

## STRUCTURE AND DIFFERENT TYPES OF COMPETENCE IN MODERN PEDAGOGY

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**ABSTRACT:** The introduction of a competency-based approach into the system of higher education is aimed not only at improving the quality of the educational work of future specialists, but also at updating the content of education. It is important to note that at the state level there is a transition from the knowledge paradigm in the educational process, which has existed for several centuries, to the competency-based one.

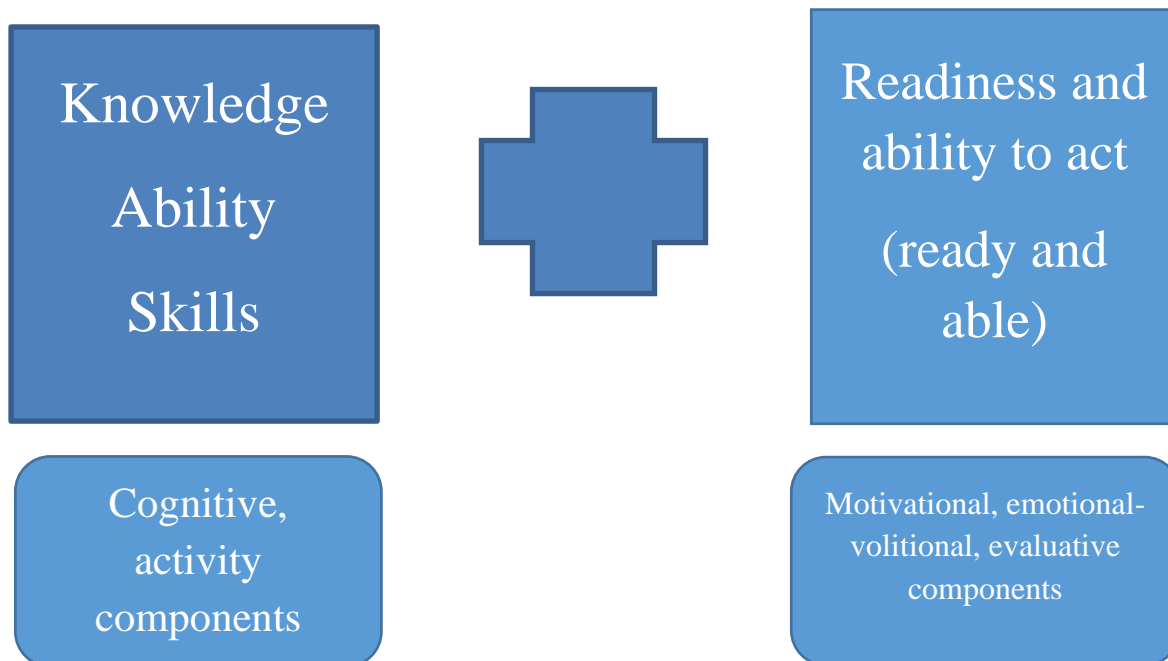
**KEYWORDS:** Competence, professional competence, competence, knowledge, ability, skills, motivational-value component.

### INTRODUCTION

Currently, the issue of professional competence has attracted the attention of the entire society. The old system of professional training has been practically destroyed, and a new one has not yet been created. In these conditions, it is obvious that the level of professionalism of the workforce is becoming a serious problem in the development of our country. Specialists and researchers in the field of management are making attempts to comprehensively analyze the problem of professional training: their attention is drawn not only to the process of professional training, but also to the personal factors that determine professional effectiveness. Therefore, the development of a conceptual apparatus that allows the most complete and accurate description and investigation of the problem is a priority task. Among modern scientists there is a steady interest in the problem of classifying professional competence, which is very diverse in its main characteristics. N.V. Kharitonova, based on the complex of skills developed by the specialist, identifies:

- design competence – the skills necessary to determine tactical and strategic objectives through the achievement of which the professional process is implemented;
  - information and predictive competence – constructive skills of compositional organization of knowledge;
  - organizational competence – ability to manage activities;
  - communicative competence – communicative skills of influencing subjects of the professional process;
  - analytical competence – the ability to adequately assess the level of one's own performance.
- N.V. Kharitonova's approach to the classification of types of competence seems logically more accurate, since professional competence is determined by the set of its components and the structure of this system. The philosophical concept of "structure" defines this category as a form

of internal organization of a system, acting as a unity of stable natural relationships between its elements.



