



## Development Of Research Competences Of Future Veterinary Specialists In The Process Of Lessons

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### ABSTRACT

In this article, the state of development of research competences of future veterinary specialists in the educational process, the criteria for choosing methods of planning and solving problems of research activities in students, pedagogical-psychological features and stages of research competences in students and their level of development are highlighted. Also, methods of formation of research competences of students in the course of training on the basis of research competences have been revealed.

### Keywords:

research, activity, competence, competence, development of future veterinary specialists, research competenc

**Introduction.** As a result of the reforms carried out in our country to improve the education system, educational and technical provision, development of state educational standards and normative documents for higher education, introduction of advanced teaching approaches, to identify the creative thinking abilities and talents of learners early and direct them to research activities. the necessary conditions have been created. At the same time, the need to improve the mechanisms of development of research competences of future veterinarians according to their pedagogical capabilities has become one of the most important tasks. In the new Development Strategy of Uzbekistan for 2022-2026, "Goal 47: Targeted preparation of 10 high-potential higher education institutions to enter QS and TNE international ratings by 2026" Development of a target program for higher education institutions to enter QS and TNE international ratings, 10 potential development and approval of 5-year target programs for the selection of higher education institutions, their inclusion in international rankings based on their potential and characteristics", Goal 52: Improve the position of the Republic of Uzbekistan in the Global Innovation Index and

enter the top 50 countries by 2030, "Improving Uzbekistan's position on the low indicators recorded in the global innovation index, creating wide opportunities in all areas for the implementation of innovative projects, introducing modern mechanisms for supporting research and innovative initiatives" are set. In this regard, the criteria for determining the research competences of future veterinarians, optimal pedagogical-psychological principles, improvement of the integrated methodical system become important and increase the possibility of improving the quality and efficiency of higher education.

**Literature review.** R.G.Safarova[7], N.Ataqulova[2], problems of students' formation of scientific outlook, problems of students' formation of science-specific research experiences and research competencies Sh.Hasanova [8], N.Narzieva [4], S.I.Osipova[5], B.Kh. Rakhimov[6] studied.

The term "competence" entered pedagogy as a result of research in psychology. In the science of psychology, competence means "how a person behaves in non-traditional situations, unexpected situations, communicates, takes a

new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, and has a plan of movement in complex processes" [10].

Also, basic competences require constantly enriching knowledge, learning new information, understanding important social requirements, searching for new information, processing it and being able to use it in one's work.

Teaching students to effectively use the competencies they develop in different situations in personal, professional and social life implies a new approach to education. Competences in students focus on the ability to use the knowledge, competence, and skills acquired when facing unexpected, uncertain, problematic, new situations. Therefore, in the process of teaching each subject, competencies related to it are formed in accordance with its content and characteristics.

In the researches of our pedagogic scientists, the specific aspects of professional competence have been highlighted. For example, in his research, N.A. Muslimov cited professional competence in the form of six qualities:

- 1) Motivational qualities (covers the needs, motives and goals for the chosen profession, which are formed and developed throughout a person's life);
- 2) Intellectual potential (on the basis of all official documents, the teacher strives to transfer information and data, to form knowledge, competence and skills);
- 3) Volitional qualities (striving for the goal, overcoming internal and external obstacles, physical and mental stress, self-control and initiative qualities);
- 4) Practical competences (psychological, pedagogical, methodical and technical-technological abilities, actions, competences of the individual in various spheres of activity and communication);
- 5) Emotional qualities (formation of the necessary skills of managing one's emotions (anger, anger, anxiety, resentment, envy, sympathy, shame, pride, fear, happiness, love, etc.) and understanding of one's emotional states and their causes);

6) Self-control (freedom in choosing goals and the means to achieve them, conscientiousness, a critical approach to one's activities, comprehensiveness and understanding of actions, comparing one's own behavior with that of others, confidence in the future, maintaining and managing one's physical and psychological condition at the required level get) [3].

(Research Methodology) The above data show the need to make changes to the content of higher education activities and the process of forming students' research abilities. Our research shows that:

- creation of a system of development of research competences among students;
- in the course of teaching subjects, to achieve theoretical information on the basis of pedagogical and psychological knowledge, which plays an important role in the development of research competencies of students, on the basis of basic competencies;
- for the purpose of forming research competencies in students, such as the decision of a solid integration between education and production practice and the creation of necessary conditions.

It is desirable to develop dialectical thinking in the formation of research activity in students. The term dialectic has been used in the past mainly in three senses: first, as a tool for reaching the truth by exposing the contradictions in the minds of the interlocutors through debate; secondly, as a form of thinking that embodies the laws of philosophical thinking; thirdly, it has been used as a method [9] for comprehensive and comprehensive knowledge of things and events in the course of research in philosophy and other sciences.

Analysis and results (Analysis and results) The success of education depends not only on the content of educational materials and educational methods, but it also depends to a large extent on knowing how the student studies, that is, on knowing the psychological basis of the process of acquiring skills in accordance with the student's age characteristics, mental development and activity.

Specific features of the development of students' competences are as follows:

- aspiration;
- having creativity;
- dominance of logical thinking ability;
- the ability to search;
- propensity for innovation;
- high analytical thinking ability;
- high synthetic thinking ability;
- strong research skills.

It is possible to add to the specific features of the formation of students' research activities. Because they develop over time.

**Conclusion.** In the study, the state of formation of research activities of students in higher education institutions of our country and abroad was analyzed. The results show that it is necessary to first provide students of higher education institutions with information and understanding of worldly sciences, create conditions and opportunities for self-understanding of the world, and then direct them to scientific activities. In order to increase the activity of students in research work, it is necessary to carry out research on studying their activity, social opinion, and as a result of this, to define new directions in this field.

It is necessary to study the foreign and national experiences of activating the orientation of students to research work and popularize them in a coordinated manner.

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