THE PEDAGOGICAL CONDITIONS AND RESOURCES IN THE FORMATION OF STUDENTS' COMPETITIVENESS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE PROCESS OF TEACHING SPECIALTIES

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Annotation: This article describes the pedagogical conditions and resources in the formation of students' competitiveness of technical higher education institutions. The requirements and methods of teaching specialty subjects are also studied.

Keywords: pedagogical condition,competitiveness, education process, qualified specialists, specialized subjects

Today, it is time to train professionals who can compete and know their field in terms of modern requirements. A modern professional must be a person who knows his profession, who can improve it in the future, and thus develop socio-economic development.

One of the urgent tasks of the education system is to train highly qualified specialists, to develop their skills in the use of modern pedagogical technologies. The quality of training of qualified specialists in educational institutions is largely determined by the effective teaching of specialized subjects.

The content of the specialty should be consistent with the description of a particular field or specialty, that is, it should include the methods of activity in which the student is engaged in the profession.

The formation of theoretical and practical knowledge, training and skills in a particular specialty; develop skills in creating, compiling and using knowledge base in the field; provide scientific knowledge, practical training and skills in conducting research in their field, modeling processes and achieving a systematic approach to achieving the intended results of their professional activities.

Competitiveness is an important factor today for students of technical higher education institutions, especially those working in small but high-tech enterprises. Competitive competence includes not only the acquisition of a certain level of knowledge and skills, but also professional competencies in the field of research, teamwork skills and the ability to organize teamwork, high moral and ethical qualities of the individual, while meeting the requirements of employers requires This indicates the need to train a competitive specialist who meets the demand in the labor market [2].

One of the key factors in the development of a market economy is competition. In the economic literature, competition is referred to as the driving force behind the participants in market relations. The stronger the competition in the market, the better the quality of goods and services and the lower the price. Economists have defined the word "competition" as follows.

The technical approach should be focused on the formation of personal skills, pragmatic competitiveness of students of higher education institutions. Effective use of a temporary resource by students primarily provides their motivation. By encouraging

students to study by addressing their desire to be competitive professionals, we are adhering to one of the most important principles of time management - making basic subject teaching meaningful and personally important to all. As a result, we save time spent by students on educational activities, achieve educational goals faster, and carry out large-scale educational work. If students master the components of learning activities, competencies, and work functions at the same time, it will be possible to save time resources.

According to I.V.Train, the content of the sciences refers to information resources as information that contains scientific knowledge, placed in various media, and intended for use in the learning process [7]. Due to the fundamental nature of the specialty, it serves as a basis for the theoretical training of the future specialist, enriches the educational process with creative thinking methods, the further successful development of general professional and professional competencies, as well as mastering job tasks.This, in turn, will help to develop the competitive competence of future professionals.

In modern conditions, the role of specialized disciplines (car theory, technical operation of cars, the basics of traffic safety, internal combustion engines) with the knowledge based on quality theoretical training of the future specialist is significantly increasing. The universal scientific base created in the study of specialized sciences contributes to the further successful development of professional sciences, preparation for innovative activities in production. In addition, in the process of teaching specialty subjects, the student learns to find, process, compile, and generalize information. The ability to work with information is reinforced as required by most educational and professional standards, as well as international requirements for engineers.

Undoubtedly, the use of the important information potential of the specialty will help to train a competitive specialist at a qualified and practical level. Significance of didactic potential of basic sciences, including teaching and methodological resources (printed textbooks, e-courses, methodological recommendations, etc.) used in the educational process (lectures, practical and laboratory work, etc.).

According to E.A.Budenkova, in modern conditions, e-learning should be given priority - the use of e-learning tools, conducting part of the lessons in an electronic environment - webinars, consultations [3]. The problem of effective use of didactic resources in higher education Sh.H. Botasheva, Y.A. Budenkova, L.G. Demenkova, L.S. Znikina, L.Charite [2, 3, 4, 5, 8] and other foreign scholars have explored various aspects of the integration of pedagogical technologies and information resources. In our opinion, this is explained by the growing importance of digitalization as one of the trends in the development of society in modern conditions. We have considered didactic resources as one of the pedagogical conditions that ensure the effectiveness of the formation of competitive competence in students of technical universities.

It is obvious that the effective and rational use of available time, information and didactic resources of the basic sciences to achieve the desired result can be achieved on the basis of certain pedagogical technologies. In designing technology for shaping learning actions, competencies, and components of professional competencies. We found it expedient to use the axiomatic approach developed by V.M. Monakhov [6].

It has been used successfully by V.M. Monakhov and a number of researchers. According to the axiomatic approach, the basis of pedagogical technologies is based on nine basic didactic principles (scientific nature of education, unity of education and upbringing, systematic and coherent education, the relationship of theory to practice in

education. Achieving awareness, activism and independence in education, demonstration of the educational process, thorough and systematic acquisition of knowledge, taking into account personal characteristics in the educational process.

In developing a modern model of specialist specialization, the following was adopted as a conceptual basis:

The specialist has a high professional culture through a high level of scientific-theoretical, psychological-pedagogical, scientific-methodological training;

In the process of retraining and advanced training of specialists it is necessary to carry out scientific-methodological, integral with scientific-theoretical, psychological-pedagogical, components in order to increase their professional training;

All the knowledge, skills and abilities acquired by the specialist in pedagogical higher education institutions are used in pedagogical activity at a special methodological level, ie in the process of teaching the specialty. Therefore, scientific and methodological training is expected to play a leading role in the components of professional training;

Knowledge, skills and competencies related to methodological, epistemological, constructive, communicative, design and organizational activities should be identified as components of scientific and methodological training;

A highly qualified competitive pedagogical staff, if a specialist with a high professional culture combines social and creative activity, ideological-political, spiritual-moral maturity;

Social and creative activity of pedagogical staff, ideological-political, spiritual-moral maturity directly and indirectly affect the professional training of specialists and their components. It is known that methodological skills, which are an integral part of ideological-political, scientific-methodological training, serve as a basis for methodological knowledge, skills and abilities with a high professional culture. Social and creative activity influences the creative approach and social activism of a professional who has his or her own professional culture;

Contribute to the development of society by promoting and solving future tasks in the educational process, as a highly qualified competitive educator, in turn, a person of high spirituality and culture, a person who embodies the ideas of national independence;

In the training of specialists, it is necessary to integrate the components of professional training, highly qualified competitive teaching staff and personality traits.

In conclusion, through professional orientation in teaching, the ideological and political, spiritual and moral maturity of future professionals, scientific and theoretical training in the specialties of the specialty, professional qualities in the teaching of psychology and pedagogy, and Competitiveness plays an important role in the formation of the components of vocational training, the appropriate formation of vocational training through the implementation of psychological and pedagogical training in conjunction with scientific-methodological, training.

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