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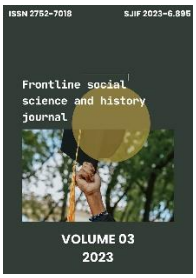

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Research Article

COMPOSITION AND DEVELOPMENT CHARACTERISTICS OF STUDENTS' ACADEMIC COMPETENCE IN HIGHER EDUCATION

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ABSTRACT

In the article, it is stated that the educational competence of students, which is the basis of quality personnel training of the higher education process, is a set of competencies related to the independent cognitive activity of the student, including logical, methodical, general educational activity elements, real cognitive objects, his motivational, cognitive, active and creative. developing the structure of character components on the basis of lower, middle, and higher-level features, important qualities of educational competence, such as the ability to set a clear goal and achieve the goal, form cognitive tasks and put forward hypotheses, independence, cognitive activity, elimination of shortcomings in the educational process willingness to do and task decision-making efficiency are interpreted.

KEYWORDS

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Student, education, process, quality, criterion, degree, indicator, ability, competence, content, demand, result, aspiration, development.

INTRODUCTION

Throughout human civilization, the high development of education and science has been considered an important driver of social, technical and economic progress. Education is one of the important components of human development, it also plays a key role in solving important problems of society. Education, as an important component of human development, has an unparalleled impact on the elimination of a number of social, economic, political and humanitarian problems. The perception of education as an integral part of human life and as an important tool for realizing one's place in society has changed over the centuries, from ancient times to the modern multipolar world. However, the role of education in this regard has often been considered from a spiritual-intellectual perspective. Human capital is an important asset of a country. Its all-round increase and development, training of modern-thinking, intellectually developed, professionally trained personnel of the new generation, who are capable of solving complex and large-scale tasks in the way of modernization of the country and building a democratic society, who will faithfully serve the interests of our country and people, are the issues of our tomorrow. is a decisive priority.

Development of the society, national welfare has always been connected with the education of the young generation, new personnel who have deep knowledge of modern knowledge, and their high qualifications. Therefore, from the first steps of our independence, the work of educating the new generation in our country, forming their outlook on the basis of new values, has risen to the level of state policy. The most important thing is to quickly abandon the old patterns in the education system, to find and implement the most advanced, modern methods of education that are in harmony with the national, spiritual and moral values of our people, and to not separate education and upbringing, a principle that has been practiced in the East since ancient times. and achieving their mutual proportionality has become extremely important. Life itself proves that it is not enough to reform only one part of the education system so that the young generation

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can acquire modern knowledge and skills based on today's demands and wishes.

Main part. Academic competence is considered as a set of competencies related to the student's independent cognitive activity, including elements of logical, methodological, general educational activity, real cognitive objects. This includes the knowledge and skills of goal setting, planning, analysis, reflection, and self-assessment of learning activities. The student acquires creative skills for productive activity, obtaining direct knowledge from reality, methods of action in non-standard situations, mastering heuristic methods of problem solving. Within this competence, relevant functional literacy requirements are defined: the ability to distinguish evidence from speculation, to have measurement skills, to use probabilistic, statistical and other methods of knowledge [4].

The analysis of this and other authors made it possible to present our own structure of the concept of learning competence with the following set of structural components. According to him, the structural components of educational competence are:

Motivational component - includes students' understanding of their educational needs, goals and perceptions of the content and result of activities; directing to actively participate in educational activities, to learn new things; gives a positive impetus to the demonstration of competence

Cognitive component - provides analysis of the means and results of cognitive activity, shows that the ability to analyze, synthesize, compare and generalize is required at all stages of its formation

Activity component - readiness to independently solve cognitive tasks, methods of general scientific and private-subject cognitive activity, general educational skills; students' acquisition of the skills of purposeful determination, planning, analysis, reflection, self-assessment of educational activities

Creative component - students' production activity includes creative skills, the ability to learn directly from reality, methods of action in non-standard situations, different methods of solving problems, that is, it expresses readiness to independently solve cognitive tasks associated with the use of research skills [5, 6, 7 , 8, 9].

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The criteria for the development of academic competence will include the following skills:

- organization of the ability to set a specific goal and know how to achieve the goal;
- formation of cognitive tasks and putting forward hypotheses;
- analysis of educational activities, independent learning;
- reflection of educational activities;
- self-assessment in learning activities;
- presentation of research results in oral, written (graphical) form [10, 11].

The structural components of academic competence are:

1. The motivational component includes:

- Social competence - cultural-educational maturity (perfect feeling ability); eager attitude to knowledge; continuous education, self-education and readiness for self-education.
- Reflexive-evaluation competence - the ability to evaluate the results of their activities, the effectiveness of techniques and methods in relation to a specific situation; the ability to develop cognitive activity; formation of self-assessment skills of subjects of educational activity; avoid conflict.

2. The cognitive component includes:

- Innovative competence - improvement of the pedagogical process; improve the quality of education; to put forward new ideas to increase the effectiveness of the educational process, to successfully implement them in practice.

- Informational competence - ability and skills to work with information (ability to find informative information, process it); a critical approach to selecting unbiased and reliable information; the ability to draw conclusions from the information obtained.

3. The activity component includes:

- Technological competence - assimilation of advanced technologies that enrich professional-pedagogical knowledge, skills, skills; being able to use modern tools, techniques and technologies.

- Methodological competence - knowledge of the main methods and methods of educational

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activities; logical thinking skills; the ability to apply the received information to learning, educational and professional activities.

4. The creative component includes:

- Research competence - creative knowledge and research activity skills; the ability to apply knowledge from different fields in non-standard situations; heuristic methods of solving educational problems; the ability to acquire knowledge using the cultural heritage of ancestors.

