

Methods and Technologies of Formation of Students' Special Competencies in the Classes of Modern Technologies of Passenger Transportation

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ABSTRACT

This article illustrates the methods and technologies for the formation of special competencies of students inside lessons of modern technologies of passenger transportation. The lessons focus on developing the quality of education through the systematic use of innovative methods and technologies, the formation of special competencies between students.

Keywords:

Competence, competency, competency-based approach, method of the innovative and innovative technology, special competence.

Introduction

The competency-based approach in modern education is a response to the transformational processes taking place in modern society, the growth of knowledge and technology, the globalization of the world economy. The introduction of a competency-based approach is linked to the need to ensure that the local education system meets international educational standards, including the implementation of academic exchange programs for students, their self-development and self-reliance and creates the conditions for self-awareness. It makes it easier to have professional experience and find your place in life.

The purpose of this article: to improve the quality of education through the systematic application of innovative methods and technologies in the lessons of modern technologies of passenger transportation, to contribute to the formation of key competencies in students.

The presentation of the main material of the article. Technology requires that the educational process in higher education institutions should be built on a person-centered, competency-based and activity-based approach. A student-centered approach to education ensures the development of the student's academic, socio-cultural, socio-psychological and other abilities. The activity-based approach focuses on the development of the student's skills and abilities, the application of the acquired knowledge in practical situations, the focus on qualifications and the formation of basic, general and scientific competencies. At the same time, the attention of many authors is focused on the formation of basic competencies as the most important, most integrated person necessary for a person's successful life and effective work in various fields.

Materials And Methods

The motivation of university students to learn is obvious. With the formation of a competency-based approach, students' attention is focused on the practical significance of the material they are mastering, the possibility of applying it in real life, which helps to develop their interest in knowledge, positive thinking and change their attitude to learning.

A competency-based approach provides students with a wide range of opportunities to create meaningful motivations for learning, including understanding the relationship between learning material and daily life practices, and identifying opportunities for practical use of information gained in lessons. Understand the social and personal significance of the knowledge gained. The knowledge and skills acquired for this are considered in the context of personal and social significance, their connection with specific situations in the life of man, society and nature.

At present, higher education institutions are required to form a person with higher education, socially active, creative, competitive, who not only knows a lot, but also uses knowledge as a tool of life. He not only carries out commands, but also generates new ideas, makes non-standard decisions, who is able to think critically, who has the ability to communicate, who uses his opportunities for self-understanding, treats life accordingly and confidently responds to the call of the new millennium. [3]

Today, the institution of higher education faces the problem of educating a person who is more conscious than ever before, who is able to successfully perform any life and social roles, who is the creator of his life and actively integrated into modern society.

High efficiency in the formation of students' competencies is achieved through the use of various forms and methods of organizing the educational process. Priority is given to modern pedagogical technologies, interactive teaching methods that provide active forms of student activity. Modern technologies enable university students to get creative, learn about problems, form their own opinions, make decisions and engage in the process of self-

awareness. One of these technologies is a way to develop critical thinking.

The method of developing critical thinking allows students to balance different perspectives in their minds; to oppose the proposed ideas; to combine active and interactive process in education; to form a system of evidence based on different perspectives; to find the necessary information and use it in independent decision-making.

Critical thinking is a complex mental process that begins with assimilating information and ends with decision making. Developing a lesson that includes a methodology to develop critical thinking involves 3 steps.

Stage 1 - call (actualization stage, difficulty) In this stage, students actively remember everything what they know about the topic. The initial dive allows students to assess their level of knowledge. This stage is very important because the formation of solid knowledge is done only with the help of the basic knowledge available. The learning process is aimed at harmonizing the new with the known, activating the activity and thinking of students. In the learning process, students perform tasks aloud, which is a necessary condition, because in the process of expressing ideas, knowledge, students rise to the level of self-awareness; curiosity and self-direction - this is a crucial moment in the study of a topic, when the purpose of the session is determined. The main forms of work in the arousal phase are: "mental attack"; work in pairs; group work

Stage 2 - comprehension (stage of learning a new material) Here students get acquainted with new information, ideas, work with text, various documents, video materials. Methods such as reading with the "Help" tab system are used in the workflow. However, after reading the sentence, it is necessary to put the appropriate mark next to it:

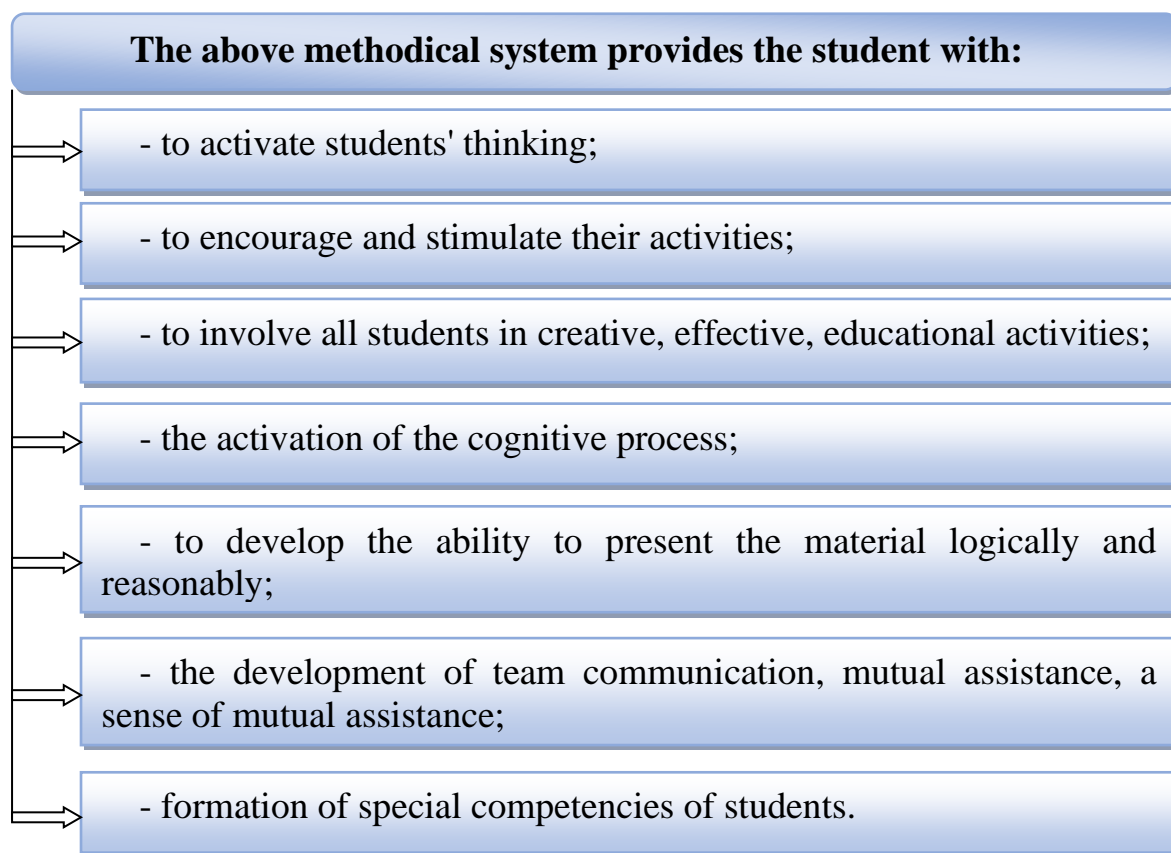
- II - known information;
- + - new data;
- ? wonder, curiosity;
- contrary to what I know.

The system of labels allows students to activate mental operations, comparing what they read with what they already know. Thus,

there is a connection between the known and the unknown, creating conditions for the formation of students' information competencies.

Step 3 - Reflection. At this stage, students' activity is to compile a list of new information they have received. Students repeat each other, write the material studied, make diagrams, tables, charts on the topic, and explain the new material to the class. Important tasks are performed at this stage:

students have a better understanding of what they can imagine and express in their own words, and there is an active exchange of ideas and statements. This provides an increase in vocabulary, expands knowledge on the topic, allows you to see different approaches in designing the answer, create diagrams. This means that the process of forming information, communicative competencies and competencies of students 'self-development and self-education is underway.



1- picture. The impact of the methodological system on students.

