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DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE PROFESSIONALS ON THE BASIS OF CULTURAL APPROACH

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Abstract. The following article deals with the substantiation of the need for a purposeful formation of the professional competence and cultural approach of future teachers in organizing cultural practices, as a mandatory variable form of organizing the educational activities of students in accordance with the requirements of the state educational standard of education. According to the author, the methodological basis for the formation of the professional competence of future teachers in the organization of cultural practices of students is a culturological approach that allows us to study and organize the educational process at the university as a process of conscious and motivated mastering and appropriation of cultural values by the student, providing a humanistic, personality-oriented view of goals and objectives, and the content of professional activities in the education system. The formation of the professional competence of future teachers based on cultural approach is considered as an organized, meaningfully rich process of purposeful assistance to the formation of professional competence in the educational process of the University taken together of its main components - motivational-value, cognitive, and technological. The results of the study helped to form the author's view of the process of forming the professional competence of future teachers in the organization of cultural practices of schoolchildren based on a cultural approach.

抽象的。 以下文章论述了有目的地培养未来教师在组织文化实践方面的专业能力和文化方法的必要性，作为根据国家教育要求组织学生教育活动的强制性变量形式。教育标准。根据作者的说法，未来教师在组织学生文化实践方面的专业能力形成的方法论基础是一种文化学方法，它使我们能够将大学的教育过程作为有意识和有动机的过程进行研究和组织。学生掌握和挪用文化价值观，对目标和目标以及教育系统中的专业活动内容提供人文的、以个性为导向的观点。基于文化方法的未来教师专业能力的形成被认为是一个有组织的，有意义的丰富过程，有目的地帮助大学教育过程中专业能力的形成，结合其主要组成部分 - 动机价值，认知，和技术。研究结果有助于形成作者对基于文化方法的学童文化实践组织中未来教师专业能力形成过程的想法。

1 Introduction

The change in the educational paradigm, the transition to competence-based education require

rethinking and developing new values, goals, content, forms, methods and teaching aids. Transformations should be based on the relevant pedagogical theory, permeate all components of the educational process, and be reflected in the activities of its subjects.

In the activities of the subjects of the implementation of the competence-based approach in the system of higher professional education, three areas can be distinguished: administrative, organizational, and actual implementation.

Activities and professions are the main categories that take into account the professional skills of a modern specialist. In terms of cultural approach, the professionalism of the modern specialist was determined by the professional culture.

As a result of the consideration of such an important category as culture, the professional development of the individual, the conscious integration into society has taken place.

Culture as a complex philosophical concept has many meanings in different fields. Any activity can be described in terms of cultural significance and value for the individual and society as a whole.

The profession simultaneously separates certain groups of people and unites them within those groups. The similarity of work activities also affects the similarity of lifestyles of representatives of the same professional group. Social philosopher Jürgen Habermas distinguished three main aspects in the concept of human life, the world: the objective - external nature, social - society and subjective - internal nature.

The modern specialist carries out communicative action and representation in his or her professional field. On the horizon of the outside

world, professional reality is perceived as something that already exists, which affects human life and activities. Therefore, professional activity should be viewed as a system of human relations with the world. Accordingly, it acquires the characteristics of a team within a social and professional group by reflecting on the world around it and itself in this world.

The development of professional competence of future professionals on the basis of the culturological approach is based on the integration of views, beliefs, assessment sets, which are shared by all members and form a set of rules of conduct in the group. It is important that members of a team of such professionals, built on the ideas of solidarity and a cultural approach, master the content of concepts such as “professional culture”, “professional ethics”, “professional honor” and “professional spirit”.

Thus, the professional competence of the specialist is reflected in the professional culture, not only the relationship and interaction of society, person and profession, but also his entire individual culture.

Therefore, the development of professional competence of future specialists on the basis of a culturological approach is of particular importance as one of the urgent tasks of today.

2 Materials and methods

2.1. Literature review

The study, analysis and generalization of pedagogical, psychological, philosophical, scientific literature has long been a research direction in the study of the processes of formation of competence of the specialist, the phenomenon of competence and the introduction of competency-based approach.