- Management competence - the ability to set educational goals and tasks, to determine ways to achieve them and to solve them; personal time planning; self development.

RESULTS AND DISCUSSIONS

Based on today's requirements, a number of changes are being made as a result of the reform of the content, quality, educational programs, and technologies of modern vocational education teachers and professional educational institutions. Yu.I. Bulatova defines the outline of educational competence in the form of a figurative and conceptual model that allows it to appear as a three-layered pyramid. Its highest level is the value-oriented level: beliefs, emotional value attitudes, knowledge of the highest examples of educational activities. The essence is the theoretical and informational level: knowledge about the laws of knowledge, theories, methods and methods, teaching. Technical and technological level: general scientific skills, readiness to use different methods and technologies of knowledge in standard and non-standard situations [1].

I.L. Landysheva connects the structure of learning competence with the main indicators of the person and presents the following components:

- willingness to demonstrate competence (i.e. motivational component);
- knowledge of the content of competence (i.e. cognitive component);
- experience of demonstrating competence in various standard and non-standard situations (ie, subject-practical component);
- the result of the emotional-volitional regulation of the process and the manifestation of competence [3].

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According to V.N. Zaychenko, learning competence has the following structure:

Learning competence is understood as a system of ideas, views, and knowledge that reflect individual active methods of the student's cognitive attitude. The main result of this component is: the independent construction of new experience, the need for self-education, knowledge about the methods and means of mastering educational material, the emergence of new knowledge, and the position of active knowledge [15].

E. Yu. Ignateva characterizes the cognitive competence of modern higher professional students in his work:

- reflecting the dependence of assessment-motivation and learning motivation on the student's willingness to constantly review personal knowledge;

- operational-activity characteristics, including the experience of performing operations related to knowledge in accordance with his life form: "receiving" stage (the ability to move in the information space, create knowledge based on information, reception, information analysis and general synthesis); "storage" stage (ability to take notes, store information); "program" stage (use of knowledge in a specific situation, supplementing personal knowledge); "dissemination" stage (the ability to present and transfer knowledge to others in various forms); "generation" stage (the ability to use techniques to generate ideas); "commercialization" stage (the ability to see the value of knowledge)

- communicative features of cognitive competence determine the ability to organize communication throughout life;

- reflexive-evaluative characteristic represents the ability to critically evaluate one's own knowledge based on previous experience;

- emotional-volitional characteristics are necessary to regulate the process of cognitive activity [2].

To assess the formation of competence, it is necessary to determine the level of mastery of students. This is done on the basis of low, medium and high-level characteristics [12, 13, 14].

Motivational component

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Lower level: students' important perceptions of their educational needs, goals, content and results of activities are underrepresented; lack of orientation to actively participate in educational activities and learn new things.

Intermediate level: the student is aware of the content and result of the activity, his educational needs, goals and important ideas; it is aimed at actively participating in educational activities, learning new things; has a positive motivation to demonstrate competence.

High level: full understanding of the content and result of the activity at the level of forming one's educational needs, goals and important ideas; directing to actively participate in educational activities, to learn new things; a positive approach to demonstrating competence.

Cognitive component

Lower level: has weak ideas about the methods of acquiring knowledge, has knowledge about effective ways of independent work with scientific literature, has difficulties when directed to use printed materials.

Intermediate level: has knowledge of methods of obtaining knowledge, effective methods of independent work with scientific literature.

At a high level: has a good idea of methods of learning, effective methods of independent work with scientific literature.

Activity component

Lower level - insufficient self-assessment, unable to reflect. The ability to independently identify and solve set knowledge tasks, methods of general scientific and private-subjective cognitive activity, and general educational skills is weak.

Average level - the skills of independent learning and cognitive activity, as well as the ability to adequately assess and reflect on yourself are expressed at an average level. He can determine and solve the problems and tasks in group and team work with the help of the teacher or his peers. Seeks to analyze, evaluate and summarize the accumulated experience of independent activity

High level - has well-defined skills in the analysis of learning activities, has the ability to adequately self-assess and reflect. Demonstrates the ability to independently identify and solve set problems

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and tasks, methods of general scientific and private-subject cognitive activity, general educational skills, and transfer knowledge and skills to a new situation

Creative component

At the lower level: it refers to the weakness of students' readiness to independently solve cognitive problems related to having creative skills, the ability to learn directly from reality, mastering ways of acting in non-standard situations, heuristic methods of problem solving, that is, using research skills.

Intermediate level: it means that students have creative skills, the ability to learn directly from reality, ways of acting in non-standard situations, heuristic methods of problem solving, that is, they are ready to independently solve cognitive problems associated with the use of research skills

High level: it means that the student has deep knowledge in the field of interest and creative skills of effective activity, selects the most effective knowledge directly from reality, has heuristic methods for solving problems, that is, is ready to independently solve knowledge related to the use of research skills.

CONCLUSION

The most important qualities of students' educational-cognitive competence are independence, cognitive activity, readiness to eliminate shortcomings in the educational process, and efficiency in decision-making on the task. An increase in the level of independence helps the student to understand the motives, goals, and methods of his activity, and the student becomes the subject of his activity from the object of pedagogical influence. Formation of these qualities occurs as a result of students' educational activities, therefore, it is important to activate students' educational activities.

Based on the analysis of scientific literature, we understood the concepts of innovative approach, competence qualification, learning competence.

Describing learning competence, most authors note its integrative structure, which usually includes a set of knowledge, learning skills and personal qualities that ensure the effective flow of the learning process.

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It is desirable to develop the structure of the following motivational, cognitive, activity and creative components of educational competence based on the characteristics of the lower, middle and higher levels.

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