

## PROFESSIONAL TRAINING THROUGH THE DEVELOPMENT OF STUDENTS' LEARNING AND COGNITIVE COMPETENCE IN THE PROCESS OF HIGHER EDUCATION

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**Abstract.** The article discusses the importance of improving the quality of higher education, the rapid development of science, technology and engineering, the formation of important professional qualities through the development of students' educational and cognitive competencies in higher education, speed, effective adaptation to rapid changes in a short period of time, the development of students' self-awareness and creative abilities in the development of professional training, the importance of ensuring constitutional human rights to education, the importance of studying and learning on the basis of professional training, collective and individual research, mastering experiences, additional mastering, self-education, achieving the goal and organizing one's own success, explaining one's own goal, planning, analyzing, reflecting on educational and cognitive activities, organizing self-assessment, asking questions about the evidence to be verified, searching for the causes of phenomena, showing understanding or misunderstandings in solving the problem under study, working with instructions. issues are interpreted.

**Key words:** education, system, process, student, activity, training, motive, competence, profession, intensity, speed, adaptation, formation.

In today's globalization processes, an innovative approach to education, the study of advanced foreign experiences and their introduction into educational processes, the use of modern teaching technologies using scientific and technical progress and information technologies are of great importance. The radical reform of the system of continuing education in our republic, the rapid development of science, technology and engineering require consistent changes in the content of education. It requires the formation of important professional qualities in higher education students, promptness, effective adaptation to rapid changes in a short period of time, and consistent familiarization with active knowledge and innovations embedded in the disciplines. As a result, in modern conditions, the main educational goals among young people - the development of educational and cognitive competence, the formation of qualified

specialists, the achievement of professional growth, the consistent, continuous, purposeful, systematic assimilation of information necessary for students to organize life and professional activities, and the achievement of their purposeful formation - are of great importance. The main feature of continuous professional training is the adherence to the principle of scholasticism, reliance on traditions in achieving educational goals. Analysis of the educational and cognitive activities of students in higher educational institutions shows that it requires them to form professional competence in their subject and the education of a harmonious generation and to acquire the skills to consistently apply them in their future professional activities. In modern society, the level of development of a country or another is determined not only by its technical condition, but also by the professional competence of specialists being trained in higher educational institutions.

As is known, professional training is a set of special knowledge, skills and qualifications that provide effectiveness in performing tasks in a particular field of activity. In some literature, professional training is the process of teaching the skills necessary to perform a specific job, a group of tasks. Improving professional training is the process of acquiring new and additional knowledge in the main and relevant profession, specialty [5, 6, 7, 8]. The modernization of the modern higher education system is the development of professional training of students, and the professional solution of this problem requires research that has social and pedagogical value. In this regard, the development of professional training is of great importance in the development of student self-awareness and creative abilities, ensuring constitutional human rights to education. Professional training does not happen by itself, of course. Professional training is a process that is carried out through study-learning, collective-individual research, mastering experiences, additional mastering, and self-education [9, 10].

The most complete psychological forms of professional development of a person in the process of professional self-management in modern socio-economic conditions, the features of the development of competence were studied by E.F. Zeer. E.F. Zeer considers competence as one of the main components of the structure of professional activity, and also considers it to be a person's orientation, professionally important qualities and psychophysiological characteristics [1].

The English concept of "competence" literally means "ability". In content, it means "effective use of theoretical knowledge in activity, ability to demonstrate a high level of professional competence, skills and talents" [4].

The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional and unexpected situations, enters into dialogue, takes a new approach

in interactions with opponents, performs ambiguous tasks, uses conflicting information, and has a plan of action in consistently developing and complex processes” [2].

According to N.A. Muslimov, competence is the level of independent and creative application of the acquired set of theoretical knowledge, skills and competencies in practice, which is also formed during the student’s internship and post-graduate activities [3].

The concept of competence is defined as the ability to apply knowledge, skills, personal qualities and practical experience for successful activity in a certain field.

A.V. Khutorsky [23] shows the difference between the concepts of “competence” and “competence” as “synonymous” concepts. Competence is a complex of interrelated characteristics of a person (knowledge, skills, methods of activity), determined for certain topics and processes and necessary for their qualitatively effective production.

Professional training of future teachers that meets the modern requirements of scientific and technological progress is a prerequisite for achieving high results in all forms of an effectively organized educational process, stability of labor relations and satisfaction of needs. Only if students have professional training, the path to professional development opens up. Because professional development is a process of deepening professional knowledge and skills, the successful completion of which allows them to perform more complex work within a certain profession, specialty.

