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FORMATION OF VOCATIONAL KNOWLEDGE, SKILLS, SKILLS AND COMPETENCES OF STUDENTS IN THE PROCESS OF VOCATIONAL AND LABOR EDUCATION

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ANNOTATION

Research is being conducted on the relationship of professional skills with professional qualifications and professional skills in disciplines such as pedagogy and methodology of vocational education, labor psychology, psychology of professional activity. We emphasize that the concept of professionalism is formed and put into practice based on a specific system of professional knowledge, skills, competencies and competencies.

The article addresses the issues of formation of professional knowledge, skills, abilities and competencies of students in the process of vocational and labor education.

KEYWORDS: ***profession, labor, education, professional skills, practical training, industrial education, practice, knowledge, skill, qualification, competence.***

Research to date on the theory and methodology of vocational and labor education shows that the content of vocational education has traditionally been divided into theoretical and practical education, theoretical knowledge and practical skills.

However, the analysis showed that the concepts of ‘practical education’ and ‘industrial training’ have been used to describe the process of practical education in traditional educational practice [1].

However, the concept of "practical education" or "industrial training" fully covers the practical aspects of vocational education, ie practical-laboratory work in special disciplines, teaching practice in professions and specialties, production (technological) practice and undergraduate practice. can not. However, the secondary use of the concept of "practical education" itself (in relation to practical education in pedagogy) is inappropriate, and the expression of all practical aspects of vocational education under the concept of "industrial education" is methodologically and organizationally-methodologically unacceptable.

The fact is that when it comes to "practical education", they are accustomed to using the term "industrial education".

In our study, based on the above, the theoretical and practical aspects of integrated vocational education in professional colleges - "theoretical vocational education" and "practical vocational education" (or "vocational theoretical education", "vocational practical training") to fully express the components. concepts.

If there are difficulties with the use of these concepts in the text or pedagogical communication, the terms "theoretical training for professional activity" and "practical training for professional activity" or "theoretical professional training" and "practical professional training" can be used as their meaning.

Theoretical professional knowledge alone will not suffice to carry out professional activities. However, it will be necessary to master the practical professional skills that will enable you to perform this activity. For example, a person who knows the structure of a car well or has studied its control mechanism may not be able to drive it in practice.

In theoretical vocational education, the features aimed at theoretical modeling of the content of professional activity in a particular profession and specialty are studied, while in practical vocational education, the features that ensure the application of the theoretical model of professional activity in practice are studied [2].

Accordingly, the main structural elements of theoretical vocational education are a set of general and special disciplines, while the structure of practical vocational education consists of practical and laboratory work, teaching practice, production (technological) practice and undergraduate practice.

The basis of theoretical vocational education is the process of acquisition by students of professional knowledge in general professions, general technology, special technology, technological equipment, network economics, safety and labor protection, network ecology in certain professions and specialties. This process is often referred to in practice as ‘professional knowledge’. "Professional mastering (learning)" is provided through the professional knowledge of students.

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Professional knowledge is reflected in professional concepts, that is, it integrates the general and important features of a particular professional object, event or process. For example, the concept of "labor process" and others. A professional concept can also represent an individual professional object. For example, the labor of a builder, the labor of a cotton grower, the labor of a herdsman.

In the formation of professional concepts, the use of methods of comparison, analysis of the whole into parts (analysis), collection of ideas into parts (synthesis), abstraction and generalization plays an important role.

The content of vocational education includes a set of professional knowledge, skills and competencies expressed in curricula and textbooks in general and special disciplines, as well as in training, production and undergraduate internship programs.

How does the formation of professional skills and competencies go proportionally? To determine this, it is first necessary to understand the essence of practical vocational education as a whole process [3].

Therefore, in theoretical vocational education, the features of theoretical activities aimed at modeling the content or essence of a particular professional activity are studied, while in practical vocational education, the features of practical activities that ensure the implementation of this model are studied.