In the study by D.L. Thompson and D. Priestley, the concept of "professional competence based

on the cultural approach" is defined as a body of knowledge characterized by a high level of consistency, having moral standards and based on a professional code as well. The concepts of "competence" as well as the derivative "competent" were well known both in the literature and in everyday life phrases before the appearance of these terms in educational standards. In the encyclopedic editions of the 20th century, the concept of "competence" is interpreted as:

1. The terms of reference of a specific body, official determined by law;
2. Knowledge, experience in a particular area.

The concept of "competence" (lat. Competence - appropriate, capable) in the vocational education dictionary is interpreted as a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve. Unlike the term "qualifications", it includes, in addition to professional knowledge and skills, personality traits that contribute to the quality of professional tasks (initiative, cooperation, communication skills, the ability to study, work with information).

The cultural approach describes a set of methodological methods that allow a teacher to analyze and identify fundamental ideas for the study and development of corporate culture through the prism of systemic cultural concepts such as culture, cultural patterns, norms and values, pedagogical culture, cultural environment.

The culturological approach in our understanding is the process of professional development of the future specialist at the university through the prism of the concept of competence in the world of cultural values, ie the

process of professional education. his understanding as a cultural process carried out in a culturally similar educational environment, all its components serve a person who is full of human meanings and freely expresses his individuality, cultural self-development and self-determination.

The diversity of scholars' definitions of the word "culture" (there are hundreds of definitions) also poses certain difficulties in clarifying the concept of "multicultural education". Russian scholars M.S. Kagan, B.S. Erasov and others, who are directly involved in the problems of cultural education, distinguish 3 components that are directly related to the general concept of "culture": material, artistic and spiritual components.

The International Conference on Education and Culture, organized by UNESCO (1995), emphasizes the importance of the spiritual component for education and its expression of ideas, values, beliefs, interpersonal skills, etiquette, etc., specific to a particular nation (ethnic group). they say. The solution of this task requires a focus on the ideas, concepts and theories that exist in Europe and the East, which are directly related to this problem. Because the problems of multiculturalism and multicultural education are not a problem that has emerged in recent years. It has its own long history.

In particular, the program "Panpedia", developed by the great thinker and educator Comenius in the 14th century, is noteworthy for taking into account the needs and aspirations of people. (17) The main part of the Panpedia is to teach children to live in harmony with others, to accustom them to an understanding of duty and responsibility, to teach them to love and respect people.

N.K. Rerekh's ideas about the universal "striving for good", which he called "rounding of culture", as well as contemporary educators, philosophers and historians (N.A. Danilevsky, E. Meyler, A. Toynbee, Tulenov, Gafurov, R. Medetova) views on the integrity of the cultural and historical development of mankind, the unique principles observed in the cultures of different peoples also help to understand the content, goals and objectives of multicultural education, through which it is easy to understand that multicultural education creates positive cooperation. (18)

Multiculturalism is an age-old value for the Orientalist. In this regard, it is important to study the views of Al-Muallim as-Sani - The Second Teacher (after Aristotle), Aristotle of the East, Abu Nasr Muhammad ibn Muhammad Farabi (873-950) and Jalaliddin Rumi (1207-1273). . In particular, Farabi's work was directly focused on the study of world civilization. Pharaoh wrote commentaries on the works of Greek thinkers - Plato, Aristotle, Euclid, Ptolemy, Porphyry. His philosophical and pedagogical views embodied universal values and universal aspirations. His social ideas were later developed in the works of Abu Rayhan Beruni, Ibn Sina, Ibn Rushd, Nizami, Saadi, Abdurahman Jami, Alisher Navoi, Bedil, Iqbal, Ahmad Donish and enlightened Jadids. Progressive humanity has deeply studied Farabi's legacy, respecting his work. B. from European scientists. M. Shtrenshneyder, Karra de Vo, T. U. Buur, R. Xammond, R. de Erlanje, F. Deteritsi, G. Farmer, N. Rishar, G. Ley, Nafisi, Umar Farrukh from Eastern scholars. Mahdi and others have made a significant contribution to the study of Farabi's legacy. (19) One of the great representatives of the classical literature of the East, the great propagandist of mysticism, the scholar Jalaliddin

Rumi (real name Muhammad), who made a worthy contribution to the history of education in the East with his spiritual, philosophical and moral views, called young people to love man. He called us to live happily in the flower garden and the flower garden: "Love all people, be among the flowers. If you look at them with hostile eyes, you will find yourself in the camp of snakes and thorns" (20).

