

UDC: 378.1

THE ROLE OF THE COMPETENCY FORMAT FOR PRESENTING THE RESULTS OF PROFESSIONAL EDUCATION

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Abstract: Within the framework of the competence approach, some pedagogical, methodological, psychological and physiological aspects of activating the activity of the right hemisphere of the brain and its role in the development of creative thinking are considered in the article.

Key words: competence approach, thinking, creativity, creative thinking, left hemisphere of the brain, right brain, analysis, synthesis, algorithmic thinking, heuristic thinking, deduction, induction, educational technologies.

Improving the quality of education is today one of the urgent problems for the entire world community. In the sphere of professional education in the framework of the Bologna and Copenhagen processes, our country assumed the obligations of joining the basic principles of organizing a single European space, including the competency format for presenting the results of professional education. [1]

The introduction of a competence approach to the system of higher professional education is aimed at improving interaction with the labor market, increasing the competitiveness of specialists, updating the content, methodology and the relevant learning environment.

The main goal of vocational education is the preparation of a qualified specialist of the appropriate level and profile, competitively in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for constant professional growth, social and professional mobility.

The analysis of numerous publications shows that the competence approach is an attempt to align professional education and labor market needs, since the competence approach is associated with the fulfillment of a special order for a competent specialist by employers.

Competence approach first emerged in the 80 years of the last century. In the beginning, it was about the competence of the individual and about the competencies that were to become the goal and result of education. Under the concept of "understanding of knowledge," "learning skills" and "ability to use skills." Later the concept expanded, and now they are talking about a holistic approach.

Let's take a closer look at the competence approach in modern professional education, its goals and content. Now to the modern specialist there are absolutely different requirements, which were not taken into account in the previous training programs for specialists. These requirements are not rigidly related to any specific discipline. They are distinguished by their universality, the "above-subject" character of semi-knowledge. For their formation, new pedagogical technologies are required rather than new programs. Such requirements in one literature are called "overprofessional", basic qualifications, in the other - key competencies. Core competencies can be very diverse. Their life is advanced by life itself. This can be "cross-cutting" skills: working on a computer, the ability to search for information, knowledge of the basics of legal knowledge and skills in marketing. These key competences constitute, conditionally, the first of two directions, which emphasizes the competence approach. It is regarded as the education of the personal qualities of specialists needed for activities in a number of different professions. [2]

Another direction implies the presence of professional skills and abilities that have the property of broad transfer. In both cases, these competencies must meet two basic criteria - generality and functionality.

Competent approach in higher education in the mandatory order implies the formation of specialists:

- knowledge of the basic principles of the functioning of enterprises;
- readiness to change the profession, and, if necessary, the sphere of activity;
- creativity of thinking;
- experience in the team.

If considerable attention is paid to theoretical knowledge and the formation of skills, then the development of creativity / creative thinking is given a secondary role. It is important to understand that creative thinking or creativity is precisely the way to think, a certain process that leads to the creation of a new one. Creative thinking is associated not so much with logical schemes, as with the developed associative thinking and imagination of man.

In fact, creative thinking is one of the important competitive advantages in any activity and in life. To develop creative thinking and creativity is relevant to virtually everyone, company managers, businessmen, managers, representatives of all creative and creative industries, for all those who want to solve their problems. Where are the brilliant ideas and non-standard solutions hidden? We understand that the right hemisphere of the brain plays an important role here, which we do not use properly. At the present time, more emphasis is placed on the work of the mechanisms of the left hemisphere, while weakening the involvement of the right hemisphere. The French scientist I. Saunière claimed: "By teaching the left hemisphere, you are teaching only the left hemisphere. Working the right hemisphere, you are training the entire brain." We live in a society in which logical thinking is more valued. A child with a dominant left hemisphere who successfully performs arithmetic operations, diligently teaches homework, receives excellent grades. A child with a dominant right hemisphere who prefers to dream, looking at clouds, or compose different stories instead of teaching lessons, is considered a bad student, because his aspirations are not encouraged by society. In order to properly develop creative thinking, it is necessary to imagine, at least, in the main features psychological mechanisms and possible directions of the development of thinking. Therefore, we begin to take a closer look at the different functions of the two human brain's hemispheres. Why do we need two hemispheres of the brain? Until

recently, it was assumed that a significant part of the functions of one hemisphere fully corresponds to the functions of the other. Indeed, the left hemisphere is responsible for the movement of the right limbs and for the sensitivity of the right half of the body, and the right one for the motion of the left extremities and all kinds of sensitivity on the left. The only exception was the ability to speech communication, to understanding and producing speech - this function was related to the left hemisphere. The discovery of the inter-hemispheric functional asymmetry of the brain was a revolution in psychology and physiology. It turned out that the left hemisphere completely retains the ability to communicate with others and to manipulate other formaldehyde signs. His work allows a person to understand the speech addressed to him, both oral and written, and give grammatically correct answers. The work of the left hemisphere allows a person to operate freely with numbers and mathematical formulas within the framework of formal logic and previously learned rules. But the activity of the left pantograph, unlike the right one, does not contribute to distinguishing between intonations of speech and voice modulations. In addition, the left hemisphere does a poor job of recognizing complex images that can not be decomposed into simple composite elements. The left hemisphere builds causal relations, consistently looking through all the details that fall into the sphere of its perception. This takes a long time. Therefore, the left hemisphere is relatively slow. The right hemisphere grasps everything on the fly. It studies the whole reality holistically, and not parts of it. It can see the situation from different angles.

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