Development of Competence Qualities in Students

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Annotation: This article deals with the development of students' competence. The issues of theory and practice of introducing the pedagogical foundations for the development of students' competence are considered. The concept and structure of students' competence are analyzed.

Key words: technology, social competence, cooperation, behavior, knowledge, ability, skill, understanding, training, education.

The rapid development of socio-historical development in our country is the basis for the widespread implementation of achievements in the fields of science, technology and technology in the field of education. These principles raised the solution to the problem of forming a creative person who loves his country and people, is loyal to our national ideology, and thinks independently, to the level of one of the priority directions of the state policy in the field of education.

In the concept of education, great attention is paid to creating the inner need of a person for learning and teaching him to read, inner experience, feelings, thinking.

Within the framework of the nationwide program of education development in our country, a number of works have been carried out to modernize educational institutions in accordance with the needs of the times, to change the content and essence of education. It is known that the society always needs a person with the qualities of knowledge, competitive, creative and seeking competence.

In particular, training of specialists in each field, formation of competence characteristics of students is one of the urgent issues of today.

When looking at the nature of the quality stage of the national personnel training program, the relevance of this issue is self-evident. The concept of "competence" entered the field of education as a result of psychological research.

If we look at the history, the concepts of competence, personal competence, in the 90s of the 20th century, social competence became popular in all social networks, as a personal quality of a person, and it was accepted as an interdisciplinary topic and began to be analyzed as a complex, multi-component and multi-dimensional phenomenon.

In particular, based on the results of long-term scientific research of the researcher V.N. Kunitsyna, he distinguishes the following types of social competence: competence; communicative competence; socio-professional competence; makes a conclusion about self-determination (ego-competence).

Psychologist I.A.Zimnyaya defines competence according to its social impact on a person, social cooperation (conflicts with society, team, family, friends, partners and their withdrawal, cooperation, tolerance, social mobilization) and communication competence (verbal, written, conversation, monologue, knowledge) and observance of traditions, etiquette, cultural and foreign relations, business, communicative tasks). [1.37].

In the research work of E.V. Koblyanskaya, social competence is considered as "understanding the relationship of "I" - society, being able to choose the right social direction, organizing one's activity in this direction". According to him, social competence is "a personal quality - a person's labor activity as a member of this society related to social norms, in which the life of society regulates the interaction between its members." [1.24].

First of all, etymologically, the concept of Competence is a system of necessary experience and necessary knowledge and competences for effective activity in a field.

It is not a secret to anyone that today it is very important and urgent to train specialists who can achieve such results. In particular, one of the main tasks of modern specialists is to regularly improve their intellectual potential in accordance with the level of development of society. For this purpose, it is desirable to form competence features that allow students to actively participate in the educational process and work with interest in order to master the fundamentals of science perfectly.

In the literature of the pedagogical psychological category, the same qualities of competence are distinguished. There are the following components of competence, and these components include information about the structure and functioning of social institutions in society in people of different age groups, knowledge about the requirements and expectations of social roles, the ability to acquire behavior specific to a social role, universal norms and values, and perceptions about a person himself. , forms effective social cooperation skills and competencies related to self-perception as a social subject. The formation of social competence in students also requires the following social behavior skills.
• mutual movement skills;
• adequate behavioral skills in stressful situations;
• positive communication skills;
• skills of understanding others and self-assessment;
• self-management skills;
• managing emotional states and emotions;
Therefore, competence means "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, has a plan of movement in consistently developing and complex processes. A special place is given to social competence in the competence structure, which reflects the ability for social cooperation and social adaptability in various spheres of life. [4.112].