An analysis of the results of these studies shows that a person has a broad interpretation of the concepts of "competence" and "competence" defined as ability, readiness, character, quality. It was also found that the competence of the professional has both potential and actual (implemented) aspects; substantiated professional maturity in terms of competencies such as knowledge, ability, skill, experience, competence, conscious self-management system, motivational and value-semantic components.

However, the concepts of "competence" can be used by the authors as synonymous concepts or they can be distinguished on different grounds (diversity and breadth of functions, general and species nature, nature, external and internal state).

There is no generally accepted understanding of a specialist's culture of professional competence, professional competencies developed on the basis of a culturological approach. At the same time, the scientific substantiation of the invariant structure of culturological competence, the creation of a consistent taxonomy of invariant elements (parts that do not have the properties of integrity) and components (parts that have the properties of the whole) emerges as a problem awaiting solution. The structure of the development of professional competence of the future specialist on the basis of a culturological

approach should be determined by the specifics of professional activity.

3 Results and Discussion

What are the goals and objectives of developing the professional competence of future professionals on the basis of a culturological approach in the modern education system in Uzbekistan? It is time to make effective use of the experiences gained over the years without rejecting them.

The purpose of the cultural approach is to bring up young people who are able to respect other cultures in a multinational and multicultural environment, understand their religious and cultural values, treat them properly, and are ready for active and effective life activities, cooperation and friendship. Based on the above purpose, the following tasks are also clarified:

- Deep and comprehensive knowledge of the culture of their own people, which allows the student to get to know other cultures;
- Understanding the diversity and diversity of cultural development in the world, a positive attitude to the differences between them;
- Creating conditions for the integration of the student into the culture of other nations;
- Building skills and competencies to understand the culture of other peoples;
- To instill in the student a sense of peace, calm, humane attitude to the culture of other nations.

The system of cultural approach to the development of professional competence of future specialists performs the following cultural functions:

1. Humanities - the development of the student's humanitarian culture;
2. Cultural translation - the transmission of experience, ideas, ideals, cultural features of

historically formed and new components of culture from generation to generation;

3. Cultural creativity is the enrichment of culture not only through its study, but also through processing and understanding.

The humanistic process that affects the field of higher education is reflected in the relationship between culture, the individual and education, and is reflected in its cultural functions. The humanitarian, cultural-translational and cultural-creative functions of education should be taken into account when creating a competitive specialist model.

Therefore, at present, there is a cultural sociology of the content of higher education, which is a means of conveying universal and national cultural values to individuals based on the comparative study of civilizations and cultures, the difference mentality, the interaction of cultures. In turn, a culturological approach is used as a fundamental method to achieve culturological sociology.

At present, the formation of professional competence of an individual on the basis of a culturological approach has a big importance for solving various global problems of development of modern society. As people learn enough about the culture and values of the country in which they live and compare them with others, the well-being of that nation and the country's global position are determined.

It should be noted that the culturological approach is a set of methodological methods that provide an analysis of any area of social and psychological life and human activity through the prism of cultural concepts that shape the system, such as culture, cultural norms and values, and cultural events.

The culturological approach is a combination of different technologies aimed at developing the

humanitarian culture of the future specialist, his or her professional and personal qualities as well. In addition, in the context of the culturological approach, it will be necessary to highlight the tasks of a number of higher education in addition to the above:

Firstly, the assimilation of a common culture in the same with the world level, and secondly, the national and world culture of the individual. The culturological approach, which can be considered as methodological basis and method of designing person-centered education, allows us to explain:

- Culture as a humanistically oriented content of education;
- Development as a process of mastering a culture aimed at radically changing the personality of the individual;
- Acquiring the world, creativity and dialogue as ways of self-development and self-awareness of the individual.

