



STRATEGY FOR PREPARING COMPETITIVE GRADUATION IN VOCATIONAL EDUCATION

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Annotation

The article discusses the issues of vocational training and competitiveness of graduates of the vocational education system. The purpose of this article is to analyze the strategy for improving the system of training graduates of vocational educational institutions in accordance with the requirements of the modern labor market and to identify ways to solve problems in ensuring the competitiveness of graduates.

Keywords: vocational training in the vocational education system, the competence of graduates, competitiveness in the labor market, components of the competitiveness of graduates.

Introduction

The training of a competitive specialist with a set of competencies that meet the requirements of the modern labor market, capable of creative self-development and self-realization is largely determined by the educational space in which his professional development takes place.

The competitiveness of a college graduate is an integrative characteristic that provides a graduate with a higher professional status, a higher-ranking position in the corresponding industry labor market, and a consistently high demand for his services.

The content of the competitiveness of a college graduate, in our opinion, is determined by a number of *internal* (individual-personal) and *external* parameters.

The *internal* parameters include the level of his professional competence, including:

- Knowledge, abilities and skills necessary for the effective implementation of professional activities;



-Individual inclinations, abilities and inclinations, character traits, professionally significant qualities that allow students to effectively master their chosen profession and carry out various professional functions in the future.

-Knowledge, abilities and skills of social and professional communication, experience of professional activity, behavior and communication and the ability to implement this experience in solving current professional tasks of varying complexity.

The *external* group includes normative and socio-organizational parameters that set the correspondence of the quality of the graduate's training to the objective requirements of professional activity, socio-economic conditions and individual needs of the individual, namely:

1. The nature of future professional activities and the regulatory requirements of society as an integrated consumer of professional services, reflected in educational and professional standards.
2. Explicit and hidden requirements of a particular employer. These requirements, while remaining within the framework of general professional (industry-wide), may vary depending on the region, specific direction, consumer group, etc.
3. Conscious order of the student for his own process and the result of education. Thus, the modeling of the standard of competitiveness of a graduate is advisable to carry out taking into account the direction and level of training, the requirements of the federal and regional labor market, educational needs and capabilities of a developing individual.

The competitiveness of a college graduate as a personality trait, in our opinion, integrally includes the following structural components:

1. *Functional-cognitive* - includes knowledge, skills and abilities of a communicative, regulatory and other nature that underlie competencies and determine the success of competitive behavior.
2. *Personal-psychological* - includes a system of value orientations, moral qualities of a person, her need for self-development and self-realization, professional motivation, self-esteem, self-control and introspection, management of self-development and professional growth, self-regulation of behavior and activity, reflexive and communicative abilities.
3. *Functional and practical* - includes the experience of activities, behavior and communication.



The competitiveness of a college graduate in the labor market is due to three groups of factors:

- 1) The competitiveness of the profession or specialty (the social status of the profession, specialty, including the possibility of subsequent employment or continuing education in the profession, the level of possible income in future professional activities).
- 2) Competitiveness of vocational education (objective assessments and subjective opinions about the activities of the college: location, material base, traditions, potential, professionalism of teachers, quotation of the diploma from employers, educational technologies used, etc.).
- 3) Competitiveness of vocational training - educational and professional opportunities that are provided to students (students) during the period of study and graduates after graduation from college (the ability to choose the direction of professional activity, the availability of additional educational programs and the possibility of mastering them in college; the ability to independently improve or change qualifications and etc.), as well as such a quality of vocational education that will allow them to realize these opportunities (ensuring a high level of personal and special competence of the graduate, the focus of vocational training on sectoral, regional interests and needs of a developing personality, rational design and structuring of educational content and the use of effective educational technologies).

Thus, the determining factor in the preparation of a competitive graduate is the competitive open educational space of the college.

In one of his works, in the context of the topic we are developing, A. A. Makarenya writes: "In order for an individual born to become a person, and under favorable conditions, an individual, an appropriate environment is required that allows one to go beyond the framework and limits of the concrete world in which he lived an individual, an environment that would allow to expand its framework and enable an individual, with the help of the senses, communication, play, educational and other activities, to feel and understand the diversity of this world, its objects and phenomena, to assess their importance for the development and life of his own and all mankind using various specially created means and technologies, as well as the services of those persons who are called upon to contribute to this process of assimilation of the culture of the past and present, its recognition, reproduction, and creative use."



We believe that the formation of the professional competence of a future specialist, as a result of his mastering the culture of professional activity, provides for the organization of his interaction not only with the specific socio-cultural and professional environment inside the college, but also outside it, since the "closed" educational space of the college can lead to the alienation of the student from real life and production. At the same time, the world outlook isolation, "closedness" of consciousness for other types and forms of interaction in education leads to the fact that, involuntarily, entering the world of values common in real professional practice, the future specialist loses his one-dimensionality and internal stability. This poses a serious threat to the successful professional adaptation of a graduate and significantly reduces his competitiveness.

In this regard, one of the main problems of managing the educational process was the creation and provision of sustainable development of the educational space of the college, the development of the socio-cultural environment, which is characterized by the availability of opportunities for professional growth and creative self-realization of future specialists.

Under the steadily developing educational space of the college, we mean a specially organized chronotopic environment of joint existence, continuously transformed by all socio-cultural structures participating in the educational process, into a factor of integrative influence on the process of teaching, upbringing and development of a student in order to create conditions for the maximum development of the creative potential of teaching and student staff and ensuring high quality training of specialists.

In the process of training a competitive specialist, the educational space acts as a special socio-cultural phenomenon that unites the system of continuous education, various types of activities and subjects of education, including real and potential types, forms, content and technologies of education that can ensure the competitiveness of a college graduate.

These structural components of space can be represented in the form of three coordinate vectors:

- Subjects of development, which in the context of our educational activities include students and college students, specialists, professionals;
- The system of continuing education, the components of which are general education, pre-vocational (profile) training, primary and secondary vocational education, higher education, a wide range of additional educational services



(electives, master classes, problem courses and refresher courses, creative associations, etc.) Etc.);

- Multifaceted types of activities (educational and cognitive, educational and professional, quasi-professional, creative, research) and social practices that perform the personality-developmental function of the activity.

The combination of these three objectively reproducible and self-developing factors into one space allows us to consider the educational space of the college as open and developing, since the functioning of these structural components in the interaction mode forms an open, reproductive, developing educational space within which the development of both the subjects of education and the education system itself takes place adequate to the requirements of the labor market, individual and society. From this point of view, the educational space of the college is considered by us as an organic part of the external environment and the subject of market relations.

The open educational space is characterized by purposeful, active interaction with society through the mechanisms of social partnership with the leading role of employers in it, the ability to flexibly and adequately respond to the dynamics of the labor market development, the structure of educational services in demand, the needs of a developing personality, socio-cultural priorities dictated by society. The open nature of the educational space of the college implies that every element of the social and cultural environment can have a certain educational effect if used in an appropriate way.

It is not so much the availability of the educational space that is important as its qualitative characteristics:

- Latitude (determined by the circle of people, enterprises, organizations and social institutions that can be involved in its implementation);
- Intensity (saturation of the space with educational opportunities and resources, their need and sufficiency).
- Creative modality of space (the main goal of which is to activate the development of personality).
- Awareness (the transition of potential opportunities for self-determination of the student into real ones, his subject position in the process of professional self-development and the choice of an individual educational route).
- Sustainability of development.
- Generalization and coherence (unity of values, consistency of influences on the development of the student's personality, consistency of actions of all subjects).



- Social activity (the significance of the activity for the region and society, etc.);
- Mobility (the ability to make limited space changes in accordance with changes in the environment, requirements, technologies, etc.).

An analysis of the structural elements and qualitative characteristics of the educational space allows us to concretize its basic principles in the context of training a competitive specialist on the basis of a competence-based approach:

- Openness as a necessary condition for the functioning of the modern educational system of the college - presupposes its close interaction with the subjects of the labor market and educational services, in matters of the content of education (development of standards, curricula, programs and quality control systems).
- Orientation of the educational space to the result (preparation of a competitive graduate who owns a set of competencies that meet the requirements of the modern labor market, capable of creative self-development and self-realization).
- The algorithm for achieving the result directly depends on the development strategy of the college as a system of strategies that ensure the functioning of the main subsystems (educational, methodological and software support of the process, the introduction and development of information technologies, social partnership, socio-psychological support for the formation of professional competence, the development and provision of continuous education technologies etc.).
- Sustainable attraction of all types of resources necessary to ensure the modern quality of education (personnel, financial, material and technical).
- Flexible educational schemes and the ability to build curricula in accordance with the individual needs of the individual and the requirements of the labor market. As part of the competence-based approach to the training of a future specialist, the list of necessary competencies is determined in accordance with the requests of employers and the academic community (the possibility of choosing an individual educational route, a wide range of additional professional education programs, competence-oriented work programs, etc.). Creation of conditions for student self-determination in the educational space of the college ensures his active self-development.
- The close relationship with employers is dictated by the need to form a new system of relations between the college and social customers of educational services. Social partnership, strengthening ties with competitive enterprises, professional associations, leading industry experts simplifies access to information about the labor market, ensures that employers' requirements for



the level of competence of a future specialist are taken into account, opens up new opportunities for improving the qualifications of teachers and employment of students and graduates.

-Continuous control of the quality of training of specialists involves the formation of a quality standard (a model of the culture of the professional activity of a future specialist), a comparison of the achieved level of professional competence of a future specialist with a standard and, on the basis of this, an assessment of the effectiveness of organizing the process and achieving a result, adjusting the results obtained.

Professional practitioners are actively involved in the educational process at the college. This allows us to ensure the diversity and variability of targeted educational offers (services, programs, technologies, educational resources), the availability of educational and other resources for a wide range of students and all subjects of education.

In addition, as part of the implementation of this direction in recent years, a large-scale reconstruction of training workshops and laboratories has been carried out (including with the participation of employers). New equipment was purchased that meets the level of development of modern production and labor protection requirements.

The lifelong learning model implemented by our college currently has a vertical and horizontal structure. The vertical structure is represented by groups of specialized training, a department of primary and secondary vocational education of a college, a branch of the state vocational pedagogical university, and a department of additional education. The horizontal structure is represented by coursework, specialized creative associations, elective courses, which create an opportunity to expand the range of competencies of a future specialist and improve qualifications within the framework of an already chosen profession.

Implementation of modern educational technologies that ensure the practice-oriented nature of vocational training. Within the framework of this direction, electronic educational resources (textbooks, educational and reference manuals, workshops) are being actively developed. The availability of electronic educational resources is ensured by the work of the college's open educational portal and the active use of e-learning technology E-learning.

And the last, but especially for us, a significant direction is the involvement of employers in assessing quality at all stages of professional training. Representatives of the world of work participate in the assessment of



the results of industrial practice, act as experts in professional skills competitions, qualification exams in the final state certification of graduates.

The strategy of training a competitive graduate in the open educational space of the college involves the integration of competence-based, personality-oriented approaches. Moreover, the competence-based approach is the backbone in the organized process. Integration of approaches allows:

- to consider the competitiveness of a graduate as a systemic phenomenon in the analysis of the quality of training of a future specialist in college, and the educational process as a gradual complication of goals, content, methods, forms, results of the life of a teacher in the open educational space of a college;

- to carry out the selection of the content of vocational education in accordance with the needs of a developing personality and at the same time orients it to the innovative experience of competitive professional activity in a particular industry.

The core of the preparation of a competitive graduate in the educational space of the college consists of the following principles:

The principle of consistency: The active implementation by students of educational opportunities provided by the open educational space of the college should ensure a holistic change in the systemic properties of the future graduate as a subject of educational, social and professional activity in order to activate the processes of self-development and self-improvement, increase his competitiveness, susceptibility to innovation, active purposeful use new opportunities to influence their educational, scientific, professional trajectory.

The principle of variability and individualization implies the orientation of educational services and technologies to meet the educational needs of students and the requirements of the labor market for a competitive specialist. A self-educational proposal should have a clearly expressed targeted character (that is, it should be aimed at a specific age, social, etc. audience). The growing variety of content and forms of providing educational services, their accessibility provides subjects with a complex of various educational and personal opportunities, provoking them to show independence and free activity and creates conditions for building individual educational routes.

The principle of co-development of personality, education and activity in the educational space of the college is based on the recognition of two forms of being:



the possible and the actual. The productivity of training a competitive graduate largely depends on the personal and professional potential of a person, the objective and subjective possibilities of his self-development and self-realization in the open educational space of the college.

The competitiveness of a college graduate is based on the idea of forming a special kind of needs in the student and student in transforming life and professional experience. The source of the student's activity is his needs, regulating the behavior of the individual, determining the direction of thinking, feelings, will of a person. Satisfying needs and achieving goals, a person creates new objects of environmental conditions, which in turn give rise to new needs.

The feedback principle implies close interaction of the college with customers of educational services (employers, students, representatives of the academic community) in order to track the processes taking place in the field of production and changes in the requirements for a competitive specialist, as well as to carry out an expert assessment of the self-assessment of the effectiveness of the training system for a competitive graduate, which provides the college with the information necessary for its development, adaptation to new realities, and making the necessary adjustments.

The principle of continuity of traditions and innovations in training. In the transition from the traditional approach to the competence-based approach in the organization of the educational process, continuity ensures the sustainable development of the college, linking its present with the past and future.

In conclusion, we note that the sustainable development of the educational space of the college can help to overcome the crisis in the field of education, to ensure a high quality of training for graduates. The interaction between students, teachers, specialists of industry enterprises, professional and public associations allows to bring the conditions of professional training to production realities as close as possible (objects of professional activity, technologies, ways of solving problems), contributes to a more effective formation of general cultural and professional competencies in the graduate and ensures his competitiveness in labor market and successful social and professional adaptation.



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