THE ROLE OF EDUCATIONAL COMPETENCIES IN THE DEVELOPMENT OF GENDER-EQUAL THINKING OF STUDENTS

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Abstract: the article is devoted to the expression of the amount of knowledge, skills and qualifications that need to be mastered, as requirements for the level of training of students in state educational standards, and qualification requirements that must be acquired in the conditions of the development of science and technology in modern conditions.

Keywords: State educational standards, competence, gender studies, gender equality, stereotype, women's rights, pedagogical community

Introduction. It is known that the State educational Standards developed in 2017 in higher educational institutions of our republic contain, as requirements for the level of training of students, knowledge, skills and qualifications to be mastered, and qualification requirements to be acquired in modern conditions, the development of science and technology. On this basis, the creation of a new generation of standards is an important task for teachers. If the State educational standards created so far are based on a system-activity approach, then it is necessary to determine competencies aimed at self-development from the method of acquiring knowledge, skills and abilities by university students based on a competence-activity approach, an active approach. After all, the essence of the educational process organized in higher education organizations is the development of the needs and abilities of students, the transfer of knowledge in academic subjects, the development of skills and competencies. However, the information obtained in such a reproductive way does not allow the student to sufficiently develop practical experience. As a result, there are such differences as the fact that students accumulate a lot of information in vain, the effectiveness of learning is low and does not correspond to reality. Terms such as "competence", "competence", "basic competencies" are widely used in the analysis of educational problems in scientific research and sources. In the pedagogical community, competence and competence, which are considered basic (universal), the process of determining the ways of their formation, development and evaluation is in full swing, intensive discussions on clarifying these concepts continue.

A competent approach to the development of gender-equal thinking among students in an educational environment requires the student not to acquire knowledge and skills individually, but to acquire them in a complex. In connection with this demand, in turn, the system of choosing teaching methods is changing. The choice of teaching methods and their practical application, in turn, require the improvement of competencies and functions that meet the requirements of the educational process.

As mentioned above, the competence approach is a new pedagogical reality from the point of view of the development of gender-equal thinking among students. Within the framework of this approach, practical experience, competence and competence are considered as didactic units, and the traditional three elements of education (triad) - "Knowledge - Skill - Qualification" are divided into six units (sixtet) - "Knowledge - Skill - Qualification". - Practical experience - Competencies Need to be analyzed in the style of "Competence".

Based on the research conducted to date, it is necessary first of all to clarify the essence of the concepts of "competence" and "competence", which are often used as synonyms.

In many studies conducted in connection with the requirements of the education system of modern economic and social development, the competence approach was considered as a new stage of changing the content and methods of education. From this point of view, in many studies, competence is interpreted as a set of interrelated personal qualities necessary for productive and creative activity, and competence is the acquisition by a person of the necessary competencies that allow solving any task in a certain area.

Competence (Latin means to achieve, to cope) is the willingness of the subject to effectively organize external and internal resources for setting goals and achieving them, in other words, it is the personal ability of the subject to solve certain professional issues.

According to N. M. Muslimov, the dictionary meaning of the English term "competence" means "ability", but the term "competence" itself serves to express knowledge, skill, skill and ability.

N.V. Tarasova interprets the concept of "competence" as "a general ability based on knowledge, values, abilities, which makes it possible to provide a link between knowledge and the situation, knowledge and action to solve the problem." Based on the author's opinion, it can be concluded that competence is a person's ability to solve a certain task based on existing knowledge and life experience.

It should be emphasized that most of the definitions given to the concept of "competence" relate to professional education and professional activity. However, due to the fact that this concept has signs of innovation in connection with the role of educational competencies in the development of gender equality thinking, there is a special need to clarify its essence.

Competence is a social ability that is put on a given educational preparation of a student, necessary for effective productive activity in a certain field.

There are different approaches to the classification of types of competence. In particular, according to V. Khutorsky, competence for a student is his future image, a clear goal (orientation) for mastering. However, during the school period, some elements of "higher" competencies are formed in the student, he not only prepares for future activities, but also acquires these competencies from a general educational point of view for successful socialization at this stage.