Humanitarian culture is the cultivation of values aimed at the development and self-development of the individual through the formation of civic qualities, moral values, legal norms, aesthetic taste, intellectual and cognitive abilities.

The basic qualities and values formed in the humanities and with its help are determined by the disciplines of the humanities profile: knowledge of ethics, religion, jurisprudence, art history, philosophy, literature, pedagogy and other disciplines.

The concept of developing students' professional competence based on a culturological approach that includes:

- 1) The fixed structure of the competence of the university graduate;
- 2) Models of culturological professional competence;

3) Cultural approach as a conceptual basis for the formation of professional skills of the student;

4) Pedagogical model of formation of professional skills of the student on the basis of culturological approach.

The concept reveals the unchanging structure of university graduate competence.

The invariant structure of the competence of a university graduate (invariance is the property of an object not to change when the conditions in which it operates) is a system of elements and components. The invariant elements are the foundations of competence. The cultural basis of competence is represented by knowledge, skills, and abilities.

The motivational basis of competence is one of the key competence factors. Motive is a driving force, motivation, striving for activity. An important factor of competent behavior is the orientation of the personality, the value-semantic basis of competence. This is a formed active positive attitude to universal human values: "life", "man", "society", and "work". This attitude is reflected in the manifestation of personal responsibility for the results of activities in any area.

The individual psychological basis of competence is the characteristics, qualities of the personality that determine the success and speed of mastering the activity. The invariant structure of the competence of a university graduate (invariance is the property of an object not to change when the conditions in which it operates) is a system of elements and components. The invariant elements are the foundations of competence.

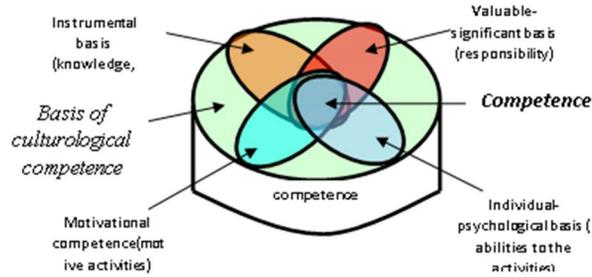


Fig. 1. Cultural competence as integral characteristics of personality

As can be seen from figure 1, the competence and competence of the subject of activity are interconnected by external internal conditioning. Competence - the potential competence of the subject of the activity; it is readiness and desire for productive activity with full awareness of responsibility for its results. Competence is realized in the activity of the subject with the help of self-regulation mechanisms, determines the success of the activity, manifested in the form of the competence of the subject.

Without self-regulation mechanisms, without mobilization in a certain situation, competence can remain only a potential activity, not be realized, and the result of the activity, success will not be achieved. It is the situations and the developed mechanisms of self-government, self-regulation that act as a factor that determines the effectiveness of all these components, stimulating the competent behavior of the subject of activity.

Thus, competence is a competence realized in an activity; it is an integral personality characteristic, manifested in activity (situation), which determines success and responsibility for the results of activity (Fig. 2).

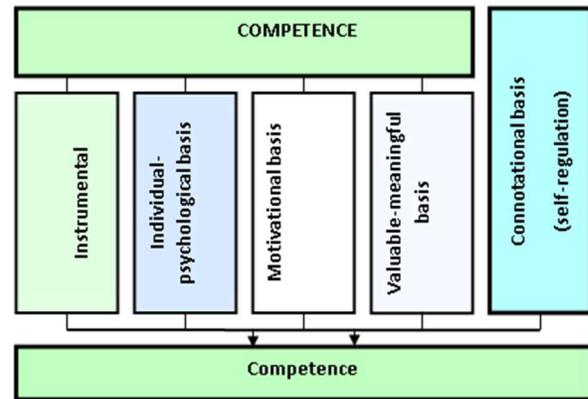


Fig.2. A competence realized in an activity
In assessing a person's competence, we need for an integrated approach, which involves considering structural and functional criteria.

