



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(6): 23-26
www.allresearchjournal.com
Received: 08-02-2020
Accepted: 10-03-2020

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The necessity of the development of economical competency in students

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Abstract

Annotation: The article discusses the problems and difficulties of the formation of special professional competencies in the study of economic disciplines. Teaching economics in higher education using a competency-based approach paves the way to increase of interest in studying the world economy and will have a positive effect on improving the quality of knowledge among students. Economic competencies are determined by a set of theoretical knowledge and practical skills necessary for integration into the economic system. Economic competencies are knowledge-based and provide practical entry into skills. They determine the possibilities for the student to realize in the future both in the professional sphere and in private life. The purpose of vocational education is to prepare a qualified specialist of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous growth, social and professional mobility. It was substantiated that the main result of the educational institution should not be a system of knowledge, skills, but the ability of a person to act in a specific situation in the course of life.

Keywords: professional competencies, professional training, human resources, professional competencies of managers.

Introduction

The current state of the economy of Uzbekistan, the strategy of economic and social development, its diversification, the processes of globalization and regionalization set the task of further updating higher professional education, require constant adjustment of the content and technology of training. It is it that ensures the preparation of young people for life and is associated with their future success in life, the success of the country, the success of the whole society. Ultimately, the formation of a competitive graduate, a high-level specialist will ensure the country's competitiveness.

High-quality education is the correspondence of professional competencies of personnel to the needs of the professional and social sphere, the labor market, and the needs of all aspects of society. In the current conditions of the development of socio-economic relations, an extremely important task is brought to the forefront - to provide high-quality training for a university graduate, the most important characteristics of which are professional flexibility and mobility, i.e. the ability, if necessary, to quickly learn new knowledges and types of professional activity. Mandatory elements of their qualifications are positive general education, high-quality professional training and a high level of general and professional culture, the ability to quickly master new knowledge and advanced technologies. Thus, the content of qualifications is fundamentally changing: the objective side is strengthening, associated with a dynamic change in the requirements for a modern graduate, the role of personal and socio-psychological factors in the specialist's desire to master advanced technologies is growing. Therefore, the requirements for a specialist can be satisfied only by constantly improving the qualifications of employees, based on high-quality basic professional education.

Main part

Over the past decades, we have all witnessed the obsolescence of information faster than the completion of the university study cycle. In this regard, the traditional approach of transferring the necessary knowledge from the teacher to the student seems ineffective.

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The labor market does not require knowledge itself, but the ability of a specialist on the basis of knowledge, skills and abilities to perform certain, sometimes unforeseen functional duties and operations. In psychological and pedagogical science, a wide variety of approaches to the organization of the learning process is distinguished, which allows you to comprehensively consider the phenomenon under study. Given the structural features of competence: “*Knowledge and understanding (theoretical knowledge), knowledge of how to act (practical application of knowledge), knowledge of how to live (values, positions)*” [5, 17].

If we consider the education of a person in the context of his socialization, the meaning of his education is to master a cultural tradition as a system of previously developed means (competencies) that allows him to interact with the outside world and develop his abilities. In other words, a person learns to realize himself as “I” and to be successful in society [4, 18].

The education of university graduates who have objective views on various aspects of life in Uzbekistan, who are able to apply knowledge, skills, abilities in rapidly changing economic conditions, make competent and effective decisions is the task of higher education for the future. This task is feasible within the framework of the transition of higher education to a competency-based approach to education. For higher education in the new economic conditions, it's important not the amount of acquired knowledge or the algorithms for their reproduction according to the model, although this remains in the new education system, but the key competencies, a creative approach to solving educational and life problems, the ability to independently acquire knowledge and apply it in non-standard situations close to future professional activities.

A competency-based approach will allow students to form universal and professional competencies.

Universal competencies associated with the professional activities of graduates:

- competence in the field of the native language;
- competence in the field of foreign languages;
- mathematical and fundamental, natural science and technical competencies;
- computer competency;
- educational competence;
- interpersonal competence, intercultural and social competencies, civic competence;
- business competence;
- cultural competence.

Universal competencies are formed by every university teacher. Professional competencies in each subject should be clearly identified, and the teacher needs to impose the content of the subject on the formation of core competencies. So, professional competence in the first approximation is understood as the ability of a specialist to use scientific and practical knowledge in the field of professional activity, having a wide general and special erudition, constantly improving his scientific and professional training, demonstrating the ability to independently set and solve new professional problems, to show a high degree professional adaptation. Thus, since the beginning of the new century, the process of formation of professional competence of a teacher has been considered in the context of improving both the quality of education in

general and the quality of professional and pedagogical education in particular [6, 7].

Professional competence is a fairly broad area, it includes the following competencies

- special - knowledge, skills that ensure the independent implementation of professional actions and further professional development;
- autocompetence - possession of skills to control the volitional and emotional spheres, technologies for overcoming professional destruction, a high level of reflection and self-assessment;
- speaking and writing skills;
- organizational skills;
- search and reconstructive - is connected with the ability to conduct search activities, process the information found, put forward hypotheses, model (reconstruct) processes and events, make decisions in various conditions.

Professional competence, both general and special, is ensured in many respects by the development of professionally important qualities, such as: memory, logical and creative critical thinking, reflection, organization, composure, perseverance, accuracy and punctuality, emotional stability, tolerance, observation, curiosity, attention, determination, contact.

