

**PEDAGOGICAL CONDITIONS AND RESOURCES FOR THE
DEVELOPMENT OF THE COMPETITIVENESS OF THE FUTURE SPECIALIST IN
THE PROCESS OF TEACHING BASIC SUBJECTS**

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Annotation: The article covers the possibilities of effective use of important resources of the main disciplines and scientifically based mechanisms for their inclusion in the process of training students in order to form the competitiveness of future specialists.

Keywords: Youth, technology, knowledge, competition, competitiveness, future specialist

Introduction: One of the important indicators of the effectiveness of the educational process of training graduates in our republic today is the competitiveness of future specialists. At a video session dedicated to the priorities in the higher education system, held on June 16, 2021 under the chairmanship of the president of the Republic of Uzbekistan Shavkat Mirziyoev, specific tasks were set to introduce effective mechanisms of interaction in establishing the integration of higher education with the labor market and production.

Competitiveness is a process that requires global changes in the field of social, production, constant updating of technologies, rapid adaptation.

LITERATURE ANALYSIS AND METHODOLOGY: Today, future professionals are required to quickly adapt to the demands of the rapidly changing labor market, new [57]. This, in turn, is the main condition for competitive presence in the labor market and professional activity.

Competitiveness the problem is an important factor for today's graduates of Technic OTM, especially those who work in small but high-tech enterprises. Competitiveness assumes not only a certain level of knowledge and skills, but also professional competencies in the field of research, teamwork skills and the ability to organize teamwork, the high moral and ethical qualities of the individual, and at the same time to meet the requirements of employers. This indicates the need to train a competitive professional who is in demand in the labor market.

One of the main factors in the development of a market economy is competition. In the economic literature, the struggle of competition is referred to as the force that drives the participants in market relations. The stronger the competition in the market, the better the quality of goods and services, the cheaper the prices. Economists have defined "competition" as follows.

Competition is the struggle between independent commodity producers (enterprises) to produce goods in favorable conditions and sell them at a price of good profit, to strengthen their position in the economy as a whole.

In modern dictionaries, the term "competition" is a competition between people, communities of people, enterprises to achieve the same or similar goals, the best results, which can manifest themselves in different types of social life. The concept of competitiveness, originally used only in Economic Sciences and management, firmly entered pedagogy at the end of the twentieth century, although there are still no pedagogical dictionaries and there is no clear definition that determines competitiveness among scientists.

However, it has been accepted worldwide that education and competitiveness are related categories. So, American Scientists D.Grayson and K.O'dell believes that education is

directly related to competitiveness because human capital is created in the educational process that contributes to the growth of production and quality. E.Erickson, A.Maslow, R.The works of Martens and other researchers examined various aspects of competitiveness. Thus, E.Erickson correctly argued that competitiveness develops in the process of human interaction with the environment. R.Martens believes that competitiveness is determined by the ability to fulfill different social roles. M.Porter Presents competition as a self-developing process necessary for the individual and society in general, which serves as an impetus for the development of the individual.

Many researchers of the problem of individual competitiveness suggest treating a person as a commodity. Thus, E.A.The specific quality of Tenilov “specialist as a product” is the long-term use of its competitiveness. The idea that an employee, like any product in the labor market, should be competitive, has been accepted not only in scientific, but also in modern educational literature [97]. From this position, you can use the definition recognized in the economy, since competitiveness is understood as a characteristic that represents the specifics of a product from a competitive analogue, more satisfying the needs of the consumer.

Recently, in Russian pedagogy, there has been a significant increase in the number of scientific studies devoted to the problem of the competitiveness of graduates of higher educational institutions in the field of higher education as a whole. it is explained by the needs of the labor market, and some scientists associate it with the existence of students as experimental. At the same time, in the opinion of most authors, the competitiveness of a specialist is an indicator of the indispensable quality of the individual and, at the same time, high-quality and effective functioning of the University. The category of competitiveness of a specialist is considered by researchers of different positions.