The functional criteria include the procedural characteristics of the activity: the pace, intensity, volume, variety of techniques and actions used by the subject when performing the proposed tasks, and the productive characteristics of the activity: the level and quality of results in the target activity for a specified time. Knowledge, abilities, skills, experience of activity (instrumental basis of competence), orientation of the personality, motives of activity, abilities act as structural criteria of competence.

In the competence of a modern specialist, we single out professional competence (realized readiness, desire to work successfully in a certain professional field of activity) and socio-psychological competence (realized desire and willingness to live in harmony with oneself and others, harmony of selfhood and sociality).

In turn, each of these competencies can be divided into common for all graduates of all universities (basic, key) competencies, and special ones necessary for successful work in a certain professional environment (Fig. 3).

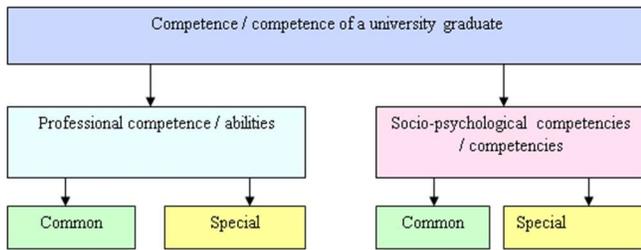


Fig. 3. The species structure of the competence of a university graduate

The components of general professional competencies are defined as general professional knowledge, skills, abilities, and the willingness to update them in the field of a certain group of professions (the competence of a graduate in the field of research, design and construction, administrative and managerial, production, pedagogical activities).

Special professional competence (qualification) - the degree and type of professional training of a graduate, whether he has professional competencies necessary to perform a certain professional activity.

General socio-psychological competence is a manifested willingness and desire effectively interact with others, to understand oneself and others with a constant modification of mental states, interpersonal relationships and conditions of the social environment.

The content of special socio-psychological competence represents the personality traits that ensure the productivity of a specialist's direct labor activity.

It is sometimes very difficult to separate the general and special socio-psychological competence of the subject of activity due to the multifunctionality of its components. At the same time, the communicative competence of a manager, teacher and engineer-architect will differ from each other both in level and content,

as well as in quantitative and qualitative characteristics.

The dissertation reveals in detail the content of the concept of "professional competence".

Professional competence is the potential competence, readiness and aspiration of an individual for productive professional activity with full awareness of responsibility for its results. Professional competence is an integral personality characteristic, manifested in an activity (situation), which determines the success of professional activity and responsibility for its results.

The instrumental basis of professional competence is made up of professional knowledge, abilities, skills - the degree and type of professional training of a specialist to perform a specific job.

The motivational basis of professional competence is the desire to work in a given professional area, to improve this activity.

Professional ethics expresses the value-semantic basis of the professional competence of the subject of activity as adherence to professional values, responsibility for the social consequences of professional activity.

An important factor and, at the same time, the result of the development of competence are the so-called professionally important qualities (PVK) of the individual, which represent the individual psychological basis of his professional competence. PVK are the properties of the subject of activity that are necessary and sufficient for its implementation at a normatively specified level and which significantly and positively correlate with at least one (or several) of its main performance parameters. PVK, among other invariant elements of professional competence, ensure the success (productivity, quality, efficiency, etc.) of its implementation.

They are multifunctional, and at the same time, each profession has its own ensemble of these qualities. At the same time, the connection between the PVK and the productivity of the activity is mediated by the subjective attitude to the activity.

The cultural basis of professional competence is made up of volitional mechanisms of self-regulation, the implementation of competence in situations of professional activity (choice of motives and goals of professional activity, decision making, building an action program, achieving a goal, self-assessment of results, if necessary - correction).

The content of the invariants of the professional competence of a specialist in a particular area depends on the characteristics of his professional activity; it is a variable, specific structure of the competence of the subject of labor.

