



## Formation of Professional Competences as A Factor of Safe Work

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### ABSTRACT

The article is devoted to the analysis of the concepts of "professional competence" and "competence" as pedagogical categories in relation to the organization and ensuring labor safety, in particular in the transport industry. The relationship between the professional competencies of specialists and their daily labor operations in the context of ensuring safe and trouble-free work is shown.

### Keywords:

Professional Competence, Safety, Competent Approach, Labor Safety.

Recently, in the pedagogical literature, such a category as "competence" has been increasingly and persistently discussed, as well as the use, application, and implementation of the so-called competent approach in work activity. The controversy surrounding the essence of competence and the legitimacy of introducing a new concept into the system of technical categories shows that competence and a competent approach in transport are by no means unambiguous and obvious phenomena.

I. A. Zimnyaya defines the concept of "approach" as one or another position, point of view that determines the study, design and organization of the educational process. "The approach," the author writes, "is determined by a certain idea, concept and is centered on one or two or three categories that are basic to it." It can be considered as "a) an ideological category that reflects the social attitudes of the subjects of education as carriers of social consciousness; b) global and systemic organization and self-organization of the educational process, including all its components ... the subjects of

pedagogical interaction themselves: the teacher (teacher) and the student (student)"<sup>1</sup>.

In the development of a competent approach in education (CBE-approach - "competence - based education")

I. A. Zimnyaya conditionally distinguishes three stages:

1) 1960-1970 - introduction of the category "competence" in the scientific apparatus;

2) 1970-1990 - the use of this category in the theory and practice of teaching a foreign language, the development of the content of the concept of "competence" (J. Raven), the allocation of various types of competencies, the study of competencies in the targeted and productive aspects of education;

3) since 1990 — the study of competence as a scientific category in relation to education, "outlining the range of competencies that should (!) be considered by everyone as the desired result of education", determining the structure of competence, types of competencies, identifying key competencies<sup>2</sup>.

N. I. Almazova defines competencies as knowledge and skills in a certain area of human

activity, and competence is the qualitative use of competencies [3]. N. F. Talyzina, N. T. Pechenyuk, L. B. Khikhlovsky note that the concepts of "knowledge", "skills", "skills" inaccurately characterize the concept of "competence", since, in their opinion, "competence" implies possession knowledge, skills, abilities and life experience [4].

K. V. Shaposhnikov understands the category of "professional competence" as the willingness and ability of a worker to make effective decisions in the implementation of professional activities [1]. Professional competence as a whole is characterized by a set of integrated knowledge, skills and experience, as well as personal qualities that allow a person to effectively design and carry out professional activities in interaction with the outside world.

Considering the professional competencies of N. I. Almazov and K. V. Shaposhnikov [1, 2, etc.], they distinguish:

1. Simple (basic) competencies, formed on the basis of knowledge, skills, abilities, easily fixed, manifested in certain types of activities.

2. Key competencies are difficult to account for and measure, manifested in all types of activities, in all relations of the individual with the world, reflecting the spiritual world of the individual and the meanings of her activity.

V. Baidenko, speaking about the transition from a qualification to a competent approach, lists new requirements for graduates as one of the factors determining this trend. He writes that qualifications are needed, but this is "not an adequate measure." "Entrepreneurs do not need qualifications, but competence - a "cocktail" of skills inherent in each individual, which combines qualifications in the strict sense of the word ... social behavior, ability to work in a group, initiative and a love of risk. The same author believes that "qualification means the predominance of framework activity in stable professional fields-algorithms. And competencies meet the requirements of "floating" professional boundaries, their globalization, and the destruction of professional closures."

A competent approach, according to V. Baidenko, allows "to move in professional education from its focus on knowledge to the

application and organization of knowledge; "remove" the dictate of the object (object of labor), but do not ignore it.; to lay the foundation for a strategy to increase flexibility.; put interdisciplinary- integrated requirements for the result of professional education at the forefront; ... orient human activity towards an endless variety of professional and life situations. At the same time, the author notes that "qualification. passes as one of the key groups into the structure of competence" (i.e., does not separate the concepts of "competence" and "competence", uses them as synonyms)4.

"The competency -based approach is focused, first of all, on achieving certain results, acquiring significant competencies. Mastering ... competencies is impossible without acquiring activity experience, competencies and activities are inextricably linked. Under these conditions, the learning process acquires a new meaning, it turns into a process of teaching / learning, i.e. in the process of acquiring knowledge, skills and experience in order to achieve professionally and socially significant competencies. [2] Modern pedagogy [3] defines "competence" in the field of labor protection as professional (knowledge and skills) and psychological (behavior) readiness of a specialist for competent, safe and productive performance of work. This wording singles out the psychological (behavioral) readiness of specialists for safe work as a conscious inner desire. In modern construction conditions, regulatory requirements, the work of managers and workers are often in conflict with each other. At the same time, according to the authors, internal readiness does not guarantee safe work, since a worker needs personal qualities that allow him to organize and safely perform a labor operation, such as horizons, activity, attention, and the desire to defend his own interests.

