

Formation of Professional Competencies of Future Technicians-Mechanics in the Conditions of Educational Standarts Implementation

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ABSTRACT

A future specialist needs not only solid knowledge of the subjects studied, but also the ability to respond quickly to requests from a dynamically changing reality. The main task of didactics at present is not only to inform students of a certain amount of knowledge, but also to give them the willingness and ability to act independently in solving a problem, using the available amount of information and acquired knowledge, that is, to prepare not only qualified, but also competent specialist. The research article is about to add new conditions and rules to educational standards within formation of professional competencies in technic-mechanics.

KEYWORDS: *competence, technics, standarts, credit module system*

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INTRODUCTION

The serious changes that have taken place in our country in recent years have significantly transformed the objectives, content and functions of secondary vocational education, expanded its boundaries and, consequently, required a rethinking of values, technology of organization of a holistic pedagogical process in vocational colleges, including colleges of technical profile. In the conditions of modern society there does a demand for specialists of technics-mechanics on repair of auto transport, possess a high level of professional competence, professional and creative activity, ability to self-education, receptivity to innovations? Currently, the auto transport industry in the region is working in the field of passenger and freight transport with a high degree of efficiency, and therefore cars need maintenance and repair. The students of the vocational college carried out a study on the demand for graduates of the specialty "Maintenance and repair of auto transport" and found that the latter are in third place after teachers and doctors. Therefore, it is difficult to overestimate the importance that professional activity in the field of motor vehicle maintenance in our region acquires. The peculiarities of the work of a specialist in road transport maintenance are such that his or her professional competences are the factors determining the productivity of the interaction between a graduate and his or her employers even at the time of his or her second year of study and continue for two or three years before graduation,

having managed to show their success and the quality of their training in college.

