



THE CONTENT AND STRUCTURE OF THE EDUCATIONAL AND COGNITIVE COMPETENCE OF UNIVERSITY STUDENTS

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ABSTRACT

This article examines the process of developing the educational and cognitive competence of university students (language and non-language profile), the author defines educational and cognitive competence, develops the content of teaching educational and cognitive competence, analyzes the problems that prevent its formation in different categories of students, and also gives options for solving these problems, in particular, increasing the effectiveness of independent educational and cognitive work.

KEYWORDS: *key competencies, educational and cognitive competence, foreign language communicative competence.*

DISCUSSION

The problem of enhancing the cognitive activity of students is relevant not only in pedagogy, but is also a serious social task. The problem lies in the fact that in the process of professional training, the student learns only the knowledge that aroused his interest, and in the process of mastering it, intellectual tension took place. A student is a future society, a representative of a new generation of professionals. Therefore, great importance is attached to its cognitive activity in the educational process.

The formation of the personality of a university graduate is inseparable from the development of modern higher education. As a result of this formation, the graduates learn independently to cognize the activity and transform the professional sphere, where the focus on competence in the field of independent educational and cognitive activity acquires the main meaning and significance.

The concept of "educational and cognitive competence" is an important component of an integral system of lifelong education and is gaining special relevance. The concept of the competence-based approach is aimed at the future development, but today, especially in connection with the development of the third generation of educational standards of higher education, this approach is being implemented in educational activities. Through this prism, the study and building of educational and cognitive competence becomes more relevant.

Since educational and cognitive competence is a combination of established requirements for the educational training of a student in the field of independent cognitive activity, the concept of "educational and cognitive competence" is inextricably linked with the concept of "cognitive competence (competence)". Cognitive competence is considered a personality characteristic that implements the knowledge gained, the student's skills in organizing this type of activity, the ability to apply skills, techniques, algorithms, techniques, tools, etc. in order to obtain answers to educational and cognitive questions, to gain experience of independent cognitive activity. The main components of this concept determine the formation of cognitive competence, taking into account its content and composition.

The competence-based approach is due to the transition:

- From subject teaching and learning to integrative learning, holistic educational activities and continuous self-education;

- From consolidating "residual" knowledge to determining the level of qualifications, readiness for future continuing education, the level of professionalism, readiness for activity (value-orientational, psychological, practical), to self-realization, competitiveness in the professional environment, the degree of social and professional preparedness [1].



The problem of studying cognitive competence has been attractive for pedagogical science for a long time. The available scientific data prove that cognitive competence is a personality quality that is complex in its structure and functions, which has not formed into a clearly described and developed system [2]. In a number of studies, scientists note that cognitive competence indicates a close connection between the internal readiness of a person for mental work and an intensive indicator of such readiness (L.P. Aristova, L.I.Bozhovich, N.F. Dobrynin, A.N. , A.A. Smirnov, etc.)

Scientists like I.L.Bim, O.I. Guseva, L.V. Tokareva, A. Den, E.G. Azimov, A.N.Shchukin in their definitions say that the main focus of educational it is the preparation of students for independent educational work or independent educational activities in the field of learning a foreign language outside the educational institution. Also, in each of the definitions, the researchers paid attention to the structure of this type of competence - knowledge, skills, skills and abilities. In this study, we also adhere to the general definition according to which educational and cognitive competence represents knowledge, skills and abilities to carry out independent cognitive and educational activities in the field of studying a foreign language and culture.

In our opinion, the most important pedagogical conditions for the development of educational and cognitive competence of students are positive motivation for learning and for future professional activity, as well as the effectiveness of independent educational and cognitive activity, i.e. the ratio of the result obtained (in the form of knowledge, abilities, skills, experience, etc.) to the time spent on its acquisition. The more and better the result obtained in the same time, or the less time spent on obtaining the same result, the more effective educational and cognitive activity [3].