Further classification of the professional competence of a future specialist assumes that the entire system of cultural knowledge and labor consists of applied and theoretical spheres of professional activity. Each of these areas, in turn, includes two types of specialist activities: research professional (conducting cultural studies) and pedagogical professional (teaching in secondary and higher educational institutions). In accordance with this, the professional competence of a future specialist consists of competence in the theoretical and applied spheres of activity - research and pedagogical (Fig. 4)

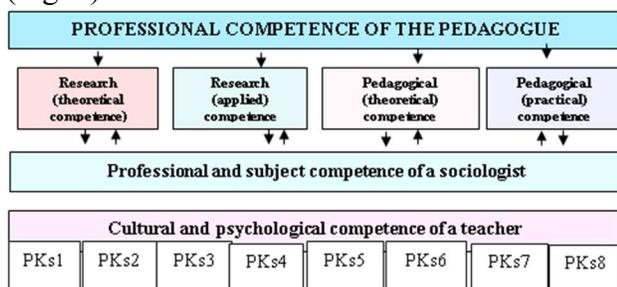


Fig. 4. Components of the professional competence of the student-pedagogue

Each of the types of professional competencies of a specialist is a system of interrelated elements. For example, the research (applied) competence of a professional teacher includes the following elements:

- Motivational basis - the desire for research activities in the applied field, to improve this activity;
- Value-orientated basis - ethics of the professional activity of a sociologist, the position of a diagnostician and a provider of information for decision-making, responsibility for the results of professional sociological activity;
- Instrumental basis (knowledge) - knowledge of the theoretical foundations and regularities of the functioning of sociological science, methodology and methods of sociological knowledge;
- Instrumental basis (skills and abilities) - possession of the methodology and technique of sociological research; the ability to develop and use sociological tools for diagnosing various types of social activity, skills in writing coherent texts, communication skills;
- Individual psychological basis (PVK) - sociological thinking, analytical skills, criticality of mind, consistently good health in the course of working with people, the need for communication;
- Cultural basis - the ability to mobilize one's potential (knowledge, motives, values, skills, abilities, CVC) and to realize competence, to show it in activities, to achieve professional success.

This model of the teacher served as the basis for constructing a model of the methodology for the formation of professional competence of

students, defining the unity of its target and content components.

The search for a methodological basis that predetermines the strategy for developing a model of an adequate pedagogical system aimed at the formation of invariants of professional competence of students made it possible to single out a situational-contextual approach. It has the main categories of philosophical knowledge, ideas of general scientific (systemic, holistic, activity-based, personal) and specifically - scientific (procedural-productive, task-based) approaches, originated in the bosom of the theory of contextual learning and was further developed in the course of the research.

Designing professionally oriented situations is based on a system of pedagogical principles:

- The principle of the unity of teaching and upbringing;
- The principle of sequential modeling in educational activities of the subject and social context of future professional activities;
- The principle of psychological and pedagogical support of the student's personal inclusion in educational activities;
- The principle of the leading role of the joint productive activity of the teacher and students, the dialogical type of communication;
- The principle of updating the value aspects of the content of education;
- The principle of professional positioning;
- The principle of the formation of the student's professional self-awareness.

Depending on the leading functional capabilities, the situations of the formation of professional competence can be conditionally divided into the following types:

- Situations of formation of motives of professional activity (S / m);

- Situations of formation of professional knowledge (S / k);
- Situations of formation of professional value relationships, professional ethics;
- Situations of formation of professionally important qualities (S / PVK);
- Situations of formation of professional skills (S/ p, s);
- Situations of formation of mechanisms for the implementation of competencies, situations of manifestation of competence (S / c).

4 Conclusion and Recommendations

Based on the results of the theoretical and experimental study, the following main conclusions can be formulated.

1. The methodology for the introduction and implementation of the competence-based approach in the system of higher professional education, the development of taxonomies of formed competencies should be based on the theory of the invariant structure of the professional competence of a university graduate. In the author's concept of the essence and structure of the competence of the subject of activity, developed in the course of this study, the competence of the subject activity is connected by external internal conditioning: competence is the competence realized in the activity. The competence of a university graduate is a system of invariant elements and components. The invariant elements are its instrumental, motivational, value-semantic, individual-psychological and conative foundations as components of competence in any field of activity. Invariant components (components of competence, which include all invariant elements) of a university graduate's competence are professional competence (general and

special) and socio-psychological competence (general and special).