It is known that earlier education was aimed at imparting more academic knowledge, but today, in addition to acquiring deep theoretical knowledge, special importance is attached to the development of practical skills of young people. The problem of organizing practical actions of students to consistently develop their competence qualities is one of the leading problems in psychology. The solution to these problems is reflected in the process of students' work on themselves in order to develop their competence qualities: - ability to manage the motivation to achieve success;
- improving educational activities;
- critical and creative approach to activity;
- achieve creative cooperation with friends;
- to develop voluntary qualities;
- development of employability ;
- developing creativity;
- elimination of negative habits ;
- objective self -assessment ;

- the practical action leading to the search for methods of mastering positive qualities represents the students' self-reflection. The formation of a free and independent thinker, a broad-minded, creative, well-rounded person with intellectual potential who is loyal to our national cause requires the wide use of the latest achievements of science and technology in the field of education and training, thereby achieving the training of competitive personnel that fully meets the requirements of world standards. In this regard, education of the active
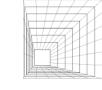
participants of the "21st century - intellectual age", that is, the information society, is one of the most important ongoing problems, in which the features of intellect and competence, which ensure the development of mental work, are realized and they are used in consumption. Therefore, one of the important ways to develop students' competences is to form knowledge about how to act and behave together with the people around them.

For this, it is appropriate to use various interactive methods during the course of the lesson.

By using business games, students' competence characteristics and independent, creative, practical work skills are demonstrated and developed. Opportunities to enrich previously acquired knowledge and skills and apply them in new situations are opened.

Business or role-playing situational games are a type of problem task. Only here, instead of textual material, a real-life situation is staged in which students play roles.

Business and role-playing games perform the following tasks as an educational method:

Teacher: formation of general education skills; development of creative abilities; including: explaining, identifying and analyzing new situations;

Developmental: development of competence, logical thinking, speech, ability to learn to environmental conditions;

Motivational: to encourage students to study, to come to independent conclusions;

Educational: formation of responsibility and communicativeness. Implementation of game methods and situations, in the prescribed form of training, takes place in the following main directions:

1. The didactic goal is set before the students in the form of a task.
2. Educational activities are subject to the rules of the game.
3. Educational material is used as its tool.
4. Inclusion of the competition element in the educational activity, which turns the didactic task into a game.
5. Successful completion of the didactic task is connected with the result of the lesson.

The participants of the business game are offered a game plot. In it, according to the described life situation, one common goal of the activity is set before the participants: to solve the proposed problem.

At the same time, each participant should fulfill the purpose of a separate role. Therefore, the process of developing a solution has an individual-group character: each participant first makes a decision according to the purpose of his role, and then consults with the group. The achievement of this personal role goal depends on the results of the entire group. Usually, solving a problem during a business game takes place in several stages (from 2-3 to 10 games).

Evaluation of the participants' performance is carried out according to the indicators of the final and intermediate period.

Influencing the performance of the participants during the midterm assessment game allows them to independently implement the tasks set before them.

The final evaluation takes into account the organizational activities of the students and their fulfillment of the role-playing objectives of the game.

According to the results, the use of business games in the formation of students' competence features gives the opportunity to obtain a number of educational advantages as follows:
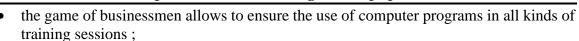
- A creative teaching environment is created ;
- students are provided with quality, reliable educational , didactic and intellectual information , that is, they are aware of the latest achievements of science, technology and technology in the field they are engaged in ;

- the game of businessmen allows to ensure the use of computer programs in all kinds of training sessions ;
- independent studies create opportunities , that is, in their professional activity , independently , they are reliable methods of acquiring knowledge , and they form knowledge, skills and qualifications that must be mastered .

The use of innovative technologies in the educational process is aimed at the comprehensive formation of future specialists, the educational goals are achieved through the method, it provides exchange, activation of the activity of the object to the subject's attitude, and the determination of the guarantee of the result in advance.

In conclusion, it can be noted that efforts aimed at developing students' competence qualities mainly start at school. The student will be an opportunity for the development of competence qualities in young people, the motivation for socially useful activities will be developed and strengthened.

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