

## Construction Competence Development Method

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**Abstract.** The problems of preparing a university student for the performance of professional functions, the formation of professional competence in the learning process are devoted to the works of domestic specialists in the field of vocational education. Determination of the content and development of technology for the formation of professional competencies among future specialists is one of the urgent and still insufficiently developed problems facing the entire system of higher education, and, above all, university professors.

**Key words:** professional functions, student training, technology development, competence.

There is a need to change not only the structure of the professional activity of specialists in the field of construction, but also the direction of the content and technology of training specialists for this industry. The integrity of the educational process in a higher technical school involves the synthesis of the formation of students' skills, techniques, skills and professional competencies, the development of personal qualities that ensure their labor development as specialists, as professionals. Determination of the content and development of technology for the formation of professional competencies among future specialists is one of the urgent and still insufficiently developed problems facing the entire system of higher education, and, above all, university professors.

The problems of preparing a university student for the performance of professional functions, the formation of professional competence in the learning process are devoted to the works of domestic specialists in the field of vocational education. The foundations of research in the field of vocational education are laid down in the works of A.K. Markova, A.M. Novikova, G.M. Romantseva, E.V. Tkachenko and others. The phenomenon of professional competence and competence is revealed in the works of V.I. Baidenko, A.S. Belkina, A.A. Verbitsky, I.G. Galyamin, E.F. Zeer, I.A. Zimney, Yu.T. Tatur and others.

The foundations of the concept of building the content of education are laid down in the works of V.P. Bospalko, B.C. Ledneva, V. Okon and others, teaching methods - in the works of I.Ya. Lerner, M.N. Skatkina and others. The theory of activity and the provisions on its role in the development of personality ---- are reflected in the works of V.V. Davydova, E.F. Zeer, E.H. Kabanova-Meller, M.S. Kagan, A.N. Leontiev and others.

Analysis of pedagogical research N.V. Kuzmina, A.K. Markova, V.A. Slastenina, S.D. Smirnova, A.B. Khutorsky and other scientists, as well as the practice of domestic higher education, testify to the growing interest in issues related to the professional competence of specialists. However, research on the problem of the formation of professional competencies among students of construction specialties in the course of practice-oriented learning in the context of the modernization of higher education has not been carried out enough.

It is quite obvious that the modern education system is developing taking into account the formation of a market economy, society's information, and the level of development of production technologies. A professional must be able to create socially significant values, as well as understand the meaning and purpose of his work, independently set professional goals and objectives, think over ways to achieve goals, be able to choose, be able to cooperate, be active, professionally mobile, be able to develop their knowledge, skills, skills, be open, tolerant, moral. Under these conditions, institutions of secondary vocational education are called upon to conduct systematic work on the formation of the professional competence of engineering students. Consideration of the concept of "professionalism" shows the difference in the points of view of scientists. A.A. Derkach gives the following definition, professionalism (from Latin profession - profession, profiteer - to declare one's own business) - a single characteristic of a person of labor, containing the formation of a person as a subject of professional activity, professional communication, the development of personality as a professional. Psychological indicators of professionalism, according to A.A. Derkach: possession of professional spiritual values of orientation and adherence to them; knowledge at the level of higher samples of the means of activity developed in the profession; achievement by a person of high professional results in accordance with the standards of the profession - professional excellence; enriching the experience of the profession with their special individual contribution - professional creativity; the desire and ability to improve the social reputation of the profession in society, etc. In the dictionary of S.I. Ozhegov, the concept of "professionalism" is defined as "good command of one's profession". The concept of "professionalism" manifests such a level of development by a person of the psychological structure of professional activity, which corresponds to the standards and objective rules available in society. Under the professionalism of a person we understand the achievement of important production indicators by him, along with the peculiarities of his professional motivation, the system of his aspirations, value orientations, and the significance of activity for the person himself. In the work of A.K. Markova noted that the term "professionalism" is used in different senses. When they say "this work requires professionalism," they mean the normative requirements of the profession for a person's personality. In this case, professionalism is defined as a set of personal characteristics of a person that are necessary for the successful performance of work. We will conditionally call this interpretation "normative professionalism". In a different sense, this term is used when they say "professionalism is inherent in this person." In this case, it means that a person has this necessary normative set of mental qualities, and professionalism becomes an internal characteristic of a person's personality. This understanding means the "real professionalism" of a particular person.

