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Formation of Professional Competence on the Basis of Pedagogical Design of the Model of a Future Specialist

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Abstract: Formation of professional skills on the basis of a competent approach in students of agricultural colleges is an important pedagogical task. The article is devoted to the consideration of topical issues of pedagogical design of the process of formation of professional skills of the future mechanical engineering.

Keywords: professional skills, competent approach, pedagogical process, pedagogical design, mechanic technician.

Decree of the President of the Republic of Uzbekistan Sh.Mirziyoev dated October 8, 2019 PF-5847 on approval of the CONCEPT of development of the higher education system until 2030. [1] and the Decree of the President of the Republic of Uzbekistan dated May 24, 2017 "On measures to further develop the training of technical and mechanical personnel for agriculture and water management." Resolution No. 3003 provides for a number of measures to strengthen the integration of science, education and industry, to improve the skills of specialists in agricultural production and to improve the system of their retraining [2].

Today, based on the above tasks, one of the urgent pedagogical tasks is to improve the methodology, its methods and forms, didactic basis for the formation of professional competence of future professionals in the field of mechanical engineering 5320300 - "Technological machines and equipment".

The introduction of innovation in the pedagogical process requires innovation in the purpose, content, methods and forms of education, the organization of joint activities of teachers and students. Over the next decade, the design of pedagogical technology and pedagogical innovations is gradually becoming the norm [3]. The problem of teacher design activities has been studied in detail by scientists from our country and abroad, and their results have been reflected in many articles and research papers [3,4]. Uzbek scientists R. H. Juraev [3], J. A. Hamidov [4], L. According to Golish [5], the purpose of design activities is to train and nurture not only a person who can describe the environment so well, but also a specialist who actively participates in it, has experience in solving various social and industrial problems in the educational process.

The method of pedagogical design is an important component in the field of engineering and is a non-standard, non-traditional way of organizing the educational process through active methods (design, forecasting, analysis, synthesis) aimed at achieving the planned result. In our view, the pedagogical potential of design activities is very wide, which has a significant impact on the formation of epistemological, practical and axiological components of professional competence of future professionals on the basis of a competency approach [4]..

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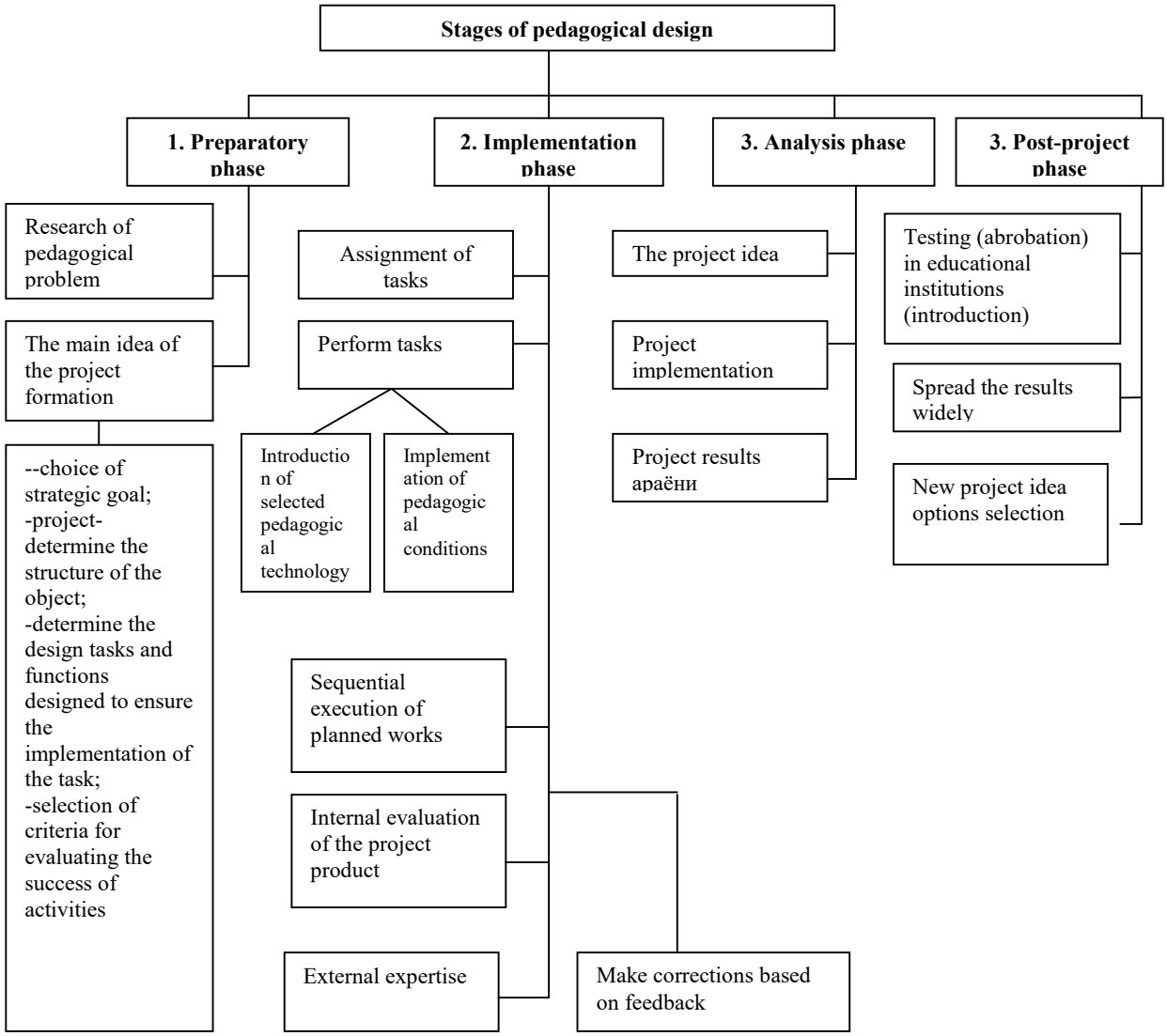