In relation to the field of labor protection in the literature, the term "competence" sounds like the personal ability of a specialist to fulfill the requirements of regulatory requirements for labor protection. At the same time, at an existing facility under construction, the ability to work safely is often not enough to save the life and health of workers, since "I am able" often

does not mean "I will do it" or "I must do it." Hence, a broader interpretation of the term "competence" is necessary in terms of the internal conscious aspirations of workers for safe work.

In our opinion, professional competence in ensuring labor safety is the possession by specialists of professional knowledge (requirements of rules, norms, instructions for labor safety), skills (for the safe performance of certain work operations) and the presence in them of personal qualities for labor safety (understanding the priority of labor safety, the desire to work safely, the desire to work without incidents, concern for the health of those who work nearby, the search for new, safer methods and methods of work) that allow them to save their lives and health.

Indeed, a professional, trained specialist is in many ways not a "thoughtless momentary performer", but a "component element" of a single continuous production process. A competent specialist is to a certain extent the creator of the workflow in the work area. Knowing how his safe work should be organized, being able to carry out work operations without accidents, having the desire and perseverance at the request of himself and the leaders (foremen, foremen) to ensure his own life and health, the specialist will be largely protected from the risk of injury.

There are many cases when untrained workers, not realizing the danger of working in certain conditions at a facility under construction, under a certain set of circumstances, received injuries, even fatal ones. At the same time, being fully aware of the risk of being exposed to hazardous and harmful production factors, a competent specialist will not start working in these conditions, thereby saving his life and health.

According to the authors, "professional competence" is the operational component of a "competent" specialist, as the most important subject of modern high-tech construction, which allows to evaluate, analyze, make the right decision and safely perform the prescribed labor operations. The authors identified a number of professional competencies of a modern specialist in the construction industry.

By possessing information on labor safety and understanding the problems of labor protection, its composition

By timely self-assessment of existing occupational risks and development of solutions to reduce the level of hazardous and harmful production factors

Safe organization of the workplace  
For safe work

On the implementation of constant self-control

The listed professional competencies are components of a single process of actions and decision-making by a specialist, who is almost completely protected from a possible accident at any time: from receiving a task from a manager to finishing a work operation.

The professional competence "in the possession of information on labor safety and understanding of the problems of labor protection" allows a specialist to perform the assigned work in compliance with the prescribed safety requirements, while the initiative, desire, need for safe work will come directly from the specialist.

Being at the site of work, with the help of professional competence "for the timely self-assessment of existing industrial risks", the specialist independently, with all possible diligence and attention, previously, before starting work, will identify all existing and potentially possible dangerous and harmful production factors, which may be harmful to his health.

Possessing knowledge and skills in labor protection, the specialist carefully and scrupulously analyzes the methods and means of possible reduction in the level of identified hazardous and harmful production factors and makes informed decisions. The specialist can independently eliminate these factors, for example, by setting up fences, using additional personal protective equipment, etc. Also, if it is impossible to independently eliminate dangerous factors, the employee can contact the immediate supervisor. This sequence of actions characterizes the professional competence "to develop solutions to reduce the level of hazardous and harmful production factors."

The professional competence "on the safe organization of the workplace" allows, with the help of knowledge of regulatory documents on labor protection, skills for the safe organization of the work process, to creatively, carefully prepare the site where the work operation will be performed. The probability of an emergency situation directly with the worker, as well as in adjacent areas of work, depends on how fully, diversified the workplace will be organized.

A serious, attentive attitude to ensuring the requirements of labor protection using knowledge of safe methods and techniques of work, skills for the safe performance of work, to a large extent, is the key to the safe and trouble-free work of a specialist, which is typical for the professional competence "for the safe performance of work". The professional competence of "implementation of constant self-control" allows you to carefully, self-critically evaluate your own actions at any time and compare them with safety requirements and the risk of injury. A "live", thinking specialist is largely able to identify the possible risk of an emergency situation both directly with himself and with members of the team who are nearby.

For an active, thinking, responsible employee, the end of work is not a reason to "switch off the work process". On the contrary, a specialist who owns the professional competence of "development of promising and effective methods and measures to improve working conditions" analyzes all stages of the work performed, looks for methods and ways to optimize work in the future, to reduce the number and level of dangerous and harmful production factors.

Thus, specialists in modern production conditions should equally successfully possess all professional competencies in labor safety, since each of them is vital in everyday work and ultimately helps to prevent emergency situations and accidents with workers working in conditions of exposure to hazardous and harmful production factors. The use of one of the most effective methods for the formation of professionally significant qualities, which is currently a competent approach to the learning process aimed at the formation and provision of

safe and healthy working conditions for specialists, will achieve the required results in improving the prevention of industrial injuries and accidents. Forming the necessary professional competencies in labor safety in the process of training, in the end, there will be a decrease in the impact on existing professional risks on employees.

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