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## Assessment of levels of formation of professional competences in future economists

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**Abstract.** *This article examines the quality of student learning outcomes and the features of assessing professional competency together with the assessment of skills and qualifications taking into account the trends in the development of labor market.*

**Key words:** *competency, evaluation, assessment, digital economy, labor market, professional, quasi-professional, individual and practical-professional activities, qualimetric educational outcomes.*

In the world experience, the final result of educational systems is attention to the students' compliance with the requirements of the international standard classifier of education, didactic modernization of the content of educational programs and training sessions, the formation of future skills in students and the full development of human capital based on the level of their professional competences, increasing the quality of higher education, the labor market taking into account the development trends, the training of qualified personnel is gaining relevance. Step-by-step control of students' educational and professional practical activities, formation of an environment for systematic evaluation of the level of their qualification requirements is important.

Decision PQ-4939 of the President of the Republic of Uzbekistan dated December 31, 2020 "On measures to fundamentally improve the skills assessment system and provide the labor market with qualified personnel" establishes a system for monitoring, evaluating and strategic planning of the labor market, including its professional-qualification structure taking into account improvement, digitalization of the economy and the development of new progressive technologies, to meet the current and future needs of qualified personnel, to organize the development and updating of professional standards, sectoral qualification frameworks and qualification requirements, to ensure international recognition of the national system of qualification and knowledge assessment, priority tasks such as ensuring the flexible, consistent and continuous development of professional skills and knowledge are defined. From this point of view, the competency-based approach to assessing the levels of formation of professional competencies in future economists allows to determine the versatility of students' preparation for the labor market, which, in addition to skills, is a variable of the pedagogical dimension includes a set of certain pedagogical and professional-practical features that are considered as Taking these into account, we present the definition of the concepts of competence and professional competence.

Competence is derived from the Latin word *competentia*, which means "suitable, relevant, informed, worthy, capable, knowledgeable". In the explanatory dictionary of the Uzbek language, the word competence means the words "competent", "to be suitable".



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Competence is the ability to solve professional tasks, the ability to apply knowledge, skills and personal qualities to successfully operate in a certain field.

Professional competence is a person's potential activity, readiness for productive activity. Professional competence is formed on the basis of professional knowledge, skills, qualifications and practical experience necessary for effectively solving professional tasks in production activities and is determined based on the goals and tasks of the profession.

These pedagogical features of general training, which reflect the orientation to the development of professional skills, together with the assessment of knowledge, skills and competencies, can serve as an assessment of the quality of student learning outcomes (Learning outcomes). This variable is the level of training, the level of knowledge, skills, skills, and does not reflect the modern requirements of the labor market for the level and quality of mastery of professional competencies. Due to their unique one-dimensionality, traditional assessment tools are weakly focused on integrated interdisciplinary knowledge and do not check the level of formation of professional competencies in future economists, including professional-creative ability, ability to analyze and synthesize educational material, and the ability to apply knowledge and skills in new unexpected situations. Professional competencies are formed and developed through full mastery of educational content, teaching technologies in the process of educational and professional-practical activity. Therefore, the elements of educational and professional-practical activity are aimed at training a specialist based on the requirements of the labor market, with the lack of special professional knowledge and the absence of specific algorithms for solving problems helps to find ways to solve related new problems. Professional-creative characteristics of future economists can be formed only in the process of modeling the student's quasi-real activity, which requires the student to find solutions to new problems, that is, to combine knowledge, skills and abilities, and change the methods of activity.

In the international experience, it is necessary to revise the quality assessment of acquired knowledge, skills and qualifications aimed at the development of professional skills of students based on the requirements of the international standard classifier of education. This implies the denial of the current expert assessment system and the introduction of pedagogical dimensions into the field of control and evaluation, which provides a multifaceted strategic assessment of the quality of student learning outcomes. In this process, we will focus on the definition of the concepts of assessment and evaluation. Assessment is a pedagogical, philosophical and psychological essence, and represents the external and internal attitude to the student's activity and behavior. From this point of view, the assessment has an objective and subjective nature. With the help of the assessment, it is determined to what extent the student's behavior and mastery level meet certain requirements and moral standards.

Assessment means determining the level achieved by comparing the tasks set for the student in the educational process with the requirements of the state educational standards. In the assessment, the student's knowledge, skills, and competence levels are determined.

In the assessment of the quality of the learning outcomes of the students, the variability of the professional-practical activity is of great importance in the educational process. In connection with the tasks of pedagogical evaluation, it covers certain professional and practical features that are achieved through special teaching methods of professional-practical activity and describe the possibilities of non-standard solutions to the problems of the student in the educational process. required:

- Ensuring that knowledge, skills and qualifications acquired by future economists are clearly and systematically implemented independently in new unexpected situations;
- Creating an opportunity for future economists to see a new problem in a traditional situation and to use alternative options in solving the problem;



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- Formation of the ability of future economists to combine, change and use new intensive methods of previously known methods of activity in solving a new problem;
- Determining the level of professional training of future economists in accordance with the requirements of international educational standards, determining the level of acquisition of interdisciplinary knowledge, skills and qualifications in the form of competencies, which is the main goal of higher education;
- Training of students based on the requirements of the labor market, adapting them to professional or quasi-professional situations related to the needs of the employer, his professional requirements for the student, that is, the ability to apply their knowledge in real life;
- Development of a methodology for determining professional competencies through assessment tools, regulated by qualitative procedures covering generalized qualification tasks, which regulate the strengthening of acquired competencies of the future economist;
- Ensuring compliance of the set of tools for evaluating the knowledge, skills and qualifications (professional competences) of the future economist with the content of the program and the quality specified in the educational program;
- Ensuring compliance with the social and regulatory quality specified in the standard requirements of the future economist's professional competencies.

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