

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES AND CLASSIFICATION OF COMMUNICATIVE COMPETENCIES IN THE FORMATION OF JUNIOR SPECIALISTS IN COMPUTER SCIENCE LESSONS

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ANNOTATION

The essence of competence and competence as a pedagogical phenomenon and the idea of competence approach as a factor of increasing efficiency of education have been presented in the article.

Keywords: competence, competent approach, education process., knowledge, pedagogical and psychological theory and practice, personal qualities, qualification, skill

АННОТАЦИЯ

Муаллиф компетенция ва компетентлик тушунчаларининг мазмун-моҳияти очиб беришга ҳаракат қилган. Компетенция ва компетентликнинг таълим сифатини оширишда муҳим омил эканлиги мисоллар орқали ёритилган.

Калит сўзлар: билим, компетентлик, компетенция, компетенциявий ёндашув, компетенция, малака, педагогик-психологик назария ва амалиёт, таълим жараёни, шахсий сифатлар.

АННОТАЦИЯ

Автор раскрывает смысл и содержание понятий компетенция и компетентность. Показывает, что эти понятия – важный фактор в повышении качества образования.

Ключевые слова: знание, индивидуальные качества, квалификация, компетентность, компетентный подход, компетенция, навык, педагогико-психологическая теория и практика, процесс образования.

In some states, the existing concept of "professionalism" is being replaced by the word competence, which takes on a broader meaning than it does in and of itself. The category of professionalism is simply the presence of profound knowledge in a particular discipline. Competence dictates the need to acquire not only professional knowledge, but also psychological and, in part, philosophical knowledge. The competence approach, which has a practical meaning, is a set of professional knowledge and skills necessary to carry out activities in the chosen discipline.

In education, some scholars have observed the use of the competency approach, contrasting the categories of "knowledge, competencies, and qualifications". This attitude or view seems correct in a sense. Its correctness lies in the fact that at the heart of this triad is the provision of

"knowledge", which does not take into account the conditions of a market economy. And on the basis of the competency-based approach, not only knowledge, but also competencies and various abilities are formed and developed. After all, the competence approach includes not only linguistic knowledge, but also psychological, philosophical and life knowledge, the application of which scientists see as the basis for the development of global mass communication and changes in the content capabilities of society in the information age in accordance with the requirements of education.

In modern pedagogical and psychological theory and practice the concepts "to be competent" and "competence" are used simultaneously. In short, competence refers to previously imposed requirements for the training of students, while competence is determined by the available qualities of the individual and the minimum experience of the individual in relation to a given range, sphere of activity.

It is recognized that the word competence expresses a meaning in the plural, that it constitutes a certain system, that the concepts in this system cannot be practiced in isolation, in one word, that it represents a set of abilities (1). The American scientist J. Raven identifies 37 types of competence. These include: the ability to prioritize to achieve a specific goal, to control one's activities, to be emotionally oriented in the process of activity, to be ready for independent learning, to use feedback, self-confidence, personal control, the ability to get to work: alienation of a sense of impossibility, a good vision of the future, a tendency to abstraction, focus on problems, related to the achievement of the goal. ability to navigate, independent thinking, originality, critical thinking, ability to solve complex issues, willingness to resolve controversial issues, moderate risk, non-recognition of fate, confidence in the good receptivity of society to innovations, purposefulness in the positivity and two-way benefits of the result, perseverance (perseverance), confidence, compliance with the rules of purposeful behavior, the ability to make decisions, a sense of responsibility, the ability to work together to achieve the goal, the ability to motivate others to work and on the way to achieving the goal, the ability to motivate others to work, the ability to listen and take into account their opinions, try to subjectively assess the capabilities of their partners, allow others to make independent decisions, this includes such things as conflict resolution and mitigation of disagreements, the ability to work effectively when someone works under someone else's guidance, tolerance for different lifestyles, understanding political pluralism and readiness for organizational and collective planning.

The goal of preparing a competent specialist, stated in the state educational standards of our country, leads to a change not only in the content of education, but also in the means of teaching and the process of organizing education. This approach ensures not only the unity of knowledge, skills and abilities, but also the achievement of the goal as a result of the integration of personal qualities.

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