Based on the opinion of A.V. Khutorsky, it can be said that it is advisable to recognize that general education competencies are considered as an integral part of activities aimed at mastering the subjects studied at school, and can ensure the full implementation of its purpose. It should be emphasized that in the process of school education, a student acquires the most basic civic competencies, and at the next stages of education it is necessary to maintain the leadership role of this competence.

E.S.Zair-Bek identified the following types of methodological competencies: target competence. The problem of determining the goal and setting the goal is considered a system-forming component of all pedagogical activity, the ability to set goals correctly depends on the results of the teacher's work; subject competence: the content of technological education in the amount provided for at each stage of general education; requirements for the minimum necessary training of students within the specified content; the maximum size of the training load, which can be set for years of study; monitoring competence. Assessment of the quality of education involves determining the results of the educational process. At the same time, quality is not only the normative level to which the effectiveness of education should correspond, but also the content, conditions and process that ensure the result.

O.KhaitovandN.Umarovaproposetogroupcompetenciesbasedontheclusterapproachasfollows: competenciesforworkingwithinformation: collectingandanalyzinginformation, makingdecisions; changinginformation; competenciesforsuccess: planning, organizingactivities, analyzingresults; competenciesrelatedtoworkingwithpeople: relationshipmanagement, teamwork, influenceonothers; self-improvementcompetencies: introspection, professionalgrowth, innovativemobility.

M.B.Urazova suggests dividing competencies into the following types from the point of view of project activity: reflexive competencies: self-assessment, specific relevance of achievements and shortcomings of one's personality and activity, the ability to understand the reason for one's creative achievements and failures; cognitive competence: ability to independently acquire new knowledge and skills, apply ideas of independent development; information competence: acquisition of special skills for obtaining, processing and using the necessary information; the ways in which communicative competence helps to achieve a high level of communication; social competence: awareness of the social significance of reality, the ability to take responsibility, the manifestation of the connection of personal interests with the needs of society.

In the course of the study, it was found that there is no universally recognized essence of the concept of "competence" and a unified classification of competencies. At the same time, the results of the

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analysis allow us to think about the commonality of approaches to the problem and the acmeological orientation of personal competence in foreign and domestic pedagogy.

As we mentioned above, there is no fixed order of basic competencies and there cannot be. Because competence is a social order that society places on the training of its citizens. For this reason, it is necessary to define competencies in higher education institutions in accordance with the basic principles of state policy in the field of education, as a basis for the development of gender equality thinking among students. For example, within the framework of the international project "Definition and selection of basic competencies", implemented by the Organization for Economic Cooperation and the National Institutes of Education Statistics of Switzerland and the USA, the following basic competencies were recommended: to know: to be able to use experience; to organize the relationship between their knowledge and systematize them; to use their personal teaching methods; problem solving; independent participation in about education; about research: accessing various databases; questioning others; consulting with a specialist; obtaining information; be able to work with documents and classify them; about thinking: based on the relationship between the past and modern reality; critical reaction to this or that aspect of society; to resist uncertainty and complexity; to enter into discussions and express personal opinion; to see the importance of political and economic conditions for education and work; assessment of social habits in relation to health, consumption and the environment; evaluation of art and works of art; cooperation: working in collaboration and in groups; decision-making - elimination of contradictions and conflicts; compromise; drafting and execution of contracts; application in practice: membership in the project; take responsibility, join a group or team and contribute; organize your work; the use of computing and modeling equipment is considered important. As well as the use of new information and communication technologies; adaptability to rapidly changing situations; bravely overcome difficulties; making new decisions.

These competencies are related to value orientation and require the development of the student's skills to understand and understand the environment, to get a goal, to understand their role and meaning, to be able to choose purposeful and meaningful solutions for their actions. Taking this into account, a competent approach to the development of gender-equal thinking among students is national and universal culture; the spiritual and moral foundations of humanity and human life; the foundations of family, social phenomena and traditions in cultural studies; to understand the role of science and religion in human life and gain experience; requires the formation of educational competencies.