To encourage critical thinking, the teacher:

- to provide access to time and critical thinking;
- to give students the opportunity to think freely and express their opinions;
- the acceptance of different ideas and opinions;
- to facilitate the active involvement of students in the learning process;

- the confidence in the abilities of each student;
- to continue to think critically ;
- to appreciate students' critical thinking skills

To begin the effective application of critical thinking in practice, students:

- to develop self-confidence, realizing the value of their views and ideas;

- the active participation in the learning process;
- to respect the opinion of others ;
- to be ready to continue or reject opinions , judgments.

The main form of work on the development of critical thinking is a form of group work.

In the process of working in a group, joint tasks are performed. In the process of this work, students develop a sense of collectivism, mutual support, help, a sense of fear disappears. In group work, students learn to talk, discuss a problem, listen to the other person, and make decisions. Group work is based on the following rules:

- one speaks - everyone listens;
- all members of the group speak on each issue ;
- to express their views clearly and concisely;
- the group assigns one of its members to speak;
- to manage the time .

As a reward for working, listening, and collaborating in a group, students receive the common wisdom of others. It is this form of work that creates special conditions for the formation of special competencies. First of all, these are communicative competencies, which include the ability to master ways of communicating with people, oral, written communication; the ability to be tolerant in communication: respecting the culture of debate, avoiding stubbornness, admitting one's mistakes. It is also social competencies that include the ability to act taking into account the positions of others in society. The formation of social competencies occurs in the process of group work of students, where the conditions are created for students to cooperate, organize joint actions, make joint decisions, where mutual assistance, mutual inspection, mutual evaluation and 'z-self-assessment.

The development of critical thinking is achieved through the use of a variety of methodological strategies, such as 'brainstorming', association, jigsaw puzzles (Jigsaw techniques), interactive Senkan techniques, and essay writing, often used in

individual stages of the lesson. The use of these methods allows the formation of information competencies. They are related to the ability to extract, process and use data from different sources.

Thus, the methodology of developing critical thinking allows to maximize the effectiveness of the learning process, creating such conditions when all students are involved in active, creative learning activities, self-learning process. Learn self-awareness, communication, collaboration, critical thinking, defending one's position. It should be noted that the critical thinking technique has great potential, and its implementation creates favorable conditions for the formation of students' core competencies. This is the most responsible task in the life of every student, because it depends on the life skills of students, their adaptation to life and , finally, their destiny.

One of the ways to form a number of key competencies in the lessons of modern technologies of passenger transport is the use of new information technologies. These include science programs, tutorials, virtual labs and hands-on programs, and video clips. The use of applied software allows to take the lesson to a qualitatively new level, because of the novelty it attracts schoolchildren to active cognitive activity, but it is not a traditional feature of teaching new material

The formation of the communicative component of competence involves the development in students of the culture of speech, the ability to ask questions, express their opinions and substantiate them, to communicate with tolerance. The use of the above technologies in the lessons of modern technologies of passenger transportation is carried out during the oral development, oral reports, student reports, defense of projects, abstracts, commentary on experiences. Forms of course activities such as conversations, discussions, seminars, conferences, lessons - competitions, lessons - trips help to develop students' special competencies. Students' ability to present material in writing is formed when writing messages, theses, research papers, projects.

Conclusion.

As a result of the above, it should be noted that a common feature of teaching methods used in the implementation of competency-based approach in education is the predominance of methods of applying knowledge and skills, a high degree of student independence, partly in search and research methods [4]. Priority is given to practical methods of education, that is to write, the installation of experiments, the performance of various types of independent work, observation, independent reception and processing of information, the development of information and communication technologies. It is also important to emphasize the important role of interactive and problem-solving methods, the use of which is associated with the ability of students to work together and solve problems. It is on the basis of these teaching methods that special competencies are formed in the lessons of modern technologies of passenger transportation.

The competency-based approach is therefore aimed at bridging the gap between education and life needs. The idea of competency-oriented education is inextricably linked to pedagogical technologies that affirm socially significant values such as freedom of choice, creative initiative, life experience and project activities. Thus, the transition to a competency-based education model is in fact related to a more active involvement of skills and competencies in the practice of pedagogical activity and a focus on the ability to use the acquired knowledge.

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