Professional competence can be structured as a system characteristic consisting of various components, the composition of which is defined differently by researchers (N.V. Kuzmina [2, p.37], A.K. Markova [3, p.23], V. G. Pervutinsky [4, p. 56]). Thus, there are many types of competence, which of them constitute the content of professional competence is determined by the nature of the profession. However, it is possible to form a model of professional competence by highlighting those components that are mandatory for any profession. This model looks like this:

1. The emotional-volitional component reflects the personal attitude of the future specialist to the problem, his feelings, emotions, priorities. The manifestation of emotional-volitional activity includes emotionality as a positive emotional factor - a reaction to success and failure - and emotivity - a value indicator of the subject's awareness of the need for professional activity, a positive active emotionally charged attitude towards personal and professional self-improvement. The main components of the component: the ability for adequate self-esteem, self-regulation of specialist behavior.
2. The motivational-value component serves as the most important characteristic of the motivational side of activity. It is closely related to the concept of "personal freedom". This

concept is determined by the specialist's readiness to independently carry out professional activities, which are not strictly defined from the outside (subjective side) and the availability of alternatives for solving problem situations (objective side).

3. The cognitive component characterizes the cognitive abilities of specialists: the ability to perceive educational and information material and the presence of a certain "baggage" of knowledge. Intellectual qualities develop in the process of implementing creative activity. The main components of the component: intellectual involvement, by which I.A. Vasiliev means interest in science, openness to acquiring new knowledge, and the presence of professional knowledge, skills and abilities.

4. The communicative component characterizes the features of interaction between a specialist and the social environment in conditions of personal freedom. Main components: ability to build a dialogue; constructing potential social requests based on the existing data bank of situations.

5. The creative-activity component orients the professional towards the use of a creative approach to work, thereby developing the ability to consciously choose a set of work methods and technologies. The presence of various methods of practical activity and creative abilities is necessary for the self-realization of an individual in professional activities. This component reflects the practical, effective nature of professional competence, because considering the personality of a future specialist as "a subject of life, we take into account not only her attitude to life, values, meanings, but also the ways of their implementation..." [9]. The main components of the component: designing development prospects and results of professional activities; creative independence in solving professional problems; the "correct" formulation of the problem, the ability to foresee the occurrence of a problem situation and, on the basis of this, build a system of preventive measures. The complexity of studying the concept of "professional competence" is due not only to its structure, but to the difference in scientific approaches. So, I.V. Aranovskaya [1, p. 43] builds his understanding of competence on a situational approach, including three aspects in the content of professional competence: problematic practical, semantic, and value. T. Isaeva proposes an approach to assessing professional skills, based on determining its key professional competencies and the technology for their quantitative and qualitative assessment. The main features, in her opinion, are: 1) the general social and personal significance of the acquired knowledge, abilities, skills, qualities and methods of productive

activity; 2) the formation of competencies as a set of semantic orientations based on the comprehension of national and universal culture; 3) creating situations for a comprehensive test of skills in the practical use of knowledge and acquiring valuable life experience; 4) an integrative characteristic of personality manifestations, associated with its ability to improve existing knowledge, skills and methods of activity as it socializes and accumulates life experience. A number of scientists V.A. Bolotov, V.V. Serikov believe that in the concept of “competence” it is not the student’s awareness that comes first, but the ability to solve problems. In modern science, a hypothetical approach to the theory of competencies has also emerged. It is based on drawing up an ideal image of an object that is capable of performing actions, the success of which will depend on the given competencies. For example, in the declaration of the Bologna Process, a qualitative approach to the problems of education prevails, which consists in understanding the importance for society of high-quality training of specialists, the ability to use standards in the form of a tool for regulating the level of quality, its assessment, skills in designing quality management systems and developing control actions. Therefore, the term “competence” is used to denote the integrated characteristics of the quality of graduate training, to describe the result of the educational process. The perception of competencies as a new type of goal setting signifies the transformation of educational policies of universities towards the interests of the labor market and the development of a “lifelong” education paradigm. The literature also considers an individual approach to the study of competencies and professional competence. In this case, the emphasis is on taking into account the individual psychological characteristics of the individual: abilities, knowledge, attitudes necessary and sufficient to perform a certain function in a specific situation. Until recently, the activity approach to determining the nature of competence prevailed in the research of Russian scientists. However, this approach does not allow us to see everything that moves a person beyond visually perceived actions, and to determine the level of sufficiency of competence to carry out a certain activity. In recent years, a number of works have appeared that attempt to approach this complex phenomenon using the capabilities of several sciences. N.F. Efremova adheres to a synergetic approach to the definition of this concept: “Competencies are generalized and deeply formed qualities of a person, her ability to most universally use and apply acquired knowledge and skills”; “a set of knowledge, skills and abilities that allow a subject to adapt to changing conditions; in essence, this is his ability to act and survive in given conditions.” An analysis of modern scientific research has also shown that it is possible to define

professional competence in the context of a differential psychological approach as an integral professional and personal characteristic that determines the ability and readiness to perform professional functions in accordance with the norms, standards and requirements accepted in society at a specific historical moment. Real work is impossible without a stock of professional knowledge and skills (information about different aspects of professional activity, about methods of their implementation) and psychological knowledge (knowledge about the structure of work, about abilities, about thinking). Of particular importance in this case is the distinction between the roles of the motivational and operational spheres of professional activity. If readiness for work is a characteristic of the motivational sphere, then readiness for work is a characteristic of the operational sphere.

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