

UDC: 371.30

THE SOCIAL ASPECT OF THE PROFESSIONAL TRAINING IN THE CONTEXT OF THE IMPLEMENTATION OF EDUCATIONAL STANDARDS

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Abstract: The educational standards of higher education establish requirements for the results of mastering the main educational program of a bachelor's degree, which are related cooperation skills and the ability to work in a team (team) in various social and professional situations. The analysis of the Educational Standard of Higher Professional Education in the approved areas of training bachelors made it possible to single out competencies that reflect the social aspect of the professional training of the future bachelor, one of which is the competence aimed at preparing the future bachelor for social interaction, formed in the sole moral responsibility of the future bachelor as a social and professional quality.

Key words: professional training, social competence, social interaction in the professional sphere, moral responsibility.

Modernization and innovative development of higher education have a significant impact on the content of the professional training of a future bachelor. In the scientific literature, professional training is understood as a pedagogical process aimed at creating conditions, methods, techniques and means of their implementation, contributing to the development of students of general cultural, general professional and professional competencies. The federal state educational standard of higher education establishes requirements for the results of mastering the basic educational program of a bachelor's degree, which are associated with the skills of cooperation in various social and professional situations, the ability to

resolve controversial and conflict issues, relying on socio-cultural and moral norms and values, the ability to make moral choices when solving professional problems and the ability to find a way out of non-standard situations, the willingness to make organizational and managerial decisions and take responsibility for their results and consequences, and others. In fact, the educational standards of higher education emphasize the need to form the social competence of the future bachelor.

Social competence predetermines the quality of professional formation and development of a future bachelor: the possibility of employment, joining a work team, the ability to work in a team, readiness for co-creative activity, and more¹. In this regard, in the process of professional training at the university, it is necessary to orient the future bachelor towards the development of social competences in all their diversity.

In the psychological and pedagogical literature, social competence is understood as "a complex personal education that ensures the development and self-development of a person, determines social initiative, responsibility to others for their actions and the ability to build their behavior in accordance with social norms and values." The social competence of a future bachelor presupposes the development of a number of competencies by him, which contextually reflect the ability to realize the social significance of his future profession, the ability to carry out professional activities based on the moral qualities of the individual, the ability to make decisions and be responsible for their results and consequences to society, the ability to organize joint work in a team, to carry out harmonious interaction with colleagues, guided by generally accepted socio-professional and cultural norms and values, and more.

Having outlined the general guidelines in understanding the social competence of the future bachelor, in this article we will dwell in more detail on the analysis of competencies that determine the willingness of the future bachelor to perform social actions and interact with other representatives of the professional

community on the basis of moral responsibility as a social and professional quality, expressed in the responsibility "for" and responsibility "to". First of all, let us turn to the definition of the concepts of "social interaction in the professional sphere" and "moral responsibility of the future bachelor."

Social interaction in the professional sphere is direct or mediated interconnected and interdependent actions that are determined by the needs of the organization's employees in enriching knowledge and experience, exchanging information and values, carrying out joint activities and reflection on its transformation, and are aimed at the joint solution by its participants of professionally oriented tasks. ... At the same time, interpersonal and group communications are carried out as cultural processes. Preparation for social interaction in the professional sphere as a pedagogical process is aimed at mastering by the future bachelor a set of knowledge, skills, values, experience of joint professionally oriented activities, at activating interrelated, interdependent actions reflecting the essence of social interaction in the professional sphere...

The moral responsibility of the future bachelor is understood by us as an integrative socio-professional quality of the future bachelor, manifested in his ability to make moral choices in solving professional problems, the ability to give a moral assessment of professional actions and deeds and the willingness to answer for their results, the consequences (responsibility for) before society and others people (responsibility to). The formation of the moral responsibility of the future bachelor as a pedagogical process is aimed at mastering the future bachelor's professional and moral knowledge, skills, norms and values of spiritual, interactive, creative and regulatory content, presented as a sequential-step-by-step cycle, including phases of actualization, orientation and harmonization.

Having designated the definitions of the concepts of "social interaction in a professional environment" and "moral responsibility of a future bachelor", we

proceed to the analysis of the Federal state educational standards of higher education in order to highlight social competencies.

Analysis of the Educational Standard of Higher Professional Education (according to the accepted areas of training) showed that competencies reflecting aspects of social interaction in the professional sphere, they are interconnected with competencies, the development of which presupposes the manifestation of moral responsibility by the future bachelor. This is due to the activity-based nature of the social interaction of the future bachelor and the manifestation in the process of this interaction as his moral responsibility to other subjects of professional activity, and responsibility for the results of joint activities. These competencies include: the ability to realize the social significance of their future profession; the ability to work collectively, jointly, in a team, for a common result; the ability to cooperate and collaborate on the basis of social and professional values and norms; the ability to organize and coordinate teamwork, control and evaluate the effectiveness of others, create a favorable socio-psychological climate in the team, make organizational and managerial decisions in non-standard situations, develop algorithms for their implementation and the willingness to take responsibility for their results; the ability to resolve labor disputes and conflicts in the team; the ability to respond constructively to criticism addressed to oneself, to critically assess one's own strengths and weaknesses, to outline ways and choose means of developing strengths and eliminating weaknesses; the ability to learn from one's own experience and the experience of others; the ability to carry out business communication and maintain communication to solve the problems of interpersonal and intercultural interaction; readiness to take moral obligations and others. Pay attention to the fact that in the listed in the competences, the moral side of social interaction is clearly traced, the value character of the moral responsibility of the future bachelor in the process of professional activity and interaction is noted. The above competencies in unity and interconnection indicate the need to create in the process of professional training of future bachelors such

organizational and pedagogical conditions that will facilitate their mastering the social foundations of professional activity.

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