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DEVELOPMENT OF RESEARCH COMPETENCES OF VETERINARY SPECIALISTS IN THE MODERNIZATION OF VETERINARY EDUCATION

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ABSTRACT

This article discusses the suggestions and recommendations are given on introducing new approaches to education, teaching students to effectively use the competencies developed in different situations in personal, professional and social life.

KEYWORDS

Competence, Creative Thinking, Research Activity, Research Competencies, Scientific Research, New Knowledge, Production Process, Cognitive Activity.

INTRODUCTION

Today, the reforms carried out in all spheres of our society have an impact on higher education. New goals and tasks are being set for higher education institutions. At the center of the goal and essence of all changes are the developing personality of the student - his goal and self-awareness, as well as self-exploration, personal growth, and creative expression.

Institutions of higher education are the educational content that ensures the all-round development of the student, for his knowledge, for his professional

direction, and studies and researches are carried out in harmony with the production activities of higher educational institutions. .

It is not for nothing that directing the young generation to independent, creative thinking in Uzbekistan has become a state-level issue. Because the freedom of citizens of independent opinion develops in a society where freedom of opinion is ensured, and freedom of opinion is the guarantee of a strong society. The first President of the Republic of

Uzbekistan, I.A. Karimov, said: "In a democratic society, children, in general, every person is brought up to think freely. If children do not learn to think freely, it is inevitable that the effectiveness of the given education will be low. Of course, knowledge is needed. But... creative thinking is a great asset," he said, showing how important creative thinking is in the development of the nation and society. The issue of teaching students to think creatively has become the task of pedagogy based on the requirements of the regulatory documents implemented in recent years under the Law of the Republic of Uzbekistan "On Education" on the modernization of the continuous education system.

II. LITERATURE REVIEW

The term "competence" was used in science for the first time in the 50-60s of the 20th century. The English concept of "competence" is lexically direct refers to the level of ability, ability based on deep knowledge. Content means "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional competence, skill and talent." A. Demetriou, A. Efklides, A. Zimnyaya, N. Chomsky, J. Raven, F. Delamare and J. Winterton, H. Meyer, A. Klapper, M. Papadaki and others, in the definitions given to the concepts of "competence" and "competence", competence is the behavior and behavior required in a certain activity, and competence is interpreted as the level of compliance with this requirement, that is, the final result of the demonstration of competence.

The term "competence" entered pedagogy as a result of research in psychology. In the field of psychology, competence is "how a person behaves in unconventional situations, unexpected situations,

engages in communication, takes a new way in interactions with opponents, performs ambiguous tasks, uses information full of contradictions, and is consistently developing and complex. "ownership of a plan of movement in processes".

Also, basic competencies require constant enrichment of knowledge, learning of new information, understanding of important social requirements, ability to search for new information, process it and apply it in one's work.

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

It is appropriate to apply the features of acquiring theoretical knowledge (logic, systematicity, versatility) to the activity of higher education institutions, which is the target direction of students' research activities.

The teachings of world-famous encyclopedic scientists Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Mahmud Koshgari, Yusuf Khos Hajib, Alisher Navoi, Abdulla Avloni and other scholars, who are famous for their views on the role of mental thinking in human life, encourage young people to do research. special attention is paid to the issue of teaching.

The problems of forming a scientific worldview in students were studied by R.G'.Safarova, N.Ataqulovalar, the problems of formation of

students' scientific research experiences and development of research skills by Sh.Hasanova, A.Tojiyev, S.Yaminova.

Yu.M.Asadov, B.Daniyarov, U.I.Inoyatov, B.X.Xodzhayev, among the scientists of our republic. N.Sh.Turdiyev, N.T.Akhmedova, I.Saparboyev, G.Shoisayeva, S.I.Osipova, O.P.Merzlyakova, scientists from foreign countries, in their scientific research, ideas were mentioned about the formation of students' competence activities starting from the school period, their training on the basis of basic competencies.

As a result of these studies, the creative activities of students in certain regions were studied, various pedagogical and psychological recommendations were developed in order to increase their abilities and eliminate their shortcomings.

N.I.Derekleyeva, R.G.Safarova scientifically substantiated the need for research in the process of higher education. According to them, research skills in cognitive theory have the characteristic of unifying students. N.G.Alekseyev, R.X.Djurayev's scientific research skills are considered the highest level of personality, it is emphasized that they have the power to adapt students to the theory of knowledge in a modern way.

In the scientific researches of A.V.Leontovich, B.K.Rakhimov, it was noted that the socio-pedagogical foundations of directing young people to research works are manifested at various stages of the educational process.

Features of the formation of research skills are considered in the works of Yu.Fadeyev, N.A.Fedotova. The possibilities of growth of students' educational

and research activities were shown in the works of N. Derekleyeva, T.A.Voronko.

According to the doctor's thesis of pedagogue-scientist B.X.Rakhimov, "It is checked that creative work of students is a factor of development of thinking, that encouraging students to verbal and written creative work is important for their development.

Independent activities and creative work require independent thinking. A student who does not have an independent opinion and his own point of view cannot create, cannot work independently".

III. RESEARCH METHODOLOGY

The methodological basis of the research was formed as a result of the study of theoretical and practical information, legislation and other legal documents, literary sources and publications. The research is based on the connections between theory and practice, but also made extensive use of methods such as analysis, comparison, and synthesis.