If the latter turns out to be ineffective, and the assigned tasks remain unsolved, the student's motivation for learning activities, for the profession and this subject may decrease. With sufficiently high motivation, he will look for new ways to solve educational and cognitive tasks until the goal is achieved. Moreover, the more difficult this process is for him, the less likely it is that after achieving the set goal, the new goal will be associated with educational and cognitive activities in this area. However, in some cases, the development of educational and cognitive competence in this way leads to intellectual satisfaction and increased motivation. This result can also be considered positive. It will be negative when the student did not find a way to solve the educational and cognitive task and found it impossible for himself, which can lead to the cessation of educational and cognitive activity

and the rejection of the set goal or attempts to achieve it, avoiding the solution of educational and cognitive tasks (imitation of educational -cognitive activity, for example).

To prevent a negative result, students should be taught (especially those with a low level of subject competences, insufficiently formed educational and cognitive competence and insufficient motivation) the most effective techniques and methods for solving educational and cognitive tasks in the process of independent work. Students with a high level of educational and cognitive and subject competences who are inclined to terminate educational and cognitive activities in a given subject area can be motivated to set new goals related to this subject, for example, emphasizing its need for a future profession. The educational content plays a huge role in raising the motivation of students in this category.

Since the development of competence is cyclical, then for its development, transition to a qualitatively new level, effective independent work is needed, which, in turn, requires competence formed up to the previous level.

The reasons that hinder the effectiveness of students' independent work can be subdivided into those depending on the student himself (lack of hard work, will, perseverance, general preparedness, abilities, lack of ability to work independently, etc.), and depending on the organization of the educational process at the university (overload with classroom studies, weakness or lack of current control, lack of necessary training tools, etc.).

Students of a non-linguistic university develop both foreign language communicative and educational and cognitive competence in the subject area of the "foreign language" very unevenly, which is due to the difference in their pre-university training, attitude to the subject, different levels of abilities, the type of intelligence and other conditions that do not depend on from the organization of the educational process at the university. Such differences are inevitable, and they must be taken into account when organizing the educational activities of students.

In addition to individual characteristics, the effectiveness of independent work is also influenced by organizational and pedagogical conditions, such as properly organized control, methodological support of the educational process, and the content of training that corresponds to the interests and goals of students.

Usually, in the educational process, each teacher uses an arsenal of techniques and methods of work, taken from various methods, combining them and applying them depending on the situation. Most often, preference is given to communicative and intensive methods, innovative ones are combined



with elements of the classical methodology, which have proven to be the most effective. As a rule, the methodological level of university teachers is quite high, and the work of students in the classroom is effective.

However, the curriculum of the university does not have the number of classroom practical lessons, which is necessary for intensive methods of teaching foreign languages, therefore, the importance of independent extracurricular work of students is so great.

Table 1

Components of educational and cognitive competence	Content of the components of educational and cognitive competence
Knowledge	<ul style="list-style-type: none"> - the nature of cognition and the learning process; - individual characteristics of a person in the study of foreign languages; - the specifics of the studied language and culture; - modern approaches and methods of learning foreign languages, modern technologies of teaching languages
Skills / Abilities:	<ul style="list-style-type: none"> - goal setting; - to formulate the achieved result of educational and cognitive activity; - plan your independent educational and cognitive activities; - choose an individual trajectory to achieve the educational goal (development of speech skills, formation of language skills, study of the culture of the country of the target language); - define and select approaches and methods to achieve the goal; - select the necessary funds to achieve the goal; - carry out the selection of training content; - make adjustments to the chosen trajectory of learning and / or the result of educational and cognitive activity; - to carry out a self-assessment of the intermediate and final results of their independent educational and cognitive activities in the study of a foreign language and culture; - to reflect on their educational and cognitive activities; - self-improvement and take into account the previous positive and negative experience in subsequent educational and cognitive activities

The materials of Table 1 indicate that many of the skills included in the list of educational and cognitive competence are the skills of independent educational activity [4] and learning along an individual trajectory [5], which is quite natural. The competence-based model of education implies the formation of a number of competencies in students, which they can further use and improve throughout their lives. The development of the above-mentioned educational and cognitive skills of students during their studies at the university will allow them to use them after graduation to further satisfy personal and professional interests and needs in the field of linguistic education.

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