CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

Research Article

THE IMPORTANCE OF DEVELOPING STUDENTS' ACADEMIC COMPETENCE IN THE PROCESS OF MODERN HIGHER EDUCATION

Submission Date: April 20, 2024, **Accepted Date:** April 25, 2024,
Published Date: April 30, 2024
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-05-04-09

Rakhimov Zakir Toshtemirovich
Professor of Renaissance Educational University, doctor of pedagogic sciences, professor, academician of Turon Academy of Sciences, Uzbekistan

ABSTRACT

In the article, it is important to use the historical experiences gathered during the analysis of the ways of reforming the teaching system in higher education, and as issues and strategic directions of the historical progress and development of higher education, at the historical stage of the development of civilization in our society, an innovative approach to education is important in the process of mastering professional knowledge, students the achievement of the development of cognitive competence occurs from the outside or as knowledge specially organized by the student himself, the result of which is the realization of scientific knowledge, skills, abilities, behaviors, learned knowledge and types of activities, if the student grows from a lower grade to a higher level of educational activity if observed, the successful achievement and necessary importance of the development of academic competence is recognized by the author.

KEYWORDS

Student, education, innovation, environment, factor, cause, effect, importance, process, research, achievement, result.

INTRODUCTION

The development prospects of modern vocational education should be considered taking into account the historical experience of its development. It is important to use the accumulated historical experiences during the analysis of ways to reform the education system in higher education. As issues and strategic directions of the historical progress and development of higher education, in the historical

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

stage of the development of civilization in our society, the innovative approach to education is important in the process of mastering professional knowledge. based on three main concepts: "information", "knowledge", "communication". In our society, higher education is the main component in the development of the state and one of the leading production sectors in the economy.

At the same time, it is important to understand the ideas of the conceptual attitude of different approaches necessary to create conditions for the development of students' innovation: activity-based, competence-based, innovative, activity-based, task-based.

One of the main tasks of achieving the goal of modernization of the educational system is to ensure the innovative nature of basic education, including an innovative approach, the relationship between academic knowledge and practical skills. The concept of "approach to education" is a basic pedagogical category that describes the main idea of learning in practice in the form of a certain strategy using a set of educational methods. "The main position of the innovative approach is that the psychological abilities of a person are the result of the transformation of external objective activity into internal mental activity through successive changes [5]".

Main part. Within the framework of the organization of joint activity in the system - innovative approach is divided into educational actions that develop, mastering allows students to solve various tasks together in uncertain life situations. The development of students' ability to independently solve new and unknown tasks is determined by their individual experience in solving such problems. The student's qualities such as the ability to develop and test hypotheses, conduct research and project work, initiative in decision-making and problem solving, and demonstration of independence are important in determining educational outcomes.

V.A. Slastenin emphasized that it is impossible to teach everything at once, that the student should master general algorithms for the implementation of pedagogical activities, and then transfer them to concrete situations. One of these general methods is the pedagogical problem-solving algorithm. The scientist emphasized that solving the pedagogical problem goes through a number of stages:

1) analysis of the pedagogical situation (diagnosis), design of the result (prognosis) and planning of pedagogical effects;

2) design and implementation of the educational process;

3) regulating and correcting the pedagogical process;

4) final calculation, evaluation of the obtained results and determination of new pedagogical tasks [22]".

This scheme of solving the pedagogical problem includes a certain algorithm of process teaching, which is of great importance in the theory and methodology of vocational education today.

The concept of "innovative approach" is applied to the educational process, and it is considered as "creating favorable conditions for self-realization of students, identifying and developing their innovative capabilities, unique views, and unique abilities [12]". This approach is based on the following principles:

- the principle of openness (to life; to progressive theories, concepts and ideas; to the individual and society);

- principle of consistency;

- the principle of staying ahead of growing professional, social and personal needs;

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

- the principle of cooperation in higher professional education;

- the principle of cooperation that provides the innovative system with self-preservation, self-development and self-management;

- the principle of continuity of education;

- the principle of corporatism of the pedagogical team; principle of traditional and innovative synthesis [4, c.18].

The contradiction and conflict of reality, the possibilities of intellectual activity, dialogism, openness to culture and society, cooperation and mutual support, reflection and meaningfulness are the main positions of the innovative approach.

A new type of modeling of educational activities allows to create a reflexive dialogue to acquire different types of knowledge, principles and ways of thinking by comparing different views, because innovative education helps to overcome the rigidity of thinking through cooperation, helps to form new images and new views [15].

The next important aspect of the innovative approach is related to the student's self-change, changing his educational strategy, self-determination in a problem situation. In the framework of joint educational activities, conditions are created for self-disclosure, self-knowledge, personal creative contribution and the right of personal initiative are realized.