Figure 1. The structure of the main stages of pedagogical design

Many authors and researchers who have studied design problems point out that the developmental functions of design activities are based on the ability to expand the imagination of future professionals, provide creative opportunities and freedom, rely on logic and consistency in the learning process, develop social activism, change existing educational conditions..

Theoretical and practical study of the possibilities of pedagogical design allowed to clarify the epistemological, practical and axiological components of the professional competence of future professionals. Pedagogical design contributes to the formation of socio-value motives (professional, cognitive and personal motives) of educational activity, students' understanding of the need and importance of the desired profession, the formation of social, professional experience in students, the development of social, professional problem-solving skills to develop the skills required for the activity, to analyze the problems of professional activity, to find ways to solve them creatively at all stages of education, including the design of course and graduate work [6,7].

We have developed a structure of the main stages of work on pedagogical design in the vocational education system (see Figure 1).

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Each stage of pedagogical design work requires detailed development and sound defenses. In pedagogical relationships, all stages are equally important. Each of them serves to develop the values of future professionals, skills to follow the norms, professional orientation, communicative and creative abilities. The end result of the pedagogical project can be considered as an integral part of the educational process aimed at professional training of qualified specialists. The success of pedagogical design activity depends on the complex provision of each stage of design with its own methods and techniques.

In the process of conceptualization (in the formation of the main idea of the design), the general approaches of the strategic direction are identified, because the definition of the strategic goal allows to eliminate ambiguities in it by identifying the means of solving it. In addition, design strategies and principles will be developed; the structure of the projected object is determined; the characteristics of the new object and some of its elements are determined; design tasks are represented; criteria for evaluating the success of design activities are selected.

One of the important tasks of the project is to find the most effective pedagogical technologies and the necessary pedagogical conditions for the implementation of the planned task of design. The functions defined for the implementation of project tasks are in turn determined by the existing problems. Thus, at the preparatory stage, the main components of the cause-and-effect chain are identified: "problem - task - function". As a result, a model is created.

In particular, in a vocational education system, a project is a content-based and documented initiative. It focuses on achieving educational goals over a period of time. If we apply this rule in relation to the training of future professionals in educational institutions and the formation of their practical competence on the basis of pedagogical design, relative changes will occur as a result of design activities. New educational technologies, pedagogical conditions, educational-methodical complexes, psychological characteristics of the person, new methodical systems, new educational functions, etc..

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