
DEVELOPING AND RECOGNIZING SKILLS, TRANSFERABLE SKILLS, PERSONAL AND ACADEMIC SKILLS

Madina Bahadirovna Mirkasimova

associate professor of Tashkent state Pedagogical University named after Nizami

Ibodullayeva Shaxnoza Farxod qizi

student of Tashkent state

Pedagogical University named after Nizami,

Abstract: *Transferable skills are universally essential for every branch. They contribute to success and the victory of a group, client, or organization. They are important in studying, job and other branches that any personnel comes across in their lifestyle. In addition to this, they permit to control over a career way and guarantee a advancement in career change. In a way, these are abilities that never go out of style. Transferable skills will take after and back your victory professionally, so long as you contribute and put deliberateness exertion into sharpening them. This article highlights key transferable skills that have been transferred and/or developed to the workplace from previous school, collage, lyceum and higher education experience. In the work results of survey that are taken from graduate students are discussed. The students consider communication, time management, organization, responsibility and problem solving as the most transferable skills. While, diligence, focusing, leadership, initiative are secondary ones.*

Key words: *transferable skills, co-operative education, work-integrated learning, recognizing skills, personal and academic skills.*

In accordance with the State program "Year of supporting the youth and strengthening the health of the population", in order to develop the teaching of foreign languages as a priority direction of the educational policy, to fundamentally improve the quality of education in this direction, to attract highly qualified pedagogues and to increase the interest of the population in learning foreign languages.

2021.09.05 Under the Cabinet of Ministers, the Agency for the Promotion of Foreign Languages (hereinafter referred to as the Agency) and the positions of regional representatives of the Agency in the Republic of Karakalpakstan, regions and Tashkent city should be established.

No matter what you learned in school or at a past work, transferable abilities are what each laborer picks up from each career experience, including volunteering, internships, independent occupations, and more. They are the abilities simply can utilize in any proficient setting. We firmly consider that it is the high time to promote workintegrated learning (or co-op, as described here) in all education systems of Uzbekistan to integrate a students academic study and learning in a workplace or practice setting[1]. There are many co-op programs in developed countries and they have grown

and changed for degree specifications. Whereas, there is a lack of understanding of what skills are specifically gained from such programs, as well as where they may derive from and how a student may apply this knowledge in our country. This means further research and innovative approaches to be founded to better understand how exactly cooperative education programs help students. This project should aim to fill some gaps in work-integrated learning and develop the most useful transferable skills. Undergraduates were interviewed to clarify their response to this kind of program and which skills are the most important for them to transfer to their workplace. The interview was mix and match to understand the students current situation, and the questions were asked critically. Students were asked about expectations from this kind of approach to education, and which of skills are transferable and the most important for them (which ones should be improved and which ones should be gained).

Transferable skills are discussed like an essential tool for professional competence and they have been described as skills which are relevant helpful across different situations and areas of life by theorists, linguists and psychologists. Bennett claims that even definitions of transferable skills vary over time and according to the changing demands of employers [2]. Transferable skills are given different labels as, e.g. generic skills, employability skills, basic skills or key competencies [3]. It is clear from above that, there is no single definition or definitive list of transferable skills. Transferable skills cover broad branch of soft skills: fundamental skills as numeracy, literacy; people-related skills (e.g. communication skills), conceptualizing skills (e.g. problem-solving), business related skills (e.g. innovation) or community-related skills (e.g. citizenship). Transferable skills play an important role in the recruitment and selection process and during organizational entry. First, they add to an individual's feeling of being competent and employable [4]. Second, transferable skills serve as signals to future employers, as employers are looking for new employees with a high potential to integrate themselves in work teams and the organization [5]. Third, transferable skills are important during the job interviews and during organizational entry. Job interviews are heavily steered by role expectations and social stereotypes, as neither the applicant nor the employer has much other reliable information on how the newcomer will perform in the new organization [6]. Foreign researchers Haddara and Skanes who explored the evolution of coop programs over the years indicate that there is a dramatic difference between 'experience' and 'experiential learning' [7]. Another researcher Rowe points out what is required for a successful program, as well as he outlined that there is still a lack of understanding of what skills are specifically gained from such programs, as well as where they may derive from and how a student may apply this knowledge. They analyzed benefits and prospect of working-integrated leaning program and recommended changes that could improve students experience [7]. The importance of systematically analyzing the gains from a co-operative program is vital in understanding the effects of the program on a student and this is explored by Venville, Lynch and Santhanam [8]. They found that routinely

checking in with students and helping with their development helped gain an understanding of what they experienced [8]. Johnston and McGregor outline that professional skills can be categorized as the following: self-management; interaction; communication; and organization, highlighting some of the skills already studied to be vital for a coop placement and mention that 'process of learning is as important as outcome' [9]. The students did go on to say that time management was generally a transferable skill between study and work, claiming that if a student was good at in university, they can thrive in any workplace. Time management and organization were named the most important in school, collage and university were rather relevant in this students workplace. In the educational institutions time management was appeared in form of task assignment. This insight provides a development, showing its transferability from study to work. Although the skills should be significantly altered and improved during the co-op to make students handle time in all the position.

