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70 жыллық юбилейине бағысланып өткерилген
**«Заманағөй тәлим ҳәм тәрбия технологиялары:
тәжирийбелер, машқалалар ҳәм перспективалар»**
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МАТЕРИАЛЛАРЫ

(2022-жыл 24-май)



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**ЎЗБЕКСТАН РЕСПУБЛИКАСЫ
ЖОҚАРЫ ҲАМ ОРТА АРНАЎЛЫ БИЛИМЛЕНДИРИЎ
МИНИСТРЛИГИ**

**ЎЖИНИЯЗ АТЫНДАҒЫ
НӨКИС МӘМЛЕКЕТЛИК ПЕДАГОГИКАЛЫҚ ИНСТИТУТЫ**

ПЕДАГОГИКА КАФЕДРАСЫ

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ORGANIZATION OF SELF-STUDY OF STUDENTS OF OIL AND GAS UNIVERSITY AS A FACTOR OF PROFESSIONAL COMPETENCE DEVELOPMENT

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During the years of independence, Uzbekistan has implemented structural and substantive reforms that have made an impact on all levels and components of the education system. These reforms have been aimed at ensuring its compliance with the country's long-term objectives and interests, and the requirements of the time. In particular, there has been created an appropriate legal framework for reforming this area, which has determined as a priority the growth of investments in human capital, training of an educated and intellectually developed generation, which is the most significant value and a decisive force in achieving the goals of democratic development, modernization and renewal, stable and sustainable economic growth.

It should be noted, that the problems of upbringing a harmoniously developed personality, real professionals in their field, with a broad outlook and a rich spiritual world in the Republic of Uzbekistan have always been in the focus of attention of the government. In particular, in his Message to the Oliy Majlis of the Republic of Uzbekistan on December 29, 2020, the President Sh.M. Mirziyoyev noted that

“... .. healthy and harmonious development of the young generation plays a decisive role in the progress of any society and the future of this society depends on this generation. That is why in terms of expanding and further enhancing efficiency of our reforms, we consider our energetic, proactive, comprehensively developed youth with modern knowledge and skills to be our support” [5].

Currently our country is actively reforming all stages of the educational system. This is reflected in the search for new approaches to organizing the education system. The contemporary stage of modernization of education is characterized by changes in its content, structure of the effective-target principles, which in the last decade are considered in the context of the competence-based approach. One of the crucially important problems caused by the modernization of higher educational institutions within the framework of the competence-based approach to the education of specialists - future graduates of the oil and gas universities - is the problem associated with realizing and ensuring in practice the complexity, integrity of the result of education, which is expressed in such general integral characteristics of a university

graduate, as a high level of professionalism, his self-sufficiency and high professional and terminological competence.

Professional competence as an integral professional and personal characteristic implies compliance with the requirements of society, possession of the appropriate terminological apparatus, readiness and ability to perform professional functions in various fields of activity in compliance with the norms and standards accepted in society, and have active knowledge; ability to confidently achieve results and control the situation.

Formation of the foundations of students' professional competence by means in the educational process is activated by gradual introduction of methodological technologies; application of subject-subject models of communication and joint creativity, contributing to the formation of the foundations of professional development and terminological competence.

In the process of developing students' professional competence, the objective of a personality-oriented approach to learning is actualized. This approach implies development of activity, independence, creativity, personal growth, subject-subject model of interpersonal communication and joint creativity. Current trends in the world economy, development of the "knowledge economy", in which mobile and highly qualified "human capital" becomes the main resource, require the achievement of a new quality of professional education. [1, 16-17]

There are many definitions of the "self-study" concept of students, but in essence implies one common aspect - the fact that self-study of students is a planned individual or collective educational and research work implemented within the educational process under the methodological and scientific guidance and supervision of a teacher (instructor). Self-study is considered as the highest form of educational activity, which is integral in nature and in fact is a form of self-education. At the same time, self-study, its planning, organizational forms are not fully investigated in pedagogical theory in terms of education modernization.

The problem of organizing self-study in the development of terminological competencies of future specialists is especially significant. Moreover, nowadays the objective is to develop communicative language competencies in the majority of the students, which requires a change in the approach to organizing self-study. The effect of self-study can be obtained only if it is organized and implemented in the educational process as an integral system that covers all stages of learning.

Efficiency of students' self-study is largely determined by the presence of active methods of its control, both at the intermediate and final levels. Control should be implemented on the regular basis, first of all, in order to identify shortcomings in the educational process and create a mechanism for their elimination, as well as form feedback for the correction of learning.

