

METHODS OF DEVELOPING STUDENTS' PROFESSIONAL COMPETENCE IN THE SUBJECT OF ELECTRICAL ENGINEERING

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Abstract: this article analyzes methods and tools for developing students' professional competence, independent thinking, and creativity in the process of teaching electrical engineering through practical assignments.

Keywords: technology, education, competence, technology textbooks, electrical engineering textbooks, professional competence

Introduction

Analyzing the idea of developing the professional competence of future teachers based on an innovative approach allows us to identify the following key characteristics:

- First, professional competence is both an indicator of pedagogical quality and an innovative and educational activity of teachers.
- Second, the development of professional competence is not only a final goal but also a process of transformation within the educational system for both teachers and students through innovation.
- Third, the development of professional competence influences the formation of the teacher's mindset.

Today, the application of advanced intellectual technologies and scientific achievements in the educational process, along with expanding the social potential of education, is considered a vital factor in improving the personnel training system. Education and upbringing have always been among the most pressing and decisive issues, shaping the future of our society. This is because the preparation of highly qualified specialists who can contribute to the country's socio-economic progress directly depends on the development of the education system. Current demands in education are not limited to acquiring knowledge alone but include forming and developing professional competence in students through innovative approaches in the learning process. Professional competence refers to the acquisition and practical application of the knowledge, skills, and abilities required for professional activity. Therefore, it is important that teachers understand the need to develop skills and competencies in students according to the content of their subjects. Vocational education differs from general education in its goals, teaching methods, curriculum content, and the integration of theoretical instruction with practical experience (such as workshops and internships in enterprises). When developing curricula for vocational subjects, it is important to rely on the requirements of professional qualification standards. Although general and vocational education share similar didactic

principles and methods, vocational education is fundamentally different due to its focus on both theoretical and practical aspects of instruction. In this context, the educational process is often closely tied to production, where learning, manufacturing, and practical activities are integrated.

The First President of the Republic of Uzbekistan, I.A. Karimov, once stated: “If students do not learn to think independently, the effectiveness of education will inevitably be low.” This statement has placed a great responsibility on educators and specialists working within the country’s education system. Globally, special attention is being paid to organizing independent student activities in education systems. Independent activity is considered a key factor in developing critical thinking, creativity, and competence among learners.

The Decree of the President of the Republic of Uzbekistan No. PF-5847 dated August 8, 2019, “On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030,” defined key tasks. Concepts such as competence and competency-based approaches have become widespread in the field of education.

It can be said that competence and competency have become central issues in contemporary educational research. According to scientific pedagogical and psychological sources, competence and competency are multi-component concepts common to all subjects. Thus, their interpretations vary in content and logic depending on the context. The essence of these terms is described using concepts such as “efficiency,” “adaptability,” “achievement,” “success,” “comprehension,” “result-oriented,” “capability,” “property,” “feature,” “quality,” “quantity,” and “measurement.”

In general, competency is the possession of the knowledge, skills, and abilities required to perform a specific professional activity. Humanizing education and upbringing is one of the main principles of state policy in the education sector, as defined in Article 3 of the Law “On Education.” Accordingly, in addition to providing students with professional knowledge and skills, it is necessary to cultivate values such as diligence, patriotism, service to the nation, compassion toward nature and people, generosity, respect for national and professional traditions, religious beliefs, and personal opinions and feelings of others.

Educating future specialists based on a combination of professional competencies and personal qualities plays a socially significant role in guiding students toward conscious and appropriate career choices. Developing students' professional competencies and independent thinking abilities through continuous improvement of educational technologies is one of the most urgent pedagogical issues today. Therefore, creating technologies that foster professional competence, independent thinking, and self-development in students remains an important challenge in modern pedagogical science.

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