The term "competence" borders close to real professionalism. Competence, in our opinion, also refers to the characteristics of a particular person, namely, an individual characteristic of the level of compliance with the requirements of the profession, specialty. Let's define the

characteristics of competence. In some dictionaries, the term competence was revealed as the possession of knowledge that allows one to evaluate something, to express a weighty authoritative opinion. Currently, competence is more often defined as the ability to integrate knowledge and skills, ways to use them in the face of changing environmental requirements. Competence is an integral quality of a person, formed at the time of performing professional actions, including the qualities and properties of a specialist's personality, his motives, knowledge, skills, capabilities, abilities, responsibility. An essential component of human professionalism is professional competence. The study of psychological and pedagogical literature and other informational literature shows that the term "professional competence" is defined by several approaches. Foreign researchers often consider this concept as "in-depth knowledge", "a state of adequate performance of actions", "ability to actual performance of activities", "efficiency of actions". In the domestic psychological and pedagogical literature, the following definition of the term "professional competence" is considered: "the quality, property or condition of a specialist, ensuring his physical, mental and spiritual compliance with the need, need, conditions of any profession, specialty, specialization, qualification standards, occupied or performed official position. Professional competence is one of the main cognitive components of the activity professionalism subsystem, the sphere of professional management, a constantly evolving system of knowledge that allows you to perform professional activities, a range of issues or problems to be solved with high productivity. Issues of professional competence have been relevant over the past decade. This is due, first of all, in connection with the reform of the education system in the country, including secondary vocational education (SVE). As a result, more research is addressing this topic. Consider professional competence from different points of view.

Professional competencies are understood as the ability to act on the basis of existing skills, knowledge and practical experience in a particular professional activity. To be competent means to be able to apply knowledge, skills, experience, to show personal qualities in a specific situation, including non-standard ones.

The formation of professional competencies must be carried out throughout the entire learning process: during the period of introduction to the specialty;

1. during the period of mastering a specialty;
2. During the period of educational and industrial practice.

An integral part of professional training is the practical training of future specialists.

The purpose of the practical training of students is to ensure their readiness for the implementation of professional activities.

An important part of the practical training of college students according to the Federal State Educational Standard is educational and work practice.

The practice aims at the comprehensive development by students of all types of professional activities in the specialty (profession) of secondary vocational education, the formation of general and professional competencies, as well as the acquisition of the necessary skills and experience in practical work in the specialty (profession).

Training practice in the specialty is aimed at developing students' skills, acquiring initial practical experience and is implemented within the framework of professional modules for

the main types of professional activity for the subsequent development of general and professional competencies in their chosen specialty. The professional activity of a civil engineer, like any specialist, is integrative in nature, providing for his knowledge of various disciplines, the acquisition of skills in performing practical work and the acquisition of skills in the course of non-standard role-playing exercises. The formation of professional skills and abilities is developed in a thorough study of the lecture material, repeated training, testing. Interactive methods aimed at the formation of skills and abilities ensure that students perform such tasks, in the process of solving which they would master professional competencies. As the Eastern wisdom says, tell me and I will forget, show me and I will remember, and involve me and I will learn.

By involving students in conducting non-standard lessons, such as skill competitions, master classes and business games, as imitations of professional activities directly in a specific production situation at a specific construction site, students develop professional competencies. The use of this method in the educational process makes learning active, included in professional activities.

The educational function of the business game is very relevant, since modern production has special business requirements. The business game allows you to set the subject and social contexts of future professional activity in training and thereby simulate a more adequate condition for the formation of a specialist's personality compared to traditional training. By modeling various conditions of professional activity, aspects of human activity and social interaction, the business game acts both as a method of finding new ways to perform it, and as a method of effective learning, since it removes contradictions between the abstract nature of the subject and the real nature of professional activity.

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