

COGNITIVE COMPETENCE OF STUDENTS AND ITS ESSENCE

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Annotation: In today's educational system, the role of cognitive competence in the development of independent learning and worldview of students is becoming increasingly important. In this article, we will analyze the comments on this topic.

Key words: competence, individuality, professional education, family education, teacher requirements.

Currently, the educational standards of higher education in Uzbekistan determine the need to develop educational programmes focused on the competence of teachers and students with great attention. The extent to which educational programmes are well designed should serve to build the necessary competence of teachers and students. This largely reflects the need to shift to a competency-based approach in the training of students in higher education, so that the level of training fully meets the requirements developed by employers, and personal educational needs of students.

The concept of «competence» has given a number of definitions by scientists, experts and researchers. Generalizing them, competence can be defined as a set of integrated qualities, based on knowledge, experience and skills manifested in common abilities and professional preparation for successful activity. In our opinion, the concepts of competence and competence are interconnected, embodying the concepts of knowledge, competence and skills, human determination, ability to deeply feel problems, to be meticulous, to have creative thinking, include such adjectives, how much.¹

In the current state of the modern world, the need to update the knowledge and skills of personnel is growing exponentially: the cycle of modernization of the scientific outlook of personnel in accordance with the requirements of the world science is 3-5 years and continues to shrink. This means that in the near future about 90 per cent of the economically active population will be engaged in cognitive activities both during education and throughout life. Human cognitive activity becomes the main factor of economic growth and development of society and determines the prestige and place of the state in the modern world» (M.P. Karpenko)².

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¹ Mallaev O. Yangi pedagogik texnologiyalar. T. 2000. Кларин М.В. Педагогическая технология в учебном процессе. Анализ зарубежного опыта // М.: Знание, 1989 / Новое в жизни, науке, технике. Сер. « Педагогика и психология ». № 6. Шамшиева Н.Н. Стратегия инновационного развития высших учебных заведений в условиях интеграции « ВУЗ-производство ». Монография. Т.: «Iqtisodiyot», 2016. S.156. Tolipov O'., Usmonboeva M. Pedagogik texnologiya: nazariya va amaliyot. T. 2005.

² Карпенко, М. П. Когномика / М. П. Карпенко. – М.: СГА, 2009. – 225 с.

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In today's requirements, the trend of development of our society or other countries is determined not only by its technical condition, but also by educational programs based on the professional competence of higher educational institutions, where trained specialists. By normalizing the worldview and creative thinking of students there was a need to transition from the educational model «power in knowledge» to the model «education - this research and the future». This need is a process that involves the flexibility of the human mind, the development of creativity and reflectivity.

The competency-oriented idea in the training of vocational education personnel takes into account the development of professional competencies as a result of training aimed at practice in the process, which manifests itself in students' ability to positively solve their professional tasks. Therefore, it is necessary to turn any professional training into a set of effective aspirations and professional processes that should be carried out by future professionals - students. Because the approach of such a process to higher education, that is, to professional activity, gives high results.

According to many authors, cognitive competence ensures the effectiveness of the development of professional and special competencies, which allows us to consider its development as a priority task of modern education. Cognitive competence J. A. Mardonkulov, A. A. Ibrahimov, G. A. Nafasov, J. S. Otepbergenov, K. Kudratov, A. V. Khutorsky, E. R. Antonenko, A. Gilev. It was the object of study by such researchers as V. Vyazova, N. I. Samoilova, O. V. Kharitonova. Describing cognitive competence, many authors, as a rule, emphasize its integrative structure, including a set of knowledge, cognitive skills and personal characteristics that ensure the effective flow of the cognitive process³.

We need to emphasize one thing. The competence of students includes not only knowledge, skills, but also motivational needs. Because competence has taken a place as the essence, important in solving social and psychological problems that arise when performing various activities.

Knowledge and experience are an important prerequisite for competence. This is the achievement of the integrity of individual actions achieved by industry professionals through methods of solving various problems related to the profession.

Russian linguist I.I. Lavashova connects the structure of cognitive competence with the main indicators of personality. It presents a result with the following components:

- Willingness to demonstrate competence (i.e. motivational component);
- to have knowledge of the content of competence (i.e. cognitive component);
- Experience in demonstrating competence in various standard and non-standard situations (i.e. subject matter and practice);

³ G.A.Amanova. Talabalarining kognitiv raqamli kompetentsiyasi: mohiyati va tuzilishi. "Raqamli didaktika va madaniyat: zamonaviy tendensiyalar, yondashuvlar, yechimlar" Respublika ilmiy-amaliy anjumani 2024-yil 17-aprel. 3-4 bet

- emotionally-volitional regulation of the process and result of demonstration of competence⁴. These I.Lavashov's thoughts correspond to today's demand. Because the emotional and volitional regulation of the process and result of manifestation of competence in the developing educational process remains an important problem. In the Uzbek education system, the experience of demonstrating practical components on the topic is considered one of the main human resources shortcomings. It is no exaggeration to say that full compliance with the requirements of these components in any field will be a revolution in the development of science.

Knowledge of the content of competence (i.e. cognitive component) ensures that students become professional experts in their chosen field.

In the manual of A.V. Khutorskoy «Key competencies as a component of the personality-oriented paradigm of education» Russian scientist I.A. Bobikin constructs education and cognitive competence as follows:

- Cognitive is a system of perceptions, attitudes and knowledge that reflects the learner's individual and active cognitive responses to events. The main result of this component is self-mastering of new experience, the need for independent training, possession of methods and means of learning material acquisition, «discovery» of new knowledge, active cognitive position;
- Operational, independent learning abilities, as well as the ability to absorb, store and process information and to undertake specific learning tasks, based on the accumulated knowledge of self-learning, an activity consisting of cognitive techniques, action-oriented.
- The result of this component is determined by: the acquisition of skills and methods of educational activity, mental activity, semantic analysis, activity planning; the ability to manage it; the acquisition of self-control, reflection, critical thinking and other techniques;
- value-sense, determined by motives, interests, system of values-indicators of cognitive competence, ensuring the application of knowledge, based on them, the student is able to carry out his activity⁵.

What is cognitive competence? Why is it necessary in teaching? There are also questions.

Cognitive competence manifests itself in the educational process involved in processing and synthesizing the available information to accomplish a given task in a given field, and is necessary in using the necessary experience.

⁴ Лавашова И. И. Особенности учебно-познавательной компетенции старших дошкольников [Текст] / И. И. Лавашова // Вектор науки ТГУ. – Томск, 2011. – №2(5).

⁵ **Iqtibos: G. A. Amanova. Talabalarining kognitiv raqamli kompetentsiyasi: mohiyati va tuzilishi.** “Raqamli didaktika va madaniyat: zamonaviy tendensiyalar, yondashuvlar, yechimlar” Respublika ilmiy-amaliy anjumani 2024-yil 17-aprel. **4 bet**

Cognitive competence includes formal knowledge and skills acquired during the educational process in higher education, as well as non-formal social knowledge and skills in other fields based on the development of a student's life experience and outlook. In explaining the topic, we understand cognitive competence as the basic quality of a person, providing self-development, education, research activities of a student through independent learning, growth of his worldview and professional knowledge as a person.

In conclusion, it can be said that any person, developing in the field of cognition, should first of all develop a mechanism of self-education, choose the goal of their activities based on their forces, through everyday experience, and accept this area individually, their personal attitude. The program of action in the chosen area includes the ability to own oneself as a person, evaluate oneself in real education and cognitive analysis of the chosen area or activity.

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