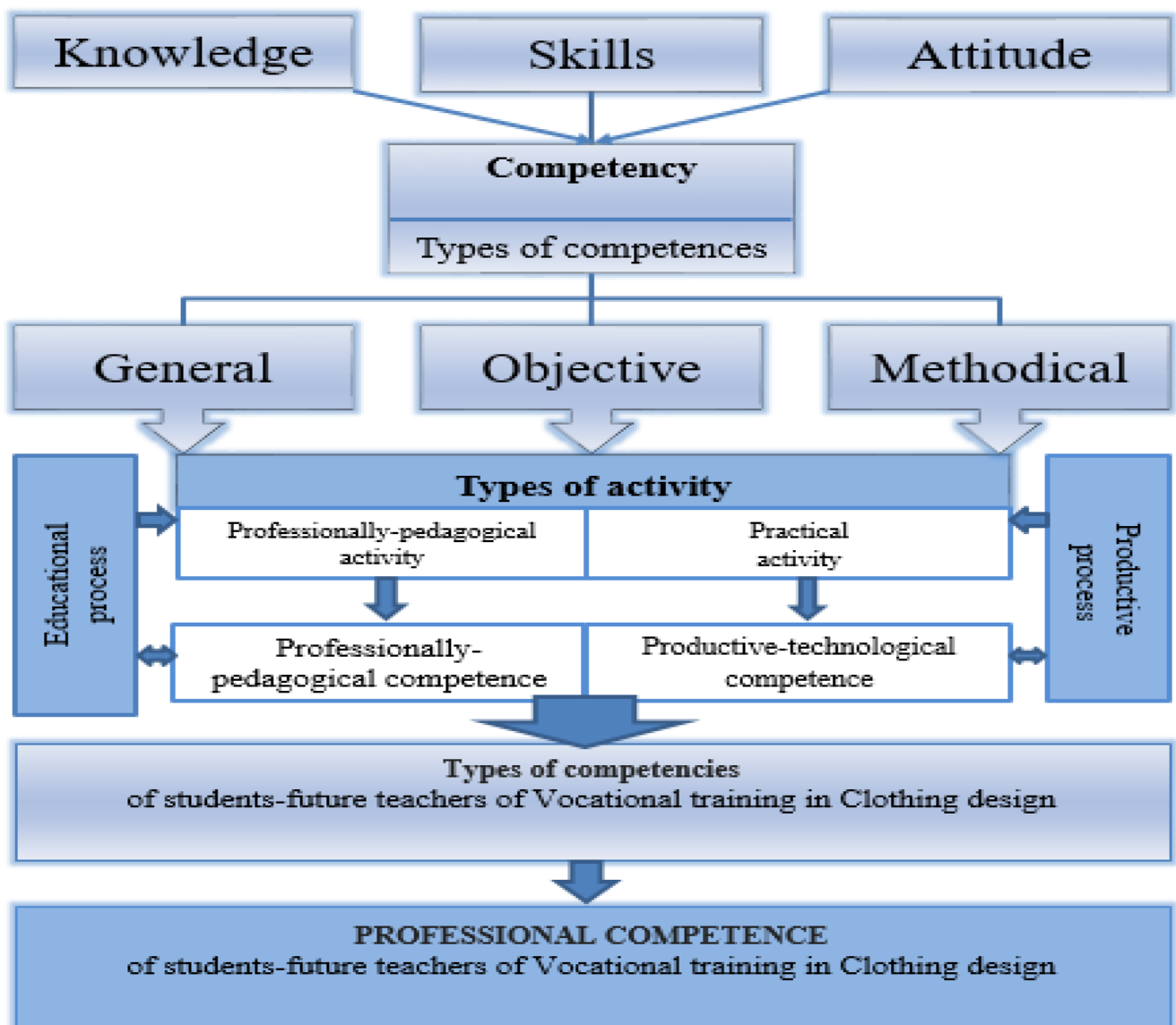
RESEARCH AND METHODOLOGY

Secondary vocational education specializes in the training of specialists at the functional (tactical) level, which implies the formation of certain professional competencies of students, and as a result, the establishment of requirements for their training in the educational program. In this regard, there is a need to develop professional competencies that meet the requirements of employers and are formed at all stages of obtaining a specialty with help of credit module system. Professional competence is the ability to act successfully on the basis of practical experience, skills and knowledge in solving tasks of a professional nature, to make effective decisions in carrying out professional activities. This competence may be based on the characteristics of actual and potential activities of the specialist. As a result, professional competence and professional activity are interrelated categories: professional competence is formed as a result of mastering specific forms (types) of professional activity and in its subject field, and the content of activity, in its turn, defines the structure and composition of competence as a set of professional competences. At the same time, competence is regarded as a certain sphere of application of knowledge, skills and qualities, which, as a

whole, help a specialist to act in different, including new for him, situations when performing a specific type of professional activity. The content of professional competences is formed under the influence of external and internal factors:

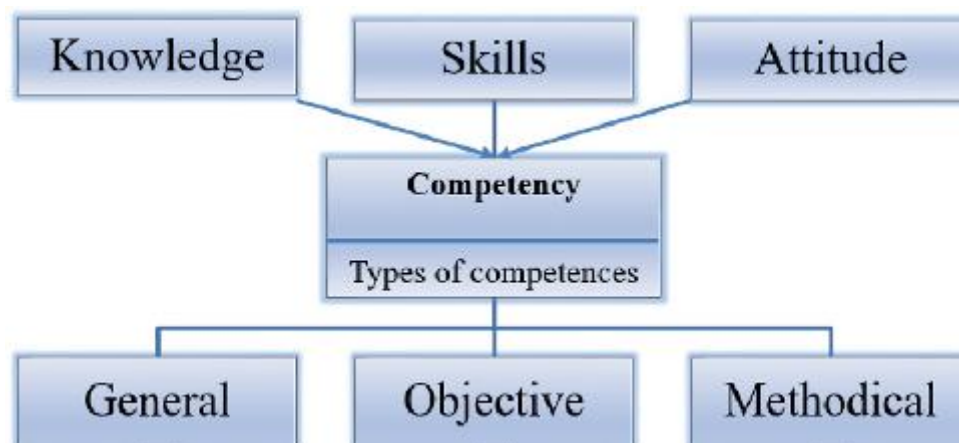
- social order of the territorial labour market;
- requirements of the state educational standard for the qualification of a specialist, the basis for which are the regulatory documents related to administrative regulation;
- requirements of employers for professional qualification in terms of the graduate's abilities;
- components of technology (technological, methodological, organizational);
- the activities of a teacher and a student.