The student spoke about initiative and its relation to responsibility in the workplace. On the other hand the motivation for studying in university was derived from enjoyment, as opposed to responsibility. As these students discussed, they enjoyed the content of their studies, even they feel lack of work-integrated learning. In work, they believe to feel responsibility more. This statement seems to indicate that it is not necessarily responsibility that motivates good work, but the desire for completing a work. This shows that the motivation was transferable to co-op, originating from education institutions. These students connected initiative, responsibility and motivation to integration. Therefore, the fact is that one mistake or delay would cost more than just one person a trivial price; it could cost a company a substantial amount of money. The students would ensure that any tasks would be completed in time, even if there are extra necessary works, or it was not something they enjoyed. From the interview, following skills were found to be the most transferable: communication, time management, organization, problem solving and responsibility. While, diligence, focusing, leadership, initiative are secondary ones. According to students opinion work-integrated learning should be imposed in all educational institutions of Uzbekistan and each skills should be improved on the basis of it aptitudes are created by taking commerce preparing programs related to a particular expertise, tapping into a proficient coach, or taking part in any advancement openings your organization offers. Transferable skills are precisely what they sound just: like the abilities merely utilize in each work, no matter the title or the field. If a student know what their strengths and skills are, they will never be afraid of losing or changing a job. Thanks to transferable skills which can make any personnel to be able to succeed in many different roles and situations. Furthermore, employers will always value employees whose potential goes beyond their core competencies. Therefore, all educational institutions put working-integrated learning into practice and transferable skills should be taught in them.

REFERENCES:

1. Haaniyah Ali and Jeffrey Harris. Cooperative Education and Work-integrated Learning. Canada. 2019 <https://www.cewilcanada.ca/about-us.html> 2. Bennett R. Employers demands for personal transferable skills in graduates: A content analysis of 1000 job advertisements and an associated empirical study. Journal of Vocational Education and Training, 2002 54 (4), P 457-476. 3. Christof Nagele and Barbara E. Competence and the Need for Transferable Skills. Stalder Springer International Publishing Switzerland 2017 P 739-757 <https://www.researchgate.net/publication/307942989>.

4. Fugate M, Kinicki A and Ashforth B. E. Employability: A psycho social construct, its dimensions, and applications. Journal of Vocational Behavior, 2004. 65 , P 14-38. 5. Bangerter A, Roulin N, and Kunig, C. J. Personnel selection as a signaling game. Journal of Applied Psychology, 2012. 97 (4), P 719-738.

Saydalievich, U. S., Abdurashid ogli, A. S., & Qurbonboy ogli, X. J. (2021). UNDERSTANDING AND CONCEPTING BALLS IN THE SPIRIT OF MILITARY PATRIOTISM. Galaxy International Interdisciplinary Research Journal, 9(12), 924-929.

Ismoilovich, M. R., Saydaliyevich, U. S., & Murodjon og, B. K. (2022, May). РОЛЬ ВОЕННОЙ ПЕДАГОГИКИ И ПСИХОЛОГИИ В ВООРУЖЕННЫХ СИЛАХ. In INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE (Vol. 1, No. 4, pp. 447-452).

Akhmedov, A. N., & Abdurakhimov, S. A. (2018). The study of the grinding process of rushanka from the nuclei of cotton seeds of different varieties. CHEMISTRY AND CHEMICAL ENGINEERING, 2018(3), 17.

Saydaliyevich, U. S. (2022). Struggle of the peoples of Central Asia against the Achaemenids Tomaris, Shirak. Periodica Journal of Modern Philosophy, Social Sciences and Humanities, 6, 64-67.

Ogli, Y. A. B., Ogli, A. J. I., & Ogli, U. S. S. (2021). HOLY DEFENSE OF THE COUNTRY. Galaxy International Interdisciplinary Research Journal, 9(10), 544-546.

Tojimatovich, A. A., & Saydaliyevich, U. S. (2021). Formation Of Science as A Value and Classification of Values. Texas Journal of Multidisciplinary Studies, 3, 172-178.

Arabboy, Y., Sardorbek, S., & saidakbar Saydaliyevich, U. (2022). PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING CREATIVITY IN FUTURE TEACHERS ON THE BASIS OF ACCOLOGICAL APPROACH. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 1(9), 280-283.

Khalilovich, M. S., Saydaliyevich, U. S., & Ogli, A. O. M. (2022). EDUCATION OF YOUNG PEOPLE IN THE SPIRIT OF MILITARY AND

PATRIOTISM. Galaxy International Interdisciplinary Research Journal, 10(2), 572-574.

Kuyoshbek, Y., Nurmukhammad, K., Arabboy, Y., Sardorbek, S., & Saydaliyevich, U. S. (2022, May). THE CONQUEST OF CENTRAL ASIA BY THE ARABS. In INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE (Vol. 1, No. 4, pp. 130-134).