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STRUCTURAL STRUCTURE AND INDICATOR LEVELS OF IMPROVEMENT OF PEDAGOGICAL COMPETENCE IN STUDENTS OF MILITARY EDUCATION

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ANNOTATION

This article examines the structure of competencies in higher educational institutions. Structure and indicators of levels of improvement of pedagogical competence of military education students. Factors influencing the development of competencies of students of an educational institution. A comparative analysis of the work of researchers in this area is provided.

KEY WORDS: *Competences, structure, Competence structure, educational process, aspect.*

INTRODUCTION

The use of electronic information and educational resources in global educational institutions and research institutes, improvement of the methodological base of subjects, training of competitive teachers in accordance with international qualification requirements, clarification of the psychological and androgygical aspects of online learning, development of personal, professional and creative capabilities of students is carried out research of the competency-based approach in the educational process.

At the same time, special importance is attached to scientific research on improving the model of the pedagogical process, aimed at increasing the pedagogical competence of military education students, determining the pedagogical capabilities of the educational portfolio in the formation of innovative competence, and improving experimental teaching methods. formation of innovative competence. The ongoing reforms in the education system of Uzbekistan have led to a change in the system of views on education and the formation of new requirements for students of military faculties from both the educational institution and the Armed Forces of the Republic of Uzbekistan. Modern state educational standards require the formation of competencies among students of military faculties as the main indicators of mastering the educational program. A very significant fact is, as most researchers note, that a significant part of the transformations of society, in particular the patterns of social, socio-economic changes, concerns, first of all, the socio-psychological characteristics of the dynamics of social changes, reforms, and modernization of society. The modern personality is not only the result, but, above all, an indispensable condition for the "start" of the modernization of society [1]. In this understanding, the change in the educational paradigm appears as a kind of transformation of the humanitarian order, affecting all levels of society: from the personal to the social. In this case, competence is understood as a kind of "social norm" of the modern education system.

Competence in various sources is presented as a kind of attitude to activity, readiness, ability or requirements for knowledge, skills, skills, a new personality formation that appears in the course of vocational education, which makes it possible to successfully solve professional problems. The structure of competence can be determined both from a pedagogical and from a psychological position. Researcher J. Raven considers the structure of competence from two positions: cognitive and emotional. These areas combine the structural components of competencies. Based on the model of N. Rozov's communicative competence, three components can be distinguished in competence: semantic, problem-practical and specialized, the latter depends on the type of discipline for which competence is formed. Since these aspects are more characteristic of the activity approach to the study of the phenomenon, I would also like to add a personal-psychological aspect, which includes the structural components of the personality and the value-motivational component. The manifestation of competence is possible only in a certain situation, educational or professional, since any situation in its structure contains a goal and tasks around which it is formed [1]. The educational situation is based on the solution of subject, constructive and personally oriented tasks. The former are directly related to the formation of theoretical and practical knowledge, skills and abilities related to a particular subject. The latter allow you to translate the theoretical and knowledge of the algorithm for performing practical actions into the activity itself, i.e. practice. The task structurally includes the following levels: subject, its content directly depends on the discipline being studied, logical and psychological - relatively universal levels, both for the educational and for the professional environment. The means of implementing these levels are psychological and

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pedagogical methods and technologies of student-teacher interaction [2]. The psychological component is characterized by the representation of the personality of the student and the teacher in the learning situation, and the logical component is characterized by the logic of the presentation of the material and the presence of a connection between the material previously covered in other disciplines and the material currently being studied in a particular discipline. By type of competence are divided into general and practical. The general ones are mainly represented by the student's ability to participate in social processes - understanding differences, the ability to bear responsibility, participate in group decision-making, live with people of other cultures, languages and religions, etc., which reflects the psychological side of the phenomenon. Practical ones are related to the ability to adapt to specific situations and perform specific types of practical activities, for example, to be able to work with documents and classify them, to independently engage in their own training. In the formation of the competence of students in an educational institution, the main role is played by the teacher. A modern teacher must meet the requirements of modernity, have a huge store of knowledge to pass on to the younger generation [3].

The concept of innovation reflects specific innovations aimed at effectively achieving a specific goal, and innovative competence is a complex feature that covers a system of motivation, knowledge, skills, experience, and personal qualities of future teachers, ensuring the effective use of advanced teaching experience and the latest technologies in a daily professional manner.

Innovative competence is a continuous work based on innovation, which is formed and improved over a long period of time. Innovative competence is aimed at solving a number of problems that arise as a result of the incompatibility of traditional norms with new social requirements or the conflict of a newly formed norm of practice with an existing norm.

Innovative competence - awareness of the essence of innovative processes in education, mastery of innovations in the field of professional activity and the corresponding educational direction, active implementation in practice, literacy in the field of modern pedagogy, information and communication technologies, mastery of foreign languages, innovative activities [4].

In these processes, the teacher's orientation towards the field of professional activity, harmony between personal abilities, professional knowledge, qualifications, skills, professional qualities and work experience, ensuring the integration of innovative processes in relation to the field of activity are assessed as leading factors in the development of innovative competence.

Thus, it can be noted that increasing the effectiveness of education, developing the level of professional competence of specialists, focusing teachers on innovative activities, using innovative education and information and communication technologies in the educational process in higher educational institutions, assimilating advanced foreign experience and its orientation are relevant.

A modern student, along with studying in the higher education system, improves his pedagogical skills and acquires relevant pedagogical competencies. Pedagogical competencies are the main driver of a future teacher's work activity.

CONCLUSION

Between education and profession are the concepts of personality - student - professional as a link between theory and practice, and one of the components of these concepts is the motivational component, so the difficulties associated with the introduction of new educational standards can be eliminated with the development of the motivational component. A student of an educational institution in the course of training must acquire knowledge and skills in order to subsequently be a sought-after specialist in his specialty.

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