In higher education organizations, the student's complex of competencies in the field of independent cognition, reflecting the elements of logical and methodological, general educational activities, is of great importance in the development of his general worldview. Here there is goal setting, planning, analysis, reflection, self-assessment; information competencies: the development of activity skills related to academic subjects, educational field, attitude to information in the environment is understood.

In our opinion, in the development of gender-equal thinking among students, the use of modern media and information technologies, as well as the acquisition of skills to search, analyze and select the necessary information, as well as its processing, storage and transmission; communicative competencies: knowledge of languages, ways of interacting with near and far realities and people; important skills in teams and groups, take on various social roles. Especially while learning English, a student should be able to introduce himself, write letters, questionnaires, applications, ask questions and participate in the discussion. Also, in English classes, students' social competencies are formed: to perform the roles of a citizen, observer, voter, chairman, consumer, seller, buyer, manufacturer, family member; economic and legal issues and rights and obligations related to determining their professional direction; the competence of personal self-improvement is the development of the ability to master the methods of physical, spiritual and intellectual self-development, emotional self-management and self-improvement.

Communicative competence formed by students in English classes: perfect command of a foreign language other than their native language and the ability to effectively use it in communication for interaction in society; be able to clearly and clearly express their opinions orally and in writing, be able to logically ask questions and answer them based on the topic; social flexibility, compliance with

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communication culture in interaction, the ability to work in team interaction; be able to defend their position while respecting the opinion of the interlocutor in communication, be able to convince him; it manifests itself in the ability to work with documents encountered in everyday activities (writing simple greetings, filling out questionnaires, recording information about yourself in the hotel list, etc.).

Competence of working with information in the formation of gender-equal thinking among students: the ability to use available sources of information (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.); to find, sort, process, transmit, store, protect and use the necessary information from media; it is also important be able to create a database, be able to select the main ones and be able to analyze them.

Competence of students' self-development as a person: continuous self-development as a person, striving for physical, spiritual, mental and intellectual improvement; serve the interests of society and family, be generous to those in need of help, striving to increase professional status; study and study, regularly improve knowledge and experience independently; possess such qualities as an adequate assessment self-control, self-control, honesty, correctness; manifested in the ability to transfer existing knowledge from one level to another.Socially active civic competence in the development of gender-equality thinking among students: a sense of belonging and active participation in events, events and processes taking place in society; to know their civic duties and rights, to comply with them (that is, to be able to act as a buyer, voter, customer, manufacturer); solving problems and disagreements using the received knowledge and life experience, the ability to make necessary (constructive) decisions; expressed in the presence of ideological immunity.

Universal competence in the development of gender-equal thinking among students: loyalty to the Motherland, kindness to people and faith in universal and national values; to understand and be influenced by works of art and art; acquisition of cultural skills recognized by mankind (medical culture, environmental culture, legal culture, culture of speech, culture of behavior, musical culture, culture clothing, economic culture, media culture, etc.); to know the values of universal significance (customs, rituals, national and cultural traditions, etc.), to treat them with respect; it is expressed in the careful preservation of the historical, spiritual and cultural heritage of the people and observance of the rules of etiquette established in society.

Conclusion. In the development of gender-equal thinking among students, competencies in English classes should solve the following tasks:

social order - a complete reflection of the social request for the formation of a student with a high moral and civic position; axiological - to achieve students' understanding of the personal significance of education; organizational - representation of real objects of the environment to reflect a complex set of knowledge, skills and ways of organizing activities; acmeological - formation of the student's ability to express their attitude to real objects of reality and its practical orientation within the framework of general education; integrativity - reflection of the content of education as basic elements in the content of various general education subjects; orientation to practice - ensuring harmony of theoretical knowledge with practice for solving specific activity tasks; diagnostic - reflecting the integral characteristics of the means of quality control of training and the personal and social significance of students.

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