The professional activity of a mechanic technician, like that of any specialist, is of an integrative nature, as it involves knowledge of various sciences and includes various types of professional activities. Therefore, considering the problem of improving the quality of professional training of students of FTM - future technicians-mechanics, it is important to identify the fundamental type of his professional activity, which determines the training of the student in general. Such types of activities are technical activities, which are understood as a type of professional activity of the technician-mechanic, associated with the solution of problems in the operation of automotive equipment. Therefore, one of the types of professional competence of mechanical technicians is technical competence, i.e. their readiness and ability to effectively solve problems in the operation of automotive equipment.



Picture-1. Formation of the professionally-pedagogical competence in preparation of future teachers(source: <https://www.semanticscholar.org/>)

Structurally, (Picture-1) technical competence is an integral unity of cognitive, operational and reflexive components. The structure of the first two components includes technical knowledge and skills in the operation of automotive equipment, defined by the state educational standard. The reflexive component regulates the process of mastering and carrying out technical activities by means of including reflexive mechanisms (self-evaluation, self-analysis, self-design, self-management, etc.). The essence of professional competence as a mechanic is that having in one way or another to all the general competencies provided by technician must have a high level of professional competence appropriate to the main types of professional activity, namely: organization and conduction of works on technical maintenance and repair of vehicles, technical control during storage, operation, maintenance and repair of motor vehicles; development of technological processes and etc.



Picture-2. Types of competences (source: www.semanthicscholar.org)

Picture -2 shows that each graduate and teacher need to pay attention to this skills. As the graduate of college is the expert of an average link, he should be able to organize activity of collective of executors (to plan and organize works on maintenance service and repair of motor transport, to supervise and estimate quality of work of executors of works, to organize safe conducting of works at maintenance service and repair of motor transport, its functions include possibility to perform works in one or several trades of workers. Professional skills and abilities are formed in the course of activity. In order to develop this or that skill, it is necessary to repeat actions, exercises and training many times. The essence of active methods aimed at the formation of skills and abilities is precisely to ensure that students perform such tasks in the process of which they would master the various ways of activity. The main role in the formation of professional competence of mechanical technician is played by such methods of training as imitation of professional activity in laboratory and practical classes, analysis of industrial situations, training on simulators. The use of these methods in the training process makes the training active, active, contextual (included in the professional activity). The essence of the method of analysis of production situations and tasks is that students are shown a certain production situation, which describes the conditions and actions of its participants. Students assess the correctness of the actions of its participants, give an analysis and conclude on what they have evaluated the actions of participants. In FTM institutions the analysis of industrial situations can be carried out at practical lessons, at lessons of fixing of educational material, at check of knowledge and skills, as one of kinds of practical works at a training session, as extracurricular lessons, in the course of training practice at the solution of complex industrial problems. Typical production tasks are created on the basis of analysis of professional functions of specialists. Thus, for example, for a mechanical engineer such typical tasks are the development of technical maps of maintenance and repair of a car, a course project for the design of a section of the ATP or a maintenance station, and so on. These typical tasks should correspond to situational training and production tasks. Imitation of production activities of future mechanical technicians is carried out at laboratory and practical classes, which can be conducted both at the production base of the college, and at enterprises of social partners.

CONCLUSION

In the course of laboratory work, students reflect on, consolidate and expand their existing knowledge and learn

to apply it, which is essential for acquiring professional competence. The method of organizing and conducting classes at secondary vocational education institutions is sufficiently developed and effective. However, in the conditions of changing requirements for training and professional competences of specialists, it is necessary to take into account changes in production, technology and technology. Training in a vocational education institution in a specialty that is now in great demand on the labor market implies a high level of responsibility for both the student receiving a profession and the teacher training the future professional, both should constantly improve their competencies and work ahead of time to introduce everything new in production and pedagogy.

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