

THEORETICAL ASPECTS OF THE FORMATION OF PROFESSIONAL QUALITIES OF A FUTURE SPECIALIST

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Education can be considered as a process of culture transfer, transfer and assimilation of knowledge, skills, skills (learning process), the process of formation of personal qualities of an individual (education process). Vocational education is a kind of education in which there is "the formation of an image of a person adequate to the constantly changing, dynamic world of professions, the content of professional work and socio-economic conditions" [3, 7].

The process of vocational education (training and upbringing) combines two goals: the preparation of a person for professional functions and the comprehensive development of his personality. Development must go through its own specific cycles before learning can begin to perform its specific functions.

Modern realities are such that for a young person who has graduated from a university, today it is too little for him to simply have a good education and possess modern technologies. A bachelor graduate or a specialist graduate needs something more that can provide him with a stable position in the labor market. Therefore, the word "professionalism" is increasingly associated with the word "competitiveness".

Proceeding from this, the modern system of higher professional education needs to have the ability, firstly, to promptly meet the frequently changing demands of the economy in specialists of the right profile, and secondly, to provide students with the opportunity to receive a quality education and the opportunity to expand their professional knowledge. This leads to the need to

"form a competitive personality, prepared for self-survival, for competition in various life situations" [1, 165]. At the same time, it is clear that in order to survive in a competitive struggle, a university graduate must have certain personal and professional qualities.

Speaking about the professional qualities that a young person should possess, employers, first of all, pay attention to:

- the fundamental nature of education, assuming a certain level of professional knowledge, skills;

- practical work experience;

- the ability to replenish and apply their knowledge, including in other areas. This is expressed in the ability to self-education, in general erudition, in the versatility and breadth of knowledge, in the availability of additional professional training.

Knowledge of a foreign language (at least one), as well as good computer skills are also welcome.

If we talk about the personal qualities of graduates, employers distinguish: adaptability, ability to work in a team; communication skills, leadership qualities; purposefulness, focus on results and a successful career; motivation for action.

Due to the increased requirements for university graduates, modern educational institutions are trying to help young people acquire the necessary knowledge, skills and abilities to solve many issues in the field of their future professional activity, as well as some professional work experience during the training period, that is, some practical training. The elements of such training of students include practical (seminar) classes, laboratory work, independent work of students, course work, educational and introductory practices and industrial practices that play an essential role in learning. At the same time, it should be clearly understood that education focused on the formation of the competitiveness of a future specialist cannot simply be "given", provided, or

inspired. You can get it, that is, "take" it yourself. To facilitate this task, teachers need to organize an environment that would be based on competition between the subjects of training and thereby contribute to the formation of the competitiveness of the future specialist to the maximum extent. Just as it is impossible to learn to swim without an aquatic environment, so it is impossible to form the fundamental qualities of competitiveness in a future specialist without "immersing" him in a competitive learning environment [4, 157].

It is very important to note that most of the students are not interested in being passive listeners at lectures. They want to discuss, analyze, solve practical real tasks and tasks of a professional nature. For them, the experience passed on by leading teachers is valuable, helping students in solving professional situations. Ultimately, our students expect practical advice from us, summarizing grades. Therefore, today more than ever, higher school teachers need the ability to teach young people in real-applied and promising situations in their industry, the ability to create a kind of competitive learning environment in the classroom, i.e. various forms and types of educational interaction of a competitive nature. It is noteworthy that competitive interaction between students involves the manifestation of very important qualities for a competitive specialist, such as competitiveness and rivalry. A competitive learning environment supports cooperation between students, promotes awareness of their own importance and involvement in a common cause. It is worth noting that the formation of the competitiveness of a future specialist in a competitive educational environment involves the use of a point-rating system of training, since it is also aimed at creating healthy competition in the student environment.

The teacher's creation of a competitive learning environment in the classroom is designed, in our opinion, to ensure the development of competitive activity between the subjects of education (students), which, of course, will contribute to the realization of their personal qualities and the formation of the competitiveness of the future specialist, that is, directly affect the formation of

personal and professional qualities of students. Therefore, the organization of the educational process should be focused on the development of self-esteem and introspection.

Literature:

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УДК: 37.02:378:63

ПІДВИЩЕННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ В ПРОЦЕСІ ВИВЧЕННЯ ПРИРОДНИЧИХ ДИСЦИПЛІН

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В умовах глобалізаційних та інтеграційних процесів особливої значущості набувають проблеми підвищення якості підготовки фахівців до професійної діяльності, зокрема у аграрно-технічній сфері. Для цього потрібно кваліфіковані фахівці, які здатні застосовувати знання і вміння у сучасних ринкових умовах господарювання, які швидко змінюються. Зазначене вимагає значної модернізації та вдосконалення освітнього процесу, реалізації компетентнісного підходу та особистісно-орієнтованої освітньої парадигми, що відображено в таких основних освітянських нормативних документах, як «Національна доктрина розвитку освіти