



Educational Competence in Training Future Engineers

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The development of modern society entering the informational environment of development requires consideration of the role and importance of information and informational processes, new technologies of information processing, telecommunications based on computer systems. At the same time, information technologies that surround all areas of production activity and a certain part of our life exist and are widely used.

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One of the tasks of the concept of continuous education is aimed at providing the education system with personnel. As mentioned above, the novelty of higher education institutions, their difference from previous professional and technical educational institutions is reflected in the new demands placed on pedagogical personnel. In this context, there is a need to develop specific software and methodical components of teacher training for vocational colleges. A systematic, comprehensive approach to the researched problem covers the tasks of identifying the requirements for specialists, new principles of their training, identifying meaningful, organizational and process components based on a personal and operational approach.

In the system of professional development in Japan and Uzbekistan, it is important to create electronic teaching-methodical complexes for teachers, to improve their competence, to develop pedagogical mechanisms for developing competence in the use of virtual educational technologies, to improve the organizational-functional model of creating electronic control programs of teaching, to develop technology for developing innovative potential for creating web quests. Earns.

N.V. Kuzmina singles out the following 5 elements of pedagogical competence: special and professional competence in the field of the teacher's subject; methodological competence; social psychological competence; differential-psychological competence; autopsychological competence.

In the explanatory dictionary of the Uzbek language, competence - (Latin Competere - to be capable, to be worthy) is defined as a person's awareness of a certain field, the level of knowledge of this field.

Competence does not mean the acquisition of specific knowledge and skills by the student, but the acquisition of integrative knowledge and practical actions in each independent direction.

According to Sh.S. Sharipov, competence is a person's level of knowledge, skills and experience, his socio-professional position and the fulfillment of tasks related to him, and the level of real compatibility. In addition to purely professional knowledge, skills and qualifications, competence



includes initiative, cooperation, ability to work in a group, communicative ability, realistic assessment, logical thinking, and ability to sort and use information.

Based on the definitions of the concept of competence, the essence of the competent approach to the training of future civil engineers can be interpreted as follows: Competent approach - teaching to effectively apply the main and additional professional functions provided for the professional activity of future engineers-builders, as well as various types of skills acquired in situations encountered in the personal, professional and social life of the learner, training to effectively use skills, realizing the learner's initiative and internal capabilities. is the process of creating conditions for release.

The essence of the concept of "competence" includes the following components: existing knowledge for effective activity, a set of practical skills, mastery of the algorithm for solving problems at various levels, creative approach and professional activity, availability of work experience, etc.

Currently, professional competence as a qualitative characteristic of a person includes the following: perfect knowledge of one's subject; formed scientific thinking; mastering teaching methods; to know the psychological characteristics of students and skillfully use them in their practical activities.

Professional competence - the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical use at a high level

Professional competence of the teacher. In Uzbekistan, the professional competence of the pedagogue and its specific aspects have been investigated, among which the research conducted by B. Nazarova is of particular importance. According to the researcher's opinion, the following structural foundations are formed on the basis of professional competence specific to a pedagogue.

The development of modern society entering the informational environment of development requires consideration of the role and importance of information and informational processes, new technologies of information processing, telecommunications based on computer systems. At the same time, information technologies that surround all areas of production activity and a certain part of our life exist and are widely used. The application of such technologies ensures the speed of information exchange and the reliability of its storage, allowing for its automatic processing, while significantly changing the way of thinking of a specialist and the nature of professional activity.

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