According to L. S. Podymova [10], in order to do this, it is necessary to develop the ability of students to develop themselves, learn, plan, and organize their activities.

Emphasizing the main features of the innovative approach, scientists note "precognition" and "participation". In this regard, it is important to refer to the innovative approach that has been widely discussed in pedagogy in the last decade.

It is necessary to emphasize the importance of the concept of subject-activity approach in innovative development of students. A subject-active approach is used in pedagogy to organize activities aimed at forming a person as a self-organizing person through activity, creativity, and creativity. The characteristics of educational activity are manifested in the following:

- the ability not only to adapt objects and ideas, but also to produce them, change them, create new ones;

- understanding and acceptance of tasks, the attitude of the activity at all stages of its implementation, the ability and desire of a person, if necessary, the ability and desire to determine them independently;

- the ability to think, its necessity as a condition for consciously regulating one's behavior and activities in accordance with desires and accepted goals;

- the active position of the person, actions and abilities reflect the results of activities and relationships in an active, critical and innovative way - aimed at self-development;

- the ability to independently make adjustments to one's work.

As mentioned above, innovation includes not only the subject's ability to perceive and understand new ideas, but also to change and introduce new original ideas. It is noted in the literature that for its development "... on the one hand, it is necessary to direct efforts aimed at increasing the new and non-standard sensitivity of the topic, and on the other hand, to develop the ability to work with the products of creative activity. Thus, the topic has different levels of originality and novelty many ideas and decisions can be included in the situation depending on the need to use the chosen creative products [4, p.53].

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

The development of innovation is determined by the creation of variable learning models that include the selected situations, which provide interaction between the subject and the subject. We believe that the effectiveness of innovative development of students depends on the creation of a favorable environment for the educational process, the implementation of various interactions with the factors of the educational environment. Based on this, there was a need to organize professional training in the main direction of creating a problem situation with the choice of solution options and reasoning methods in the conditions of research activity that is important for the personality of students.

The innovative approach is considered as a generalized condition of the student's ability to act effectively in the activation of learning activities. Modeling the goals of education and its quality norms reflects the educational result in a holistic form as a system of signs of students' readiness to perform a certain activity. It manifests itself as an update of the educational content in response to the changing socio-economic situation.

We outline some of the rules of this approach that are important for the development of student innovation.

According to V.A.Slastenin and L.S.Podymova, an important feature of the innovation approach is dialogicity, the psychological views of the interacting parties "In the process of innovation, it implies the establishment of pedagogical cooperation and the implementation of other types of relations: joint research and analysis of irregular concepts and others [11]".

N.V. Pervukhina [13] defines the essence of innovative approach in modeling students' learning activities in readiness for constructive dialogue, readiness for internal dialogue in the conflict of problematic situations and mutual enrichment of different views that caused discussion.

According to M.V. Pats and V.A. Medvedev, the above points define a new type of organization of learning and learning activities of students, which significantly affects the development of students' creativity, encourages creativity and self-knowledge, and encourages change [14] .

RESULTS AND DISCUSSIONS

Describing the innovative approach, L. S. Podymova [11] defines it as "a set of general principles for determining educational goals, selecting educational content, organizing the educational process, and evaluating educational results." The principles identified by L. S. Podymova include consideration of the educational process in the following directions [11]:

1. The content of modern education is the development of students' ability to solve problems independently based on the use of social experience (in particular, students' own experience) in various activities and spheres of life.

2. Revising the content of education, including didactically adapted social experience in solving knowledge, worldview, moral, political and other problems.

3. Creating conditions for the formation of educational experience on the independent solution of organizational, communicative, knowledge, ethical and other problems that make up the content of education.

4. Evaluation of educational results based on the analysis of the educational levels achieved by students at a certain stage of education.

N.A. Muslimov puts forward the opinion that the introduction of an innovative approach to the

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

traditional education system by improving the content of education and strengthening the practical direction of the educational process ensures the achievement of high efficiency [6].

Educational competence is defined as knowledge specially organized from outside or by the student himself, the result of which is scientific knowledge, skills, abilities, behavior and learned knowledge and activities. If the growth of the student's learning activity from the lower grade to the higher level is observed, the development of learning competence is successfully achieved.

Competency-based learning implies the implementation of an innovative approach that requires the teacher to:

- redirecting pedagogical activity from reading and teaching to self-learning with pedagogical support, and later to oneself.

- lifelong learning;

- changing the focus from knowledge to understanding in the educational process;

- changing the view of the expected educational results from the well-known "knowledge-ability-skill" trinity to the modern "knowledge-understanding-competence";

- understanding educational dialogue not only as the main method of acquiring subject knowledge and skills, but also as the main form of forming the ability to learn basic competence.