The main characteristics of a specialist with professional competence are

- owning a fairly high level of professional activity in a certain field;
- ability to design your professional development;
- ability to communicate professionally;
- ability to bear professional responsibility for the results of their work [3, 181].

Innovative educators successfully use the listed types of educational activities, but with the introduction of a competency-based approach, the learning process in this vein will be carried out by all educators. This will make it possible to train specialists with knowledge, skills and abilities, able to adapt them to new conditions, be responsible for the future of the country and do everything so that Uzbekistan takes its rightful place in the world, and people really improve their economic and spiritual well-being.

Since, for example, the study of any discipline begins with input control, so the formation of professional competence should begin with the diagnosis and analysis of existing knowledge, skills, as well as the needs and capabilities of students. Often students' failure to master competencies (academic failure) lies in low educational motivation, caused, inter alia, by the lack of a stable desire to acquire a particular profession.

S.S. Savelyeva notes that the competency-based approach should be recognized as the most appropriate for the modern understanding of the quality of education in a high-tech society, requiring high professionalism from employees, and continuous improvement of their professional level [6, 15].

Consequently, the effectiveness of the formation of professional competencies is determined by the system of personal motives of students. The substantive and practical stages are aimed at the formation of a system of knowledge, skills, practical actions within the framework of a specific professional competence in a particular discipline in the

context of intersubject continuity. So, in work programs, teachers rely on existing knowledge and skills, formed at the stage of general education of the applicant, or on other disciplines, indicate the relationship of individual topics and formed competencies with other disciplines.

The competency-based approach in education also suggests that it is important for economic disciplines to formulate the following competencies

- ability to find and evaluate new market opportunities and formulate a business idea;
- ability to find and evaluate new market opportunities and formulate a business idea;
- ability to develop business plans;
- ability to assess the impact of the macroeconomic environment;
- evaluate investment projects;
- ability to analyze market and specific risks;
- the ability to apply qualitative and quantitative methods of analysis in making managerial decisions and build economic, financial and organizational-managerial models;
- the presence of ideas about the economic way of thinking.

The topics of the design tasks proposed in the course of work took into account the individual characteristics of the cognitive activity of students, the characteristics of the qualification characteristics of the future specialist, which underlie professional training, and the thoroughness of the teacher preparing the source material for creative projects. The correct choice of the topic, taking into account the above requirements, as well as the personal interests of students provides positive motivation and differentiation in training, activates independent creative activity during the project and more clearly focuses on the developed competency.

Forms of implementing the inclusion of students in the process of creative assimilation of the necessary knowledge and skills are creative projects, as well as modeling of professional activity in the form of games. This is due to the fact that students who, through participation in creative projects form an active, interested attitude towards future professional activities, should receive further logical continuation in the formation of experience in applying the generated knowledge. After all, the ability to transfer knowledge and skills to new areas of professional activity is the basis of a specialist's competence. The need to integrate theoretical and practical lessons into the educational process of training specialists in economics on the basis of the formed competencies is based on a common goal, content and teaching methods, which confirms the relevance of introducing methods of creative projects, modeling professional activities aimed at mastering professional knowledge, skills. In the process of research, the basic pedagogical conditions that determine the professional development of a future specialist in the field of economics, based on the consistent development of student activity, from activating students in lecture classes to participating in creative projects and modeling professional activities, were identified.

A modern leader-innovator cannot be formed by itself as a natural talent or as a result of any one "major action". The current practice, or rather the lack of an integrated system of formation and development of managers does not provide a

solution to this problem for specific sectors of the economy. Systematic efforts are needed to organize the training of managerial personnel in universities, taking into account the requirements today for the professional and personal qualities of managers in relation to the real sector of the economy.

Conclusion.

An analysis of the current approach of using game-based technologies when applying the competency-based approach in vocational education made it possible to draw some conclusions

- Game technologies provide an opportunity to increase students' interest in training sessions, they can learn more information based on examples of specific activities modeled in the game.
- During the game, students learn to make responsible decisions in difficult situations, which will help them better navigate their professional activities.
- In the process of teaching, the opportunity was revealed to use business games both after acquainting students with theoretical material, and before holding the corresponding lecture, as well as in generalizing classes.
- During the business game, students can play both an active role (the head of the department, director of the company, specialist consultant, employee of the department, etc.), and passive. In this case, the student acts as an observer, performing control and accounting functions and thereby setting the information base for subsequent analysis in summarizing the game.
- Games can be applied on disciplines of any cycle. The professional competencies of students-economists can also be formed through business games when studying non-economic disciplines (for example, a foreign language).
- When games are held systematically and in various disciplines, you can offer students (after explaining the technology for building games) to independently model the game situation on a difficult topic, formulate a goal, tasks, and game rules. Practice has shown that after such work the proportion of students who have mastered the topic is significantly increasing.

Thus, properly selected business games are an effective and indispensable tool for the formation and development of professional competencies in the process of training students of economic specialties, because contribute to a better and deeper assimilation of information, forms a steady interest in the economic sphere of public life and the chosen specialty.

The formation of professional competence of future economists is a process aimed at enhanced collaboration between the teacher and students in the process of professional study, the use of advanced content, methods, means and forms of study aimed at forming a set of key competencies for this type of activity and professional competence.

In an innovative economy, investing in people represents only possible benefits in the future, therefore, the formation of a manager's potential and the development of his professional competencies should be carried out continuously and implemented through real mechanisms of effective use both in educational institutions and directly at enterprises.

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