The forms of control differ in variety - they can be oral or written, individual or in a group, selective or continuous. Along with the traditional forms, control of self-study can be based on a rating system, which involves regular monitoring of the quality of mastering knowledge and skills, as well as implementation of the scheduled volume of self-study. The multi-score rating system enables assessing the work of students at various stages of the educational process with maximum objectivity,

encourages the student's intention to improve his rating results, his cognitive and creative activity.[3, 27]

Within the framework of control over the types of self-study of students of oil and gas university, a particular emphasis is laid to self-control. Self-control is the ability of a student to critically assess his own actions on his own initiative. The self-control mechanism can be considered developed and optimally functioning if the student performs educational actions accurately and realizes it, or he is able to make a correction in case of realizing the error of the action. Thus, self-control and development of skills for self-study are interrelated and interdependent.

In reliance upon the above theoretical background, an experiment has been organized at the Branch of the Russian State University of Oil and Gas (National research University) named after I.M.Gubkin in Tashkent. This experiment has involved 70 3rd year students of "Oil and Gas Business" education profile. According to the curriculum on the subject "Foreign language (English)" during the semester of the academic year, students have been assignments to prepare two types of self-study - a presentation on the education profile and a glossary within the selected topic.

Before the launch of the experiment, using specially designed test items, the professional competence of students has been assessed and this indicator constituted 39%. The first self-study has been presented on the 8th week of the academic semester, when students have made a presentation on their specialty and answered questions from the teacher and the audience. After submitting self-study, the indicator of professional competence accounted for 45%. The second self-study was presented in the 12th week of the academic semester. Within the framework of the chosen topic, students developed an English-Russian glossary with definitions of terms in English, after which the professional competence of students has been estimated at 57%. So, it is obvious, that efficient self-study work contributed to enhancing of professional competence of students of oil and gas profile.

In conclusion, it is possible to say, that self-study should become the basis of the educational process, a factor in the formation of professionally significant competencies. Strengthening the role of students' self-study shall imply a fundamental reconsideration of the organization of the educational process in a higher educational institution, which should be constructed in such a way as to develop the ability to learn, to work out the student's ability for self-development, creative application of the knowledge gained, ways of adapting to professional activity in the modern world, and, as a result, enhancing competitiveness of future specialists.

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RESEARCH OF SMALL GROUPS IN FOREIGN SOCIAL PSYCHOLOGY

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The first actual experimental studies of small groups abroad were conducted in the USA by the American psychologist N. Tripplet (1887), who attempted to compare the effectiveness of an individual human action performed alone and in a group. He discovered the effect of social facilitation, which he defined as the strengthening of dominant reactions in the presence of others [3, p. 98].

A series of relevant experiments later, already in the 20s of the XX century, were carried out in Germany by V. Mede and in the USA by F. Allport. Further results of these experiments showed that in the presence of other people, the speed of performing simple mathematical tasks, tasks for motor skills increases.

F. Allport formulated a very peculiar understanding of the group as "a set of ideals, ideas and habits that are repeated in each individual consciousness and exist only in these consciousnesses." Refusal to consider the group as a certain reality F. Allport explained the lack of adequate research methods, which was consistent with his positivist attitudes [4, p. 245].

In the process of accumulating scientific knowledge and developing research methods, the idea of a group as a kind of social reality qualitatively different from its constituent individuals has become predominant.

An important stage in the development of psychology of small groups abroad, dating back to the period of the 30s - early 40s, was marked by a number of original experimental studies in laboratory conditions and the first serious attempts to develop a theory of group behavior. For example, the American psychologist M. Sherif conducts laboratory experiments on the study of group norms. In his book "Fundamentals of Social Psychology" he distinguishes two types of groups: the actual membership group and the reference group to which a person considers himself psychologically. A reference group, in his opinion, is a real or imaginary community, on the norms, opinions and values of which a person is guided in his behavior.

The very phenomenon of the "reference group" was introduced by G. Hyman. In his experiments, it was shown that some of the members of certain small groups (in

The main difficulty is to find a middle ground that combines exactingness and respect for the child, a kind attitude towards him.

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**PECULIARITIES OF TRAINING FUTURE SPECIALISTS WITHIN THE
FRAMEWORK OF EDUCATION DIGITALIZATION**

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Currently changes in social, political, economic and cultural life in contemporary society definitely influence the education system as a whole. This is reflected in the search for new ways and techniques of organizing education process, the increasingly widespread use of innovative pedagogical technologies, etc. The reforms ongoing in the field of education are aimed, first of all, at achieving the fact that graduates of educational institutions should be not only highly qualified specialists, but also harmoniously developed, spiritually rich individuals who have analytical and creative thinking, skills in using advanced information - communication facilities and technologies capable of practically applying English in their daily activities, able of generating new knowledge and their application within the framework of globalization.