In accordance with the program for introducing a competently oriented approach to the educational process, the following basic competencies are distinguished [11, 12, 13, 14, 15]:

- achieving the goal and organizing one's own achievement, explaining one's own purpose;
- planning, analyzing, reflecting on, and organizing self-assessment of educational and cognitive activities;
- asking questions about the evidence being investigated, searching for the causes of phenomena, showing understanding or misunderstandings in solving the problem being studied;
- defining cognitive tasks and introducing hypotheses; choosing the conditions for observation or experimentation; selecting the necessary equipment and devices, acquiring measurement skills, working with instructions;
- applying knowledge of analytical and statistical methods;
- describing the results, formulating conclusions;
- speaking orally and in writing about the results of research using computer tools and technologies (text and graphic editors, presentations);

- to have experience in perceiving the world picture.

Thus, skills are manifested in practice as competencies. Competence is something that enhances skill, action. Competence is formed as a result of conscious activity.

The main types and content of competencies [16, 17, 18, 19]:

Educational and cognitive competence.

This is a set of a number of competencies in the field of independent cognitive activity of the student, including elements of logical, methodological, general educational activity, which are interconnected with real-world objects. This includes setting goals in educational and cognitive activity, planning, analysis, reflection, self-assessment. Within the framework of these competencies, the corresponding functional literacy requirements are determined: distinguishing evidence from suspicion, having measurement skills, using probability, statistical and other methods of perception.

Value – content competence

This competence is the student's worldview competence associated with value ideas, his ability to see and understand the world around us, to be oriented towards it, to be aware of his role and goals, to choose purposeful and meaningful settings for his actions and behavior, to make decisions.

General cultural competence - knowledge and experience in the range of issues that the student should be well aware of, in his activities. These are the characteristics of national and universal culture, the spiritual and moral foundations of human life and humanity, the place of science and religion in human life, their impact on the world, competencies in the field of everyday and cultural and leisure activities, for example, mastering effective methods of organizing free time.

Information competence. The skills of independently searching, analyzing and selecting the necessary information using real objects (television, tape recorder, telephone, fax, computer, printer, modem, photocopy) and information technologies (audio and video recordings, e-mail, mass media, Internet) are formed.

Communicative competence includes knowledge of the required languages, methods of communicating with others, distant people and events, teamwork skills, and possession of various social roles in a team. Students are able to present themselves, write letters, fill out questionnaires, applications, ask questions, conduct discussions, etc.

Socio-labor competence means having knowledge and experience in the social and labor sphere (the rights of a consumer, buyer, client, producer), in civil and public activities (performing the roles of a citizen, observer, voter, representative), in the field of family relations and responsibilities, in economic and legal issues, and in determining their professional destiny. This competence includes, for example, the ability to analyze the situation in the labor market, act in accordance with personal and



public interests, and have ethics in labor and civil relations. Students have the skills of social activity and functional literacy that are minimally necessary for life in modern society.

Professional training of students can be developed through meetings, round tables, events, master classes, study of the activities of experienced teachers, and cooperation with other educational institutions aimed at developing specialized disciplines, various professional activities. In this case, conditions are created for students who do not have basic professional and methodological education to undergo practical training. Therefore, in our opinion, professional training is the process of systematic acquisition of practical knowledge, skills, and qualifications necessary to perform a specific task, a group of tasks in a particular field of activity [20]. The current stage of development of modern higher education, the process of professional training of students in state and non-state higher education institutions imposes qualitatively new requirements on its organization, content, and methodology, and offers modern approaches to increasing its effectiveness. A constructive and realistic strategy of action in the field of higher education should be based on a thorough analysis of professional needs, taking into account the long-term prospects for the socio-economic, scientific-technical and cultural development of the country and the world. Historical and pedagogical analysis of students' professional training shows that the transition to a new system of socio-economic relations is accompanied by a process of abandoning stereotypes of traditional professional forms. The new image of the profession chosen by students, as a psychological and pedagogical phenomenon, has a significant impact on the process of professional training of specialists in the higher education system. The processes of developing students' professional training in higher education determine their attitude to the organization, content and methods of education [21]. At the same time, improving higher education policy, restoring the responsibility and active role of the state in this regard, and establishing a system of comprehensive use of scientific and practical programs to organize the educational process in universities based on modern approaches.

In our opinion, educational-cognitive competence is the main competence aimed at expanding knowledge, mastering methods of cognitive activity, the formation of certain knowledge and skills in educational activities, the development of creative thinking and independence in educational activities [22].

Learning and cognitive competencies play an important role in the formation of highly qualified specialists, since they ensure the professional mobility of graduates of educational institutions who, if necessary, can change their specialization and scope of professional activity. Thus, learning and cognitive competencies are a factor of social competitiveness. The formation and development of learning and cognitive activities

occurs at the stage of transition from external management to self-management and self-organization. In the educational process, the ability of students to engage in independent creative activities increases, and the need for the teacher to transfer knowledge sharply decreases. One of the promising ways to solve this problem is problem-business and role-playing games aimed at the development of creative abilities, creative abilities and creative-cognitive activity. Games encourage students' cognitive activity, critical and analytical thinking, rational and responsible discussions, the development of communication skills, and the ability to defend their positions.

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