IV. ANALYSIS AND RESULTS

The analysis of psychological-pedagogical literature shows that, until now, no attention has been paid to the development of research competences of future veterinary specialists as a pedagogical research. There are different approaches to the research activities of students in existing pedagogical studies. Currently, the reforms carried out in the field of education focus on the reflection of the specific characteristics of the professional training of future veterinary specialists

from the perspective of the development of research activities of students.

The current state and level of development of modern veterinary education requires its regular improvement. Based on the positive changes, this creates the basis for making qualitative changes to the requirements of the state educational standards of higher education, and as stated in the "Law on Education" for the science of pedagogy, education for specialists the way to follow the main principles in the field of education, such as the uniformity and differentiation of the approach to the selection of educational programs, the education of a person throughout his life, the secular nature of the education system, the promotion of knowledge, ability and talent sets the task of determining

Young scientist I.B. Askarov dealt with the problems of preparing students for research activities in higher education institutions. In his research, he noted the following: "The readiness of the future teacher of vocational education for research activities is an active research perspective on the activity in innovative technologies and production and application, and the attitude to oneself as its subject. - is an integrative

personal description that provides and develops a view. Research activity is an activity related to the search for solutions to creative, research problems, the results of which are unknown in advance.

A number of articles on the issue of research in educational practice were published in the republican periodical press. Authors such as M. Isayeva, Sh. Hasanova expressed their opinions about the role of research in one or another academic subject and ways of its formation.

The above information shows the need to make changes to the contents of the activities of veterinary specialists and the process of developing students' research abilities. Our research shows that:

- creation of a system of development of research competences of veterinarians-specialists;
- 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 competences of veterinary specialists, on the basis of competences;

Table 1.

Basic concepts aimed at the development of research competencies in veterinarians

No	Basic concepts	Explanation of basic concepts
1.	Knowledge	remember and re-explain the learned information
2.	Skill	of the student being able to apply the learned knowledge in familiar situations or to perform a specific practical action based on the acquired knowledge
3.	Qualification	apply the learned knowledge and formed skills in unfamiliar situations and create new knowledge

4.	Comp tension	ability to use existing knowledge, skills and abilities in daily activities
5.	Competence	is an existing and possible ability to perform a specific activity.
6.	Science	derived from the Arabic language and a set of knowledge and skills acquired through reading, learning and life experience
7.	Science	In Arabic, علم is written in the form of "ilmun" and pronounced as ilm. This word is formed in Arabic in the form of [فعلون]فعل, which means "to know" - "to learn".
8.	Scientific	It was assimilated from Arabic to Uzbek, and it was assimilated from Arabic to Persian, and from Persian to Uzbek based on the suffix "iy" in the meaning of the word science.
9.	Research	from Arabic to Uzbek, it is the "proper plural" form of the word "research". In Arabic, it is written as tdqyqat - [tadqyqatun], and in pronunciation it is [tadqyqat]. Meaning: "to learn by grinding", "to study" is the verb "to grind" and gives meanings such as "to be clear" "to determine"
10.	Scientific topic	a task of a scientific nature aimed at the solution of an actual problem of a certain field, requiring scientific research
11.	Scientific research	the process of producing new knowledge, one of the types of cognitive activity
12.	Problem lecture	it is a lecture based on the logic of problematic situations that are modeled sequentially by posing problematic questions or presenting problematic issues

- for the purpose of development of research competences of veterinarians-experts, for the purpose of establishing a strong integration between education and production practice and creating the necessary conditions.

Based on the purpose and task of our research work, we explained the basic concepts of the work as follows:

the research competence of future veterinarians is the ability to perform research. Research competence is not the acquisition of separate knowledge, skills, qualifications and competences by the student, but the

acquisition of integrative knowledge and actions in each discipline and independent creative activity.

the research competence of future veterinary specialists is as follows: "the ability of veterinary students to study and find a solution to any problem in the veterinary field (for example, a situation based on one or another of the laws of specialist sciences) ability. Diagnosis, design, and modeling specific to research activities are carried out step by step."

CONCLUSION/RECOMMENDATIONS

In the course of research activities, students encounter different approaches to solving the given task. They can apply the research approach in the process of doing research activities in different frameworks, different processes of activity and different conditions, which is important for the effect of research, knowing, learning, modeling and finding solutions to various exercises. 'rin holds.

Research shows the integration of the following different skills:

- 1) due skill;
- 2) valuable skill;
- 3) intense skill;
- 4) behavioral skills;
- 5) management skills;
- 6) thinking skills;
- 7) practical skills;
- 8) the skill of readiness to seek;
- 9) research skills;
- 10) communication skills;
- 11) social cooperation skills;
- 12) communication skills;
- 13) communication skills.

A comprehensive approach to the problem of research ability, determines the purpose and content of education, helps to form the educational process.

In this regard, the following contradictions should be resolved:

- the student's personality - his interest in conducting educational and research activities;

high-potential knowledge in the development of students' educational and research activities and

insufficient level of this knowledge, its importance, lack of attention to students' research activities.

The above-mentioned contradictions determine the importance of the research problem, and achieving the effectiveness of research activities by solving this problem in higher education is one of the urgent tasks of today.

Based on these analyses, the development of research competence of future veterinarians, orientation to research work should be carried out as a targeted, technological process. In this regard, it is desirable to improve the integrity of the development of the research competence of future veterinarians, to fully research the pedagogical conditions.

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