from the main ones and draw conclusions.

Informed competence is the ability to search for the necessary information from the Internet, mass media and other networks, to create a database, to independently collect, analyze, evaluate, process and transmit information, to select and use the main ones.

Communicative competence - students' ability to work creatively in groups and teams, to cooperate. The following principles have been established that more clearly and clearly define the goals of history education and evaluation criteria for the formation of students' knowledge, skills, skills and competence levels.

To know, to learn - to know the learned material, to be able to retell it.

Comprehension, perception - to keep the learned material in memory, to perceive its essence and demonstrate understanding, to be able to transfer from one period to another. Be able to make a critical assessment of this or that situation. Ability to participate in discussions. To be able to defend one's opinion and views based on the knowledge gained in science.

- Analysis (analysis) and synthesis, filtering
- Critical thinking and systematic thinking
- Evaluation and conclusion

To be able to apply - to be able to apply the learned general concept, terms, to problem situations, by example, and to be able to use them effectively; Ability to work in a team and demonstrate leadership skills; ability to accept different roles and responsibilities; able to work effectively with others.

Analysis and synthesis, filtering — collecting, organizing, analyzing the necessary information from various sources to solve a given problem; to be able to divide the entire studied material into small pieces, components, and to establish and analyze relationships between them; to be able to summarize the determined individual results, separate the main ones, draw a conclusion

Critical Thinking and Systematic Thinking — Uses careful reasoning to understand issues and make complex decisions; understanding the interrelationship between systems events and events, situations.

Evaluation and drawing conclusions — to be able to evaluate events and phenomena, to evaluate and compare the problematic situation based on certain internal or external criteria, to study the causes and consequences, to think critically based on the analysis of the results, to draw conclusions.

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