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## ON THE ROLE OF PROFESSIONAL COMPETENCE IN THE FORMATION OF PROFESSIONAL RESPONSIBILITY

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### ABSTRACT

*The article is devoted to the role of professional responsibility in the formation of professional responsibility. In addition, the article discusses scientific psychological approaches to such issues as the psychological qualities of successful students, professional competencies that contribute to the achievement of results in pedagogical activity, psychological characteristics of self-development of students, psychological conditions that ensure the formation of professional education. competence.*

**KEYWORDS:** *Student, Profession, Professional Activity, Professional Responsibility, Altruism, Successful Student, Education, Upbringing, Values, Social Activity, Self-Development, Professional Responsibility, Organization, Communication.*

### INTRODUCTION

It is known that the phenomenon of responsibility is one of the psychological factors that develop and stimulate the professional activity of students. Therefore, before analyzing the essence of these concepts, it is important to dwell on the essence of the phenomenon of professional responsibility, which is considered very important for the practical activities of students. At the same time, this concept is also characterized by a set of motivational actions of the student in his field.

According to the researcher, AN Novikov, educating students with the features of professional responsibility is characterized by the following [1,165]

- Ability to communicate freely with others;

- Skills to effectively use modern information technologies;
- Have a database of the industry;
- Awareness of economic and industry news;
- Awareness of the content of laws, decrees and orders and documents of the relevant ministries on education;
- Excellent knowledge of one of the foreign languages;
- Psychological preparation for change, etc.

In addition, it was noted that the criteria of responsibility in professional activities cover two aspects of voluntary activity.

Researcher PI Muchinskaya points out that there are three psychological aspects that explain the criteria of professional competence of students [2,45]:

1. General scientific or fundamental aspect - this aspect implies the knowledge of students in the natural sciences and humanities, professional experience in working with computers;
2. Socio-personal and communicative - this aspect is explained by the ability to criticize, tolerance, ability to work in a team, which are important for students;
3. Organizational and managerial features are the ability to plan and perform the work of students, the ability to apply theoretical and practical knowledge and skills in practice, the ability to analyze data from various scientific literature, the ability to adapt quickly to changing conditions. described. So, for a responsible student, professional dedication and its psychological components are very important.

In contrast, according to FM Yusupov, in pedagogical activity can be divided into two blocks that define professional dedication [3, 36]:

1. Basic general professional knowledge and task block;
2. Block of professional knowledge in the field of specialization.

Without these two block data, it is impossible to carry out professional activities and conduct effective activities. To do this, everyone must study in educational institutions focused on their field. The formation of criteria for professional responsibility in future students is inextricably linked with the many complex situations encountered in the learning process, as well as the ability to perform problematic tasks independently, the ability to work effectively.

According to NI Meshkov, the only way to improve the professional responsibility of higher education students is to develop their skills, knowledge, innovation, personality. [4, 19]:

In our view, the goal of all universities aimed at improving the skills of students is to act as a dynamic system that improves professional competence.

According to TA Popov, programs specializing in the training of students should be based on two important principles. That is, these principles are divided into general and special types, which in their content aims to: 5, 22]:

1. The principle of dynamism - it means constant change and updating of educational programs;
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2. The principle of perspective - it characterizes the students' deep understanding of the system of different educational opportunities;
3. The principle of versatility - this includes a high level of interest of students and the qualifications of students;
4. The principle of interaction is characterized by the relationship between students and students, as well as the process of communication between student and teacher.

According to the author, the ability to interact is one of the important factors in a teacher's quick acceptance by students.

According to VA Isaev, according to the content of approaches based on professional competence, the development of a sense of professional responsibility in future students is carried out not only through teaching, but also through methodological and new pedagogical technologies. To do this, first of all, it is important to create psychological and pedagogical conditions in the learning environment. These conditions include [6, 82]:

1. Changing the role of the teacher in the classroom - in this case, the teacher initially plays the role of conveying knowledge, explaining theoretical information to students or acting as an actor who contributes to the personal development of students;
2. Introduction of innovative methods that stimulate the professional activity of students. This is explained through skills such as the teacher's accumulation and sharing of experiences, overcoming challenges at work, and creative design;
3. The use of teaching methods that improve the many elements of students' professional competencies and their individual characteristics. Such methods include: positive error method, creative-problem-solving, game-shaped methods, technique of learning role adaptations, ideas demonstration and project methods, etc.;
4. To pay attention to the different professional and living conditions of students, to make a connection between the educational goals and the situations that can be applied in the labor market;
5. To be able to use rapid assessment operations, etc., which correspond to the specific features of the experience gained in the learning process and provide the characteristics of individual development specific to a particular person. Thus, we can observe that the development of professional competencies acts as a goal-setting component and is carried out in the formation of specific psychological and pedagogical conditions.

It should be noted that the professional suitability of students has been studied by many authors and can be considered from different perspectives. According to G.V. Igonina, it is also possible to analyze the psychological aspects of the student's professional competence in a valuable, technological and personal-creative way [7, 39]. The system of student values is first and foremost one of the study subjects of philosophy. It explores all kinds of questions about the content of the concept of values. Essentially, values determine the direction and motivation of human life and activities. Each student has their own value system, which in some may be incomprehensible and in others it is understandable and understandable. What is valuable to a person is something that is of special importance or even benefit to him. It can act effectively

with healthy values in any field: it can be an object or object, a situation or event, an action or a word, an emotion, an emotion, and even a person himself.

According to researcher I.O. Mezentseva, there are the following psychological components that explain the phenomenon of professional responsibility [8,42]:

- Morale responsibility;
- Sacrifice;
- Independence;
- Impartiality in relationships;
- Creativity, initiative and inviolability in the performance of official duties, etc.

So, professionalism is explained by the readiness of future professionals to work effectively in the educational environment. This quality ensures the guaranteed and effective performance of tasks in the life of the individual. According to the Russian psychologist LM Mitina, the following general psychological features that define responsibility are distinguished [9,76]:

- Analytical and constructive thinking;
- Emotional and voluntary stability;
- Resistance to stress and rapid adaptation to extreme conditions;
- Compassion and tolerance;
- Psychophysiological features.

All of the above psychological qualities are the psychological factors that ensure the effectiveness of future activities for future professionals, without which no success in practice can be achieved.

In conclusion, we can say that an active student who has passed all the requirements and is able to competently build the psychological and pedagogical processes, can be considered an expert in his field. Such students will always be “exemplary students” for their colleagues. In order to achieve high results, it is necessary for students to be able to see themselves in their professional activities and to acquire the necessary knowledge in this field, in particular, to improve their practical and theoretical competencies.

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