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PEDAGOGICAL ASPECTS OF THE PROCESS OF FORMATION OF BASIC COMPETENCIES USING INTEGRATED LEARNING MATERIALS

Abstract: *This article analyzes the theoretical aspects of using an integrative approach in the formation of basic competencies of students.In addition, the personal views of the author are given.*
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Introduction

The methodological strategies of the integrative approach are aimed at systematizing the theoretical basis for the solution of educational problems and the harmonization of single and different district indicators. An integrative approach to education implies that there is a need to supplement and improve its content using a number of integrating units. In particular, the integration between academic disciplines has its own specific goals, which includes the harmonization of generalizations, the integration of components between academic disciplines, the separation of methods of activity, their transfer to different disciplines.

Today, special attention is paid to the organization of the educational process on the basis of a competent approach. This expands the possibilities of directing the technological process to practical activities. The need for practical-technological direction in education stems from the logical, complex, systematic, interdisciplinary nature of the subject. The competency approach requires the formation of an integrated system of interdisciplinary systematic analysis of education and its implementation.

Materials and methods

The competency approach defines learning outcomes as a general, integrated behavioral phenomenon. It consists of a set of motive-value, cognitive, interactive and empirical qualities.

Today, when new demands are placed in front of a person, the process of education requires the formation of special qualities in the person. They are:

1. Formation of individuals capable of solving political, environmental, intercultural problems.
2. Formation of individuals capable of solving problems in the field of values, taking into account cultural, ethnic, religious values and differences, social diversity. Also, to create favorable didactic situations for mastering the tools and methods of interethnic communication.
3. To prepare students to perform various roles in social life, such as a citizen, a voter, parents, a family member.
4. Develop general skills that allow you to search and analyze information.
5. Develop the ability to make decisions in a variety of situations; as well as developing the skills to take responsibility for decisions made in uncertain situations, to work in a team, and to organize team activities.
6. Ability to receive continuing education, ensuring the development of cognitive activities[1].

The requirements for the formation of the above competencies should be reflected in the content of education on the basis of ensuring the integration of a set of disciplines. For example:

- **Socially active civic competence**; it includes political and social knowledge, individual responsibility, and the ability to resolve conflicts within a group without the use of force.

- **National and cultural competence**; this competence includes the formation of the knowledge necessary to live in a multicultural society, the development of an environment of tolerance, the ability to live and work together in society with members of other religions and nationalities.

- **Communicative competence**; within this competence the skills of written and oral communication in one or more languages are formed[2].

- **Competence in working with information**; within this competence, knowledge related to the acquisition of information in society, the mastery of information technology, awareness of their opportunities and barriers to use, critical-analytical attitude to information, the ability to disseminate propaganda tools are formed.

- Competence for self-development; Within the framework of this competence, it is planned to adapt students to the rapidly changing technological environment, to create opportunities for success in the social and professional spheres.

As a result of the formation of these basic competencies, students are actively prepared for social life and future work, which ensures the success of the individual in any field of activity. Therefore, the use of an integrative approach in the formation of basic competencies in students is especially relevant in a person-centered learning environment.

Clarification of the basic concepts underlying the competency approach, including reliance on modern approaches of pedagogical scientists, didactic description of the relationship between the terms "competence" and "having competence", an integrative justification of competence as a set of competencies, competence as a component of social competence it must be pedagogically disclosed that it serves to ensure labor activity.

The peculiarity of competence is reflected in its connection with human activity. It ensures the productivity of human activity in a particular field. Therefore, the process of formation of competencies in students in technology classes is accelerated. In order to form competencies in students, it is necessary to follow the general requirements associated with it. Competence is the basis for a person to perform a certain activity. Including labor, professional activity, educational activity, creative activity, communication activity, independent learning activity.

Results and discussion

Competences are defined by the structural structure of their components. Competences include knowledge, methodology for applying this knowledge, as well as mastering this methodology, practical skills.

The analysis of the structural structure of competence as its characteristic of a constantly evolving activity requires differentiation according to the specifics of the activity. Human labor skills consist of motivational-valued, cognitive-based on knowing, active, reflexive parts[3].

The formation and development of competence in students in the process of technology education requires the creation of special pedagogical conditions. In this case, the defining components of the pedagogical system are reflected. These conditions allow the content of technology education to be deepened, expanded and enriched on the basis of an integrated approach. There is a need to choose mutually compatible pedagogical technologies that motivate students to work.

These technologies should enable students to engage in subject-subject relationships in the process of technology education. Most experts emphasize the need to rely on their performance in the process of developing competencies in students. They identified the stages that affect the activities of the subjects of the educational process. At the same time, they recommend to pay attention to the motivational-valuable, fast-acting, analytical-evaluative areas of students. Therefore, in the formation of basic competencies in students on the basis of an integrative approach, it is necessary to pay special attention to the composition of multi functionality in them. Technology education, extracurricular pedagogical processes, educational activities in various circles plays an important role in the formation of multi functionality in students.

Diagnosing the level of formation of basic competencies in students is a complex pedagogical phenomenon. There are a number of contradictions in this process. This is especially evident in the process of vocational guidance and technology education of students. The formation of basic competencies in students can be done not only in the learning process, but also through independent learning. Therefore, in diagnosing the level of competence of students, it is necessary to take into account the dynamics of the development of its components. In determining the integral indicators, the focus is on the validity psychometric apparatus.

At the current stage of development of the competency approach in pedagogy, the focus is not on the formation of competence, but on the analysis of its rapid development[4]. Therefore, the competency approach is implemented in different directions. An analysis of research devoted to the theory and practice of the competency approach shows that a number of experts have expressed their views on the integration of competencies and their implementation in the learning process. In particular, the research work of O.A.Valikhanova on mathematical competence,

L.S.Petrova on mathematical subcompetition, I.B.Akhpasheva on information and communicative competence, V.V.Kalitina on program-algorithmic competencies is devoted to the problem of formation of integrated competencies in students.

L.S.Petrova [1] distinguished mathematical subcompetitