

## DEVELOPING TECHNOLOGICAL COMPETENCE OF STUDENTS IN RUSSIAN LANGUAGE CLASSES

BOZOROVA HULKAR ODINAKULOVNA  
Teacher, Termez Branch of Tashkent State Pedagogical  
University Named After Nizami .

### ABSTRACT

At the same time, the methods of forming the technological competence of future teachers are described. The key indicators of technology are standardization, unification of production processes and their implementation under certain conditions.

It should be noted, technological ideas in didactics and pedagogy cannot be called a new concept. Technology in the pedagogical process is a set of psychological methods, pedagogical methods, didactic conditions and other indicators aimed at meeting the needs of the country in the field of higher professional education and the needs of the society.

**KEY WORDS:** didactic conditions, skills, pedagogical methods, psychological methods, competence.

### INTRODUCTION

As we consider the formation of technological competence of future professional education teachers, we must first focus on the essence of the terms 'technological' and 'competence'. Since the concept of technology comes from the word technology, but nowadays there is no single definition in education, the following definitions are often used:

- Technology (Greek techno-skill + logos- learning) skill-a set of knowledge, including production tools and methods to change the quality of the processed object,
- In the pedagogical dictionary-reference is a set of methods used in technology, in any field, culture or in any business,
- Technology-oriented system for obtaining products with definite qualitative parameters, which results in predetermined results using algorithms, methods and tools proposed by science.

The analysis of the pedagogical and psychological literature shows that the concepts of competence and professionalism are combined through the concepts of technological skills and competence.

### MAIN PART

At the same time, the concepts of "competence", "jurisdiction" and base competence are widely used in the discussion of educational issues of a new quality due to the change of competency-focused approach to education. There is active discussion among educators about a deep understanding of what competence and jurisdiction is, and which of them is important, and a number of work is being done to formulate and evaluate these concepts and to clarify the above concepts. For this reason, these concepts today have different definitions and interpretations.

The concept of "competence" and "jurisdiction" has been widely used in the fields of management theory and occupational psychology, labor organization, and professional activity since its inception. Under such approaches, the traditional and commonly used meanings of the above terms are formed. It should be noted that the words "competence" and "jurisdiction" are not synonyms. The word "competence" (in Latin, compete- "meet together, meet the requirements, match") has two meanings:

- Something that someone has learned so well,
- The rights and powers of somebody.

Competence means having competence in both ways. According to the literature, "competence" has been developed and widely used by the science of the theory of labor organization and management. According to the dictionary, competence means having a thorough knowledge of the work, the essence of the work, the ways and means to achieve the goals, and the appropriate skills and abilities. Competence comes from a competence-based approach to education as a factor that characterizes an expert's ability to carry out effective professional activity. In modern management models, there are three levels of competence:

- Integrative competence - the ability to integrate and complement each other's skills in the context of rapid change in life events;

- Socio-psychological competence - to have deep knowledge and skills in understanding human qualities, motivating their activities, having high communicative culture and empathy;

- Management competencies in decision-making activities, data collection methods, work with people, etc.

The new concept of social-education gave impetus to the further development of the concept and accelerated its development.

The first aspect of the development of technological competence is related to the expansion of the range of competitors' organizers and it is one of the most important for professional subjects. The second aspect of the development of competence is related to a competency approach to learning from the early stages of education and a deep understanding of the importance and necessity of its implementation.

In our national pedagogy, the concept of competence has been used as an educational category since the second half of the 1970s. At the same time, the level of professional competence determines a certain level of professional knowledge, skills and certain personal qualities that are required in the traditional narrow range of activities.

Many teachers and psychologists have addressed the problem of education-oriented competence. In their work, a number of aspects of a competence-based approach to education have been explored and identified. The main part of scientific and pedagogical researches in the field of competence-oriented professional education is focused on the problems of training and continuous development of pedagogical staff.

Psychological-pedagogical analysis of research on this issue shows that no single approach to the concept of pedagogical essence of the concept of "competence" and "jurisdiction" has been developed so far. Pedagogical scholars have identified and developed the competences and components of the competence needed to cover this phenomenon in a broader context.

Specifically, S. Shishov introduced the following definition of competence in pedagogy:

- General skills based on the acquired knowledge, experience and values based on learning,

- The ability to link the existing knowledge to the existing problems by providing links between existing knowledge and the current situation.

According to D. Dolgovoy and P. V. Simonov and others, competence is the ability to act on the basis of the acquired knowledge. In contrast to the knowledge, skills, and abilities that come from working with reference samples, competence allows independent functioning on the basis of universal knowledge. The existence of knowledge and skills in the form of competence-social practices is manifested when socio-cultural and community-based demands are put on the outcomes of educational work.

Consequently, competence can be viewed as the result of an action and ability, willingness or ability. In other words, competence can be considered as a category that is reflected in the professional, social or other activities of a subject, which are intended to solve a particular problem. Generally, competence can be defined as the degree of competence formation of some skills.

A. M. Novikov considers competence as a professional concept, and noted that at the moment in assessing the business qualities of people, the concept of "professionalism" is used instead of the concept of "professionalism." In his view, the first concept concerns technological training. The second is an individual's ability to work independently, to be creative in any business, to constantly update his or her knowledge, to be broad-minded, to have discussions, to be able to reason on economically feasible systems, to work in a team and to communicate with colleagues.

These concepts are components of the "qualification base" and a professional nature. He noted that the competence of modern specialists can also be assessed through his knowledge of outsider, information and communication technologies, environmental and economic knowledge, and marketing in his or her field.

A. K. Markova believes that everyone's competence is her professionalism below the level, he says, "A person may achieve professionalism in his or her field of activity, but may not be competent in dealing with all professional problems."

I. V. According to Grishina, "competence" is part of "professionalism" and can also be described as a category of opportunities.

Certain objective conditions are required to reach the potential competence of an individual as an effective professional. That is, the appropriate motivation, the will of the person and the actualization of the acquired

knowledge. The use of the notion of “competence” in the definition of “professionalism” and “superiority” as a person has the potential to bring the notion of “professional competence” to science.

Analysis of the sources shows that it can be used in two main directions. Professional competence in narrow thinking is a set of indicators that a person needs to fulfill his or her job skills.

From this perspective, professional competence is able to analyze labor and technological processes, technical tasks and documentation, to carry out workflow errors, to meet technological requirements, to gain additional skills, to have a high culture of workflow, to timely eliminate errors in technological processes. It requires professional competence based on the professional qualities of the person, which is composed of such elements.

In broad terms, professional competence as a synonym for the word “competence” depends on the professional activities of the individual, thus encompassing all aspects of the professional competence are necessary for effective functioning of the person. This reflects the fact that professional competence is a multi-component product with a number of constituents.

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