Practical vocational education is a separate independent part of the general pedagogical process, which has its own purpose, content, logic, principles, forms, methods and means of implementation. Thus, practical vocational education is the process of practical vocational training of students for a specific type of production work in certain professions and specialties on the basis of the state educational standard [1].

In this context, the general components of the process of practical vocational (industrial) education are:

1) goals (educational, pedagogical and developmental);

2) content (a set of practical professional skills and competencies in professions and specialties);

3) activity of masters of special disciplines and industrial education - training (instruction) activity;

4) student activity - learning (mastering) activity;

5) educational aids - logistics, training and production documents, manuals, etc.

The basis of the process of practical vocational education is the educational and experimental work of students and educational and production work, the purpose of which is to form in students the basics of professional skills, the content - professional skills and abilities.

Practical vocational education is a special methodology in terms of pedagogy and methodology of vocational education, which studies the process of practical training of future professionals and the laws of formation of the basis of professional skills and abilities in them.

Thus, practical vocational education or practical preparation for professional activity is directly related to the concepts of "professional ability", "professional qualification" and "professional skill" [4].

The process of vocational education is a rather complex process, which can be described by two different approaches in terms of content and nature:

Approach 1: The process of vocational education is an integrated process consisting of the interaction of vocational training and vocational training processes:

1) Vocational training is a process of transferring professional knowledge and skills, as well as professional activity (skill) experience to students, which describes the activities of teachers of special subjects and masters of industrial education.

2) Vocational reading - is the process of mastering social professional experience, the basics of professional skills through comprehension, thinking, transformation, independent reading, use, etc., which characterizes the activities of students.

The basis of the vocational education process is the interrelated professional knowledge, skills, competencies and competencies provided by teachers of special subjects and masters of industrial education in the process of vocational training and mastered by students in the process of vocational training.

"Knowledge is the information that people create about natural and social phenomena, the reflection of reality in human thinking" [5]; knowledge - a system of concepts about the object, event and process studied, memorized, accepted in theoretical and practical activities [6]. This also applies in general to the concept of "professional knowledge".

Professional knowledge - information necessary for the work of a junior specialist; the result of a student's professional cognitive activity in the process of vocational education is the acquisition, systematization and consolidation of concepts and ideas about professional laws, laws, as well as methods of labor activity.

Professional ability - the ability of a junior specialist to apply the acquired professional knowledge in their practical activities in non-standard, unusual and complex situations; the process and outcome of performing his professional actions consciously quickly, economically, correctly, with minimal physical and mental effort.

In other words, professional competence is a way for a junior specialist to perform practical actions based on his or her existing professional knowledge; the ability to target in the work environment, to use the necessary methods, and to be prepared to take action to solve a task. In terms of formation of professional skills can be divided into the following levels: 1) basic skills; 2) intermediate skills; 3) complete skills.

Professional qualification - the ability of a junior specialist to perform a particular professional activity skillfully; automation of certain components of professional activity; a work style that has become a habit as a result of repetition and practice of professional skills many times. The higher the automation of labor activity, the higher the level of qualification.

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Professional competence is a set of knowledge, skills, qualifications, attitudes, values and qualities of an individual, the ability to demonstrate or influence a field. Its components include: knowledge of their specialty; work on yourself; be able to plan, evaluate and provide feedback on the work process; formation of motivation in students; knowledge of modern technologies; innovation in the work process; perfect knowledge of technological operations, etc.

First of all, it is necessary to explain the essence of the categories that define the meaning of "competence" and "competence" and answer the following questions:

1. How is a competent approach different from an approach based on knowledge, skills, and competencies in science?

2. What changes need to be made to the organization of the educational process (organization of its forms and methods) to help identify and reveal the competencies of learners?

The word “competence” (its roots are Latin competens - meaning compatible, capable) has two different meanings in its semantics: 1) deep knowledge, thorough knowledge; 2) competent, aware of news in a particular field.

In pedagogy, the word competent (Latin competere - to achieve, conform, match) is defined as the scope of knowledge, experience of the person, and is strengthened in job descriptions or other normative documents. In the pedagogical dictionary, "competence" is the level of knowledge of the individual, which is determined by the degree of mastery of theoretical means of cognitive or practical activity.

