

THE PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING STUDENTS' PROFESSIONAL COMPETENCE THROUGH AN INDIVIDUAL APPROACH

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Abstract

This article analyzes the pedagogical and psychological characteristics of developing students' professional competence based on an individual approach. It highlights methodological strategies aimed at fostering a learner-centered approach in training future specialists, enhancing cognitive and creative potential, and strengthening motivation and reflection. The paper also explores effective ways to develop professional competence using modern educational technologies, digital tools, and psychological-pedagogical factors. Competencies formed through the integration of social aspirations, professional inclinations, and values are examined. The article offers recommendations for identifying the key factors of professional preparation and applying them in pedagogical practice.

Keywords: Individual approach, professional competence, learner-centered education, creative potential, pedagogical technologies, reflection, motivation, cognitive approach, psychological factors, practical activity.

Introduction

TALABALARNI INDIVIDUAL YONDASHUV ASOSIDA KASBIY KOMPETENTLIGINI RIVOJLANTIRISH JARAYONINING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya:

Mazkur maqolada talabalarning kasbiy kompetentligini individual yondashuv asosida shakllantirish jarayonining pedagogik-psixologik xususiyatlari tahlil

qilinadi. Bo'lajak mutaxassislarni tayyorlashda shaxsga yo'naltirilgan yondashuv, kognitiv va ijodiy salohiyatni rivojlantirish, motivatsiya va refleksiyaning kuchaytirishga oid metodik yondashuvlar bayon etiladi. Shuningdek, zamonaviy ta'lim texnologiyalari, raqamli vositalar va psixologik-pedagogik omillar asosida kasbiy kompetentlikni samarali shakllantirish yo'llari yoritilgan. Ijtimoiy intilishlar, kasbiy mayllar va qadriyatlar uyg'unligi asosida shakllanuvchi kompetensiyalar tahlil etilgan. Maqola kasbiy tayyorgarlikning asosiy omillarini aniqlash va ularni pedagogik amaliyotga tadbiiq etish bo'yicha tavsiyalar beradi.

Kalit so'zlar: individual yondashuv, kasbiy kompetentlik, shaxsga yo'naltirilgan ta'lim, ijodiy salohiyat, pedagogik texnologiyalar, refleksiya, motivatsiya, kognitiv yondashuv, psixologik omillar, amaliy faoliyat.

In the system of higher education, the process of training future teachers requires a deep understanding of pedagogical and psychological conditions, as well as coherence between the content and methods of education. This process must be organized based on interdisciplinary integration, the principle of consistency, and a learner-centered approach. Future vocational education teachers are directed toward the development of professional competence by studying humanities, socio-economic, natural, mathematical, general professional, and specialized subjects in a coherent and interconnected manner.

An individual approach refers to adapting the educational process to the unique characteristics, needs, interests, and professional aspirations of each student. Through this approach, students are guided toward independent thinking, critical analysis, and the realization of their professional potential. The core components of an individual approach include personal characteristics (psychological profile), professional needs, and learning abilities.

Professional competence is a complex quality formed as a result of integrating theoretical knowledge, practical skills, readiness for professional activity, creative thinking, and personal motivation. It consists of knowledge, activity-based, and personal components. In preparing students professionally, it is essential to develop individual learning plans, solve creative problems, apply pedagogical technologies, enhance motivation, and foster reflective abilities.

Research indicates that developing students' professional competence requires attention to their cognitive potential. Through cognitive processes such as attention, perception, memory, thinking, comparison, generalization, and analysis, students engage in deeper learning activities. Moreover, their reasoning skills such as questioning, hypothesizing, arguing, and drawing conclusions are further developed.

In fostering creative competence, students must be trained to think independently, use non-traditional approaches, conduct critical analysis, and make innovative decisions. This process is effectively carried out using digital technologies, virtual laboratories, and case-study methods. In addition, psychological training sessions aimed at reducing stress, enhancing motivation, and developing self-awareness and self-assessment skills are integral parts of the individual approach.

The development of professional competence in this study relies on the ideas of scholars such as E. G'oziyev, R. Safarova, A. Tereshenko, A.N. Leontyev, S.L. Rubinstein, I.M. Yakovleva, and C.R. Rogers. According to their research, this process involves not only the assimilation of knowledge but also a strong connection with the learner's internal needs, social values, and professional aspirations.

The concept of professional competence is widely used in modern pedagogy and interpreted differently by various scholars. In general terms, professional competence is the integration of knowledge, skills, personal qualities, and social experience of a specialist, indicating their readiness for professional activity. Its main components include theoretical knowledge, practical skills, communication abilities, innovative thinking, problem-solving capacity, personal responsibility, and self-development abilities.

Active educational methods, constructivist, integrative, and person-oriented approaches play an important role in preparing students for professional competence. In particular, the development of creative abilities based on an individual approach is one of the relevant directions of modern education.

An individual approach means an individual approach to each student in the pedagogical process, taking into account his interests, capabilities, pace of knowledge, and internal motivation. The educational process organized on the basis of such an approach forms the student's unique thinking, independent decision-making, critical and creative thinking skills.

The development of creative abilities is carried out primarily through a pedagogical environment that encourages creativity, motivation, free thinking, creating opportunities for expressing one's own opinion, and methods aimed at creatively completing tasks. Determining individual educational directions based on the personal needs and interests of students and applying appropriate strategies serves to effectively develop creative abilities.

From a pedagogical and psychological point of view, the development of students' creative abilities based on an individual approach is a complex and multifaceted process. This process serves not only to form knowledge and skills, but also to realize the inner potential of the individual. The main factors ensuring the effectiveness of this process are:

1. Cognitive factors: serve to form the ability to think, imagine, analyze, generalize, put forward ideas and find innovative solutions to problems.
2. Emotional factors: through interest, aesthetic need, passion and emotional sensitivity, the student's tendency to creative actions increases.
3. Social factors: through skills such as working in a group, exchanging ideas, and social activity, students expand the scope of creative thinking.
4. Volitional factors: form determination, endurance, the desire to strive for the goal, learn from failures and work on themselves.
5. Activity-based factors: the student's active participation in practical exercises, participation in projects and role-playing games realizes creative potential in real situations.

The issue of developing students' professional competence is considered an urgent socio-pedagogical problem in today's education system. This process plays an important role in a person's self-awareness, understanding the purpose and essence of professional activity, and determining his place in society.

According to A.V. Suvorov, qualitative changes in the personality are associated with his worldview, level of self-awareness and perception of his place in material existence. The development of a student's professional competence is a development based on his moral and creative activity.

Psychologists and pedagogical scientists - G.A. Sukerman, A.A. Makarenko, E. G'oziev, Z. Nishonova - associate the development of professional competence with the conscious formation of the student's activity, internal motivation, independent thinking and innovative decision-making.

According to the model of the hierarchy of needs of A. Maslow, a person can manifest himself only after his basic needs are satisfied. At this stage, the student is able to reveal and develop his professional potential.

According to the principle of the unity of consciousness and activity, the student's competence is enriched through his activity. In this process, the student's competencies based on culture, science and social values are formed.

According to the author's conclusion, an individual approach to the development of students' professional competence is one of the fundamental directions of modern education. This approach stimulates creative thinking, strengthens professional training and serves personal development. As a result, competitive, enterprising, socially responsible specialists are formed. Also, motivational, intellectual, volitional, emotional, practical-subject and self-management factors are of particular importance in the development of professional competence. The main goal of education is the formation of a student as a creative and enterprising person who understands his "I", can fully demonstrate his capabilities, is ready for professional activity. In conclusion, the development of professional competence based on an individual approach is an integral part of the modern educational process, which is formed through subject-subject relations between the teacher and the student. This approach serves as an important tool for improving the quality of the educational process and ensuring the personal and professional development of the student.

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