Within the framework of ongoing socio-economic conditions, the development of education in the Republic of Uzbekistan receives a high status, since it is the factor that will facilitate transition to the information society and the formation of priorities for the development of the state. This is proven by the fact, that currently the government focuses on the problems of the formation of harmoniously developed youth as the main strategic reserve of socio-economic reforms in Uzbekistan, without which the further development of society is impossible,

The development of digital technologies in the field of education is justified by the relevance and is supported at the state level and general public. In particular, 2020 in Uzbekistan was declared the year of the Development of Science, Education and the Digital Economy, which indicates that the problem of digitalization is relevant throughout the state as a whole.

Currently digitalization is not only the introduction of modern digital technologies in various spheres of life and production, but also a new social situation

of digital socialization. The main changes in education are associated with the digitalization of education. In the process of digitalization, the very structure of education and the organization of the educational process are fundamentally changing. The use of new information and communication technologies is the initial condition for the further development of digital pedagogy.

Consequently, the formation and further development of the digital economy put forward requirements for the formulation of appropriate professional competencies among highly qualified specialists. Improving the educational process in a higher educational institution can be prerequisites for the formation of a high-quality system of new knowledge that can enhance industry processes in various spheres of economic activities[2. 280]. In this regard, it should be noted that the nature of the objectives in universities is becoming more complicated, including educational reforms, methodology of the educational process, as well as technologies of vocational training.

This problem becomes especially essential in the aspect of educating future specialists within the framework of mastering up-to-date knowledge, in particular, coverage of modern practices and principles. In this regard, the education of qualified personnel in terms of the digital economy development assumes formation of appropriate professional competencies based on actions that can strengthen human capital, including, but not limited to:

- updating the content of academic curriculum in some general professional and special disciplines with the account of the most advanced knowledge;
- development and application of forms and teaching technique that are directly related to digitalization [3. 91].

It should be noted that the introduction of new forms and methods of teaching requires not only an understanding of the task at hand, but also knowledge of how to solve it: design, mastering and support. The task is complicated by the fact that there is no single, universal model for the implementation of the standard and in each university it will have its own characteristics. Consequently, the issue of developing models and technologies adapted to the conditions of a particular university is being considered and they should include both a certain general algorithm of actions, created on the theoretical and methodological foundations of modern pedagogy, and actions of an adaptive nature. In addition, the most important thing, the sought-for model for the implementation of the educational standard should lead to a new quality of education at the university.

In our opinion, the success of these actions for the formation of professional competencies in future specialists corresponding to the level of development of the digital economy to a great extent depends on the skill and potential of the teaching staff who provide the methodology and technology of professional education.

Nowadays it is necessary to offer future specialists not only the required amount of knowledge, but also the opportunity to develop skills and abilities that enable application of various digital products to solve professional problems in almost all areas of business. In this regard, a particular attention should be paid to the available opportunities for training qualified personnel in terms of the digital economy development, including practice-oriented teaching technique using modern Internet services and cloud software products hosted on remote servers. The development of the

latest and most sophisticated teaching techniques in reliance upon these services provides a higher educational institution with opportunities for organizing a dynamic learning process. The use of these software solutions in teaching enables to update educational goals not only for individual topics or sections, but also for academic subjects which can ensure creation of a methodological portfolio that can be crucially important for solving various applied problems. Study assignments based on the use of Internet services and distant cloud programs aimed at the formation, development or strengthening of digital competencies in future qualified corporate governance specialists may pursue different educational goals: modeling processes and phenomena, collective gathering and processing of information, search for methods of its analysis, etc. The ability to solve educational problems using Internet services and distant cloud programs can provide professional opportunities in the future, in particular, to present new ideas, develop a set of tasks to achieve goals, create visual support - charts, diagrams, maps and graphs, illustrate connections between parts of objects, expand the boundaries of analytical thinking and many others.

Obviously, education forms and teaching technique for the formation of professional competencies of specialists corresponding to the level of development of the digital economy, based on Internet services and distant cloud programs, depend on the content of academic subjects and should involve a system of exercises that can develop the dialectics of reproductive and problem teaching technique.

In conclusion, it should be noted that the practice of introducing digital technologies influences not only innovations in the equipment of the educational process, but also the modernization of research activities, and currently we can say that digital technologies are a unique mechanism for the diversified development of a modern higher educational institution. An opportunity has been created for a quick exchange of experience and knowledge, adaptation of online learning, development of digital libraries and digital campuses, and the number of persons receiving unique information that was previously only available to a few experts and scientists is increasing. Due to digital technologies, we can confidently talk about the globalization of the scientific world and the active development of academic mobility. Definitely, in the conditions of comprehensive modernization, a modern higher educational institution must adapt to preserve its unique qualities and competitive advantages, competently create the strategy for its development, areas of expert development and research development model.

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