V.N.Mezinov proposes to consider competitiveness as a factor in increasing the professional activity of a graduate; A.F.Stepus comes from the literal meaning of the concept of "competition" (Latin for "to go together") as the ability to control the professional activities of colleagues, maintain the desired speed at work, and understand competitiveness as the ability to compete. T.A.It is impossible not to agree with slivina's opinion. he says that competitiveness is a personal quality above the professional level necessary for every successful professional, it manifests itself as a claim to a high level of success, the ability to improve oneself, self-realization, the ability to manifest oneself, and its professional activity is to achieve the high quality of its final product.

To achieve the intended result, it is seen that the effective and rational use of the available time, information and didactic resources of the base sciences can be carried out on the basis of certain pedagogical technology.

In the design of the technology for the formation of educational actions, qualifications and components of Labor functions, we are guided by V.M.We considered it expedient to use the axiomatic approach developed by Monakhov and a number of researchers. In line with the axiomatic approach, pedagogical technology must meet nine didactic axioms to ensure that it is developed and implemented “culturally, correctly, methodically prepared and grounded” [89].

The first group of axioms concerns the inclusion of pedagogical technology in the unified information and educational space of Russia. The axiom of demand for pedagogical technology in the educational space of Russia is provided by scientific psychological - pedagogical literature, dissertation research, regulatory documents, periodic materials, websites and forums, analysis of the results of a survey conducted between students, teachers and employers. , which has shown that at present there is a problem of motivation of students

to teach basic subjects, which we propose to solve by solving their competitiveness. In this case, it is necessary to use the available resources of the sciences, including optimally. temporary, for this, the idea of synchronously forming the components of educational actions, qualifications and labor functions of future specialists has been proposed.

In the proposed pedagogical technology, the axiom of adequacy of the teacher's professional activity requires the use of the technology of synchronous formation of educational actions, qualifications and components of Labor functions, to some extent, the creativity of the teacher in the educational process. combined activities for the training of a competitive specialist at a Technical University and thus contribute to the professional and personal development of teachers.

The axiom of universality of pedagogical technology is determined by the wide possibilities of its application not only in higher education, but also in any professional educational institution, regardless of the relevant factors.

The second group of axioms is related to modeling the pedagogical invariant of the educational space. Axiom of standardization V.M. Monakhov [89] as an opportunity to determine the goal, diagnose it in a timely manner, determine the independent activities of students, build the logical structure of the educational process and describe methods of correction in case of failure to achieve the planned result.

The purpose of pedagogical technology for synchronous formation of educational actions, qualifications and components of Labor functions is to increase the competitiveness of students of a Technical University, saving time, information and didactic resources of the main disciplines. The diagnosis of its achievement is carried out at the reflective-evaluation stage of the audience's training and during the conference weeks. Students analyze their activities using individual plans for the formation of competitiveness, which are drawn up by us in accordance with the structure of competitiveness developed for different periods - week, month, semester, Academic Year. In events held during conference weeks, the results of changes in the level of formation of competitiveness are summed up, the results achieved are analyzed, and individual plans are corrected.

As a guide to drawing up an individual plan, the student is offered an "ideal model of competitiveness", which includes:

- on a personal level-the survey of employers, scientific articles, analysis of materials in the media, personal qualities identified as necessary for a competitive specialist;
- at the qualification level - a list of necessary (diploma) and necessary documents confirming the competitiveness of the Graduate (Certificates, certificates, awards, etc.);
- at the competence level-a list of competencies that a student must acquire in mastering this basic discipline. It should be noted that basically, in the study of physics, chemistry and mathematics, the same competencies are formed, which makes it possible to combine the efforts of teachers;

on a pragmatic level-a list of Labor functions or their components that can be formed when mastering this basic discipline.

In conclusion, it should be noted that the materials given to the student describe in detail the formulas of competencies and the components of Labor functions. Constant comparison of mastered competencies with levels of competitiveness in order to increase the student's motivation to master basic subjects is also promoted as one of the pedagogical conditions for the effectiveness of the model we developed to develop the competitiveness of students of a Technical University.

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