



"INNOVATIVE ACHIEVEMENTS IN SCIENCE 2023"

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STRUCTURE OF COMPETENCE

Annotation: *This article discusses the structure of competencies in higher educational institutions. Factors influencing the formation of competencies of students of an educational institution. A comparative analysis of the work of researchers in this field is given.*

Key words: *Competences, structure, Competence structure, educational process, aspect.*

Introduction: The ongoing reforms in the education system of Uzbekistan have led to a change in the system of views on education and the formation of new requirements for students of military faculties from both the educational institution and the Armed Forces of the Republic of Uzbekistan. Modern state educational standards require the formation of competencies among students of military faculties as the main indicators of mastering the educational program. A very significant fact is, as most researchers note, that a significant part of the transformations of society, in particular the patterns of social, socio-economic changes, concerns, first of all, the socio-psychological characteristics of the dynamics of social changes, reforms, and modernization of society. The modern personality is not only the result, but, above all, an indispensable condition for the "start" of the modernization of society. In this understanding, the change in the educational paradigm appears as a kind of transformation of the humanitarian order, affecting all levels of society: from the personal to the social. In this case, competence is understood as a kind of "social norm" of the modern education system. Competence in various sources is presented as a kind of attitude to activity, readiness, ability or requirements for knowledge, skills, skills, a new personality formation that appears in the course of vocational education, which makes it possible to successfully solve professional problems. The structure of competence can be determined both from a pedagogical and from a psychological position. Researcher J. Raven considers the structure of competence from two positions: cognitive and emotional. These areas combine the structural components of competencies. Based on the model of N. Rozov's communicative competence, three components can be distinguished in competence: semantic, problem-practical and specialized, the latter depends on the type of discipline for which competence is formed. Since these aspects are more characteristic of the activity approach to the study of the phenomenon, I would also like to add a personal-psychological aspect, which includes the structural components of the personality and the value-motivational component. The manifestation of competence is possible only in a certain situation, educational or professional, since any situation in its structure contains a goal and tasks around which it is formed. The educational situation is based on the solution of subject, constructive and personally oriented tasks. The former are directly related to the



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formation of theoretical and practical knowledge, skills and abilities related to a particular subject. The latter allow you to translate the theoretical and knowledge of the algorithm for performing practical actions into the activity itself, i.e. practice. The task structurally includes the following levels: subject, its content directly depends on the discipline being studied, logical and psychological - relatively universal levels, both for the educational and for the professional environment. The means of implementing these levels are psychological and pedagogical methods and technologies of student-teacher interaction. The psychological component is characterized by the representation of the personality of the student and the teacher in the learning situation, and the logical component is characterized by the logic of the presentation of the material and the presence of a connection between the material previously covered in other disciplines and the material currently being studied in a particular discipline. By type of competence are divided into general and practical. The general ones are mainly represented by the student's ability to participate in social processes - understanding differences, the ability to bear responsibility, participate in group decision-making, live with people of other cultures, languages and religions, etc., which reflects the psychological side of the phenomenon. Practical ones are related to the ability to adapt to specific situations and perform specific types of practical activities, for example, to be able to work with documents and classify them, to independently engage in their own training. In the formation of the competence of students in an educational institution, the main role is played by the teacher. A modern teacher must meet the requirements of modernity, have a huge store of knowledge to pass on to the younger generation.

Conclusion: Between education and profession are the concepts of personality - student - professional as a link between theory and practice, and one of the components of these concepts is the motivational component, so the difficulties associated with the introduction of new educational standards can be eliminated with the development of the motivational component. A student of an educational institution in the course of training must acquire knowledge and skills in order to subsequently be a sought-after specialist in his specialty.

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