Thus, it is necessary to expand the activity of applying knowledge and skills in specific life situations, focusing on educational competencies and educational materials.

V. A. Adolf [1] distinguishes the concepts of learning competence and competence as the main concepts in the innovative approach. Competence is defined as knowledge, skills and personal qualities, such as a complex quality as a person's ability, training, responsibility, confidence.

Competence is a set of interrelated personal qualities (knowledge, skills, skills, methods of activity) established in relation to specific subjects and processes and necessary for high-quality productive activity in relation to them [2].

Competence is a set of interrelated personal qualities (knowledge, skills, skills, methods of activity) established in relation to specific subjects and processes and necessary for high-quality productive activity in relation to them [8].

Educational competence is formed by a person with the appropriate ability, including his personal attitude to him and acquisition of knowledge, skills, and qualifications by the subject of activity [1].

Formation of competences is carried out through educational content. As a result, the student develops his skills and has the opportunity to solve real problems in everyday life - production and social problems. Note that learning-cognitive competencies include, but are not limited to, components of students' functional literacy [20, 21].

The concept of academic competence is formed taking into account the orientation of the content of education in a general form (for all subjects), interdisciplinary (for a cycle of subjects or educational directions) and subject (for each educational subject). Competencies formed from these views are divided into:

- basic competencies related to the general content of education;

- general competencies related to a certain number of educational subjects and educational directions;

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

- subject competencies that have a clear description and the possibility of formation within academic subjects.

Thus, the main learning-cognitive competencies are determined at the level of educational directions and educational subjects for each stage of study.

In the development of competence qualities, as their most important part, the structure of learning competence is presented in the form of a specific set of competences. But there is no general view on the content of competence, its structural composition and scope, because different bases are used to select specific competences.

In all mentioned classifications, the focus is on learning competence. Thus, in the proposed classification, V. I. Zagvyazinsky [3] considered learning competence as a competence in the field of learning, independent cognitive activity, while E. F. Zeer [2] focused on the competences of learning and explaining real phenomena.

Cognition mental processes are mental phenomena, which in their totality provide cognition as a direct process and result. These include: feeling, perception, attention, imagination, memory, thinking, speech. Knowing means the process of mental thinking that ensures acquisition and assimilation of knowledge. The cognitive process includes forms of mental activity such as understanding, imagination, and intuition, which, based on knowledge, make it possible to predict the further development of objects and events in the environment [9].

S.V. Roslyakova defines the competence of cognitive activity as "forming and solving cognitive tasks; creating and solving non-standard solutions, problem situations; effective and reproductive cognition; research, intellectual activity" [16].

In the classification proposed by A.V. Khutorsky, these two relevant directions in the classification of basic competencies are combined into one component - learning competence [23].

CONCLUSION

The introduction of the concept of learning competence, a normative and practical component of education, allows us to solve a problem, students can acquire a good set of theoretical knowledge, but it is more difficult to require the use of this knowledge to solve specific tasks or problem situations. Academic competence does not involve the student's acquisition of knowledge and skills separately from each other, but the acquisition of a complex procedure in which there is a set of relevant educational components of a personal-activity character for each selected direction [17, 18, 19].

In the complex of educational competencies, an additional opportunity is created to present educational standards in a systematic form, which allows for the construction of specific parameters for checking the success of students. From the point of view of the requirements for the level of training of graduates, educational abilities are integral characteristics related to the quality of education of students, which depend on the ability to purposefully apply knowledge, skills and methods of activity in relation to the range of specific interdisciplinary issues.

Educational qualification is a set of chosen directions, knowledge, skills, skills and experience of students in relation to a certain range of real objects necessary for the implementation of effective activities of personal and social importance [7].

If we consider learning-cognitive competence from the point of view of cognitive competence, then it can be characterized as knowing the methods of action in setting goals, planning, and solving problems in

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

education and life situations, as well as allocating time. From an activity-operational point of view, the difficulties in the activity and the formation of the purpose of this activity, the preparation of the action plan, the implementation of the planned tasks, the ratio of the result to the goal, the identification of errors and their correction, and the determination of priority directions in the planning of the activity are determined. By strengthening motivations, learning competence is characterized by the desire to overcome difficulties, not to be afraid of mistakes, that is, to be able to resist ambiguity and uncertainty, to show the ability to organize and self-manage in learning activities.

REFERENCES

1. Адольф, В.А. Формирование учебно-познавательной компетентности учащихся в процессе освоения геометрии / В.А. Адольф, Т.В. Захарова // Сибирский педагогический журнал. – 2012. – №1. – С. 118.
2. Зеер, Э.Ф. Компетентностный подход к образованию [Электронный ресурс] / http://cyberleninka.ru/article/n/kompetentnostnyy-podhod-k-obrazovaniyu (Дата обращения: 22.05.2017).
3. Загвязинский, В.И. Качественные и количественные методы психологических и педагогических исследований / В.И. Загвязинский, А.Ф. Закирова, Р. Атаханов. – М.: Академия, 2013. – 240 с.
4. Инновационные подходы и технологии в общем и профессиональном образовании: учебно-методическое пособие. – М.: Курск: МПГУ, РОСИ, 2018. – 226 с.
5. Леонтьев Д.А., Овчинникова Е.Ю., Рассказова Е.И., Фам А.Х. Психология выбора. – М.: Смысл, 2015. –.464 с.
6. Муслимов Н. ва бошқалар. Педагогика (нопедгогик олий таълим муассасалари учун). Т.: ТДПУ.2013. 15,25 б.т.
7. Никандров, Н.Д., Грохольская О.Г. Введение в профессиональную деятельность [Электронный ресурс] / Н.Д Никандров, О.Г. Грохольская // Научные исследования в образовании. 2012. №7. URL: http://cyberleninka.ru/article/n/vvedenie-v-professionalnuyu-deyatelnost (дата обращения: 14.08.2016).
8. Николаев В. А. Реализация компетентностного подхода в учебном процессе вуза / В. А. Николаев // Высшее образование сегодня. - 2012. - № 10. - С. 4-9.
9. Немов, Р.С. Психология: Словарь – справочник: в 2 частях / Р.С. Немов.- М.: Издательство ВЛАДОС – ПРЕСС, 2013.
10. Подымова Л.С. Вариативность образовательных программ как основа инновационного образования//Педагогическое наследие В.А. Сластенина: горизонты будущего. Монография. /Под ред. Л.С. Подымовой, А.В. Лукиновой. – М.:МПГУ, 2015.– С. 162–165.
11. Подымова Л.С. Личностная парадигма инновационного образования //Педагогическое наследие В.А. Сластенина: горизонты будущего. Монография /Под ред. Л.С. Подымовой, А.В. Лукиновой. – М: .МПГУ, 2015. – 151 с.
12. Подымова Л.С. Личностная парадигма инновационного и инклюзивного образования//Профессионализм педагога в ситуации неопределенности.- М.:МПГУ, 2015. – С.3–7.
13. Первухина Н.В. Внедрение инновационных педагогических технологий как условие качественной реализации компетентностного подхода в преподавании иностранного языка / Н.В. Первухина, Т.В. Смирнова // Актуальные проблемы технологического образования :

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 04 Pages: 43-50
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

труд, талант, творчество: материалы III междунар. заоч. науч.-практ. конф. (12-13 марта 2013 г.). – Мозырь, 2013. – С. 178-183.

14. Пац М.В., Медведев В.А. Роль педагогического сопровождения в профессиональном самоопределении будущего учителя // Дискуссия. 2014. № 2.– С. 99-104.
15. Пац М.В., Медведев В.А. Инновационность субъекта образования как одна из целей модернизации высшего профессионального образования //Дискуссия, 2014. – № 5 (46). С . 148–152.
16. Рослякова, С.В. Познавательная компетентность как система / С. В. Рослякова // Проблемы и перспективы развития образования в России, № 16 / 2012.
17. Рахимов З.Т. Таълим жараёнида талабалар ўқув-билиш компетентлигини ривожлантириш. “Замонавий таълим” журнали 2020 йил № 3-сон, 3-10-б.
18. Рахимов З.Т. Таълимнинг мобиллашуви шароитида масофавий ўқитиш технологиясининг узлуксиз ривожланиши. “Замонавий таълим” журнали 2018 йил № 11-сон, Б.14-20.
19. Рахимов З.Т. Талабаларнинг таълим жараёнидаги компетентлигини ривожлантиришда муаммоли таълим технологиясидан фойдаланиш зарурияти. “Замонавий таълим” журнали 2019 йил № 1-сон, Б. 32-39.
20. Рахимов З.Т. Педагогик компетентлик таълим жараёни ривожланишининг муҳим омили сифатида. “Замонавий таълим” журнали 2019 йил № 7-сон 3-8-б.
21. Рахимов З.Т. Таълим жараёни самарадорлигини таъминлашда педагогик креативлик ва унинг зарурияти. “Замонавий таълим” журнали 2019 йил № 8-сон. 3-9-б.
22. Сластенин, В.А. Педагогика / В.А. Сластенин, Л.С. Подымова. М.: Юрайт, 2012. – 336 с.
23. Хуторской А. В. Системно-деятельностный подход в обучении: Научнометодическое пособие / А. В. Хуторской. – Москва : Издательство «Эйдос»; Издательство Института образования человека, 2012. - 63 с.