2. Competence is manifested in the activity of the subject, therefore, in assessing a person's competence, it is necessary to consider not only structural (motives, values, knowledge, abilities, skills, abilities), but also functional criteria (procedural and productive characteristics of the activity).

3. Professional competence of a university graduate is an integral characteristic of a person, manifested in an activity (situation) that determines the success of professional activity and responsibility for its results. Professional competence is the potential competence, readiness and aspiration of an individual for productive professional activity with full awareness of responsibility for its results.

The elemental composition of the professional competence of the subject of activity forms its foundations: instrumental (professional knowledge, abilities, skills (qualifications)), motivational (professional motives of activity), value-semantic (professional ethics), individual-psychological (PVK), conative (volitional mechanisms of self-regulation, implementation of competence in situations of professional activity). The component composition and content of the invariants of professional competence are determined by the specifics and requirements of professional activity. In this case, the concept of "competence" within the framework of its described structure is one of the main characteristics of the subject of labor.

4. The structure of the professional competence of a sociologist is represented by the following components:

1) Research theoretical competence (socio-psychological and professional-subject);

2) Research applied competence (socio-psychological and professional-subject);

3) Pedagogical theoretical competence (socio-psychological and professional-subject);

4) Pedagogical applied competence (social-psychological and professional-subject);

5) The development of the content of the invariants of each component made it possible to construct a model of the professional competence of a sociologist.

5. As a conceptual basis, a situational-contextual approach was proposed and developed, within which the main structural and functional unit of the process of forming a student's professional competence. It is an educational professionally oriented situation. Here a system of conditions, designed by a teacher (subject of learning) that stimulate and mediate the activity of a student (subject of learning) in the social and substantive context of future professional activity. The design of professionally oriented educational situations consists of a system of principles:

- The unity of teaching and upbringing;
- Psychological and pedagogical support of the student's personal inclusion in educational activities,
- The design and creation of the subject and social context of future professional activities,
- The leading role of the joint productive activity of the teacher and students, the dialogical type of communication, actualization professional-value aspects of the content of education, professional positioning, the formation of professional self-awareness of students.

A classification of professionally oriented educational situations has been proposed and developed, the bases of which are the leading formed element of competence (values, motives, knowledge, etc.), the formed component of

competence (applied, theoretical, research, socio-psychological, and others).

The possibilities of different forms, methods and means of teaching for the implementation of the system of educational professionally oriented situations are revealed. The ways of their optimal combination are shown depending on the peculiarities of the content and the type of the solved pedagogical problems.

6. On the basis of the concept, a pedagogical model of the formation of students' professional competence is constructed, which is the unity and integrity of the target, meaningful, organizational-procedural and effective-diagnostic components. The target component of the described model includes the main goal and tasks of forming students' professional competence: the formation of professional competence (professional motives, professional knowledge, skills, professional ethics, and professionally important qualities), as well as the task of forming a conative basis of competence (mechanisms for implementing competence).

The structure, place and significance of the content of vocational training in the system of forming a student's professional competence at a university (based on the training of a sociologist) have been determined. It is shown that the content of professional training is organically integrated into the system of forming the professional competence of a sociology student, providing many opportunities for creating educational professionally oriented situations aimed at the formation of all components (PKs1, PKs2, PKs3, PKs4, PKs5, PKs6, PKs7, and PKs8) and all invariant elements - the foundations of professional competence.

The organizational and procedural component includes effective forms, methods and methodological techniques for the formation of a

student's professional competence in the course of educational professionally oriented situations. The productive-diagnostic component determines the possibilities of monitoring the process of forming the student's professional competence. The constructed model is aimed at achieving the result - the professional competence of the student-sociologist. Correlation of the target and effective components allows you to determine the quality of the educational process.

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