From the pedagogical point of view, competence is interpreted as the correspondence of knowledge, skills and experience of individuals with a certain socio-professional status to the level of real complexity of the tasks they perform and the problems to be solved.

Appropriately for the competency approach we are considering, such categories include “competence” and “competence” with different ratios.

First of all, it is necessary to explain the essence of the categories that define the meaning of "competence" and "competence" and answer the following questions:

3. How is a competent approach different from an approach based on knowledge, skills, and competencies in science?

4. What changes need to be made to the organization of the educational process (organization of its forms and methods) to help identify and reveal the competencies of learners?

There are two options for interpreting the relationship between the concepts of “competence” and “competence”: they are either identified or stratified. According to the first option, “competence” and “competence” are defined as follows: “1. Knowing something well and effectively.

2. Compliance with the requirements for employment. 3. Ability to perform individual work tasks. In this case, the term "competence" is usually used in a descriptive sense. In the context of such identification, it is noted that the practical orientation of the competency approach has been significantly expanded - "competence is a field of existing relations between knowledge and action in human practice."

The second version of the interpretation of the concept of "competence, competence" focuses on the use of competencies in education, considering them as a system that creates the processes associated with the use of thinking, knowledge, skills and abilities.

Thus, the term "competence" is one of the concepts of ability, skill, competence, ability, skill, and it is closer to the concept of "I know in style" than "I know". Consequently, a competency-based approach to teaching emphasizes, first and foremost, the practical, all-embracing aspect of teaching, reinforcing the practice-oriented nature of teaching.

At the same time, the approach based on the concept of "competence", which includes, in particular, personal qualities (motivation, ethical and moral norms, etc.), is defined in a broader way, comparable to the humane values of education. It is clear that competence includes not only the learning outcomes - knowledge, skills and competencies, but also the needs-motivation area and the system of targeting the values of the individual, its ethical, social and moral components.

In her research (2002) M.A. Belyakova argues that the most serious factors influencing the employment of young professionals today are their independence, initiative, communicability, aspiration to employment and other similar professional competencies and personal qualities [7]. .

Thus, a competent includes a set of interrelated qualities (knowledge, skills, abilities, methods of activity) that are given to a person in relation to a range of specific objects and processes and necessary for quality, productive activity [82].

All the great and important things around us are created by the labor of experts.

The opinion expressed in the work of an expert is determined by his culture, the level of his moral intellect. A 21st century junior specialist must be a modern person, both spiritually and morally, with the following important professional qualities:

1. Sustainability and professional confidence of the specialist, determined by the level of knowledge and skills.

2. The prospect of an expert, that is, the ability to see the object and the world in a new way, the ability to understand the situation in a new way in science and practice.

3. The flexibility of the specialist, the ability to think quickly, the ability to reconstruct the style and methods of thinking due to changes in science, technology and social practice (life).

4. Communicativeness and mobility — the ability to work alone, in a group, or in an interactive environment with team members.

5. Fundamental, that is, knowledge of the basic theoretical blocks that are determined in the object of their profession.

6. High level of ethics, professional culture.

7. Personal hygiene, healthy lifestyle and nutrition.

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Thus, the positive impact of theoretical and professional knowledge, skills, qualifications and competencies on the quality of professional training of future professionals is as follows.

First, the process of mastering (mastering) the labor practices, methods and operations of students is carried out more consciously, and thus creates a solid quality foundation for future professional activity. Second, there are favorable conditions for the formation of general professional skills and competencies specific to related and neighboring (close) groups of professions, which leads to the rapid acquisition of several occupations and high professional mobility of the specialist in the maintenance of related devices and more complex equipment (mobility).

Third, students will have a real opportunity to successfully master the basic, basic technical and technological skills and abilities, as well as to transfer them to the new conditions of the employee's work. Fourth, it will be possible to model the future profession to a certain extent, to lay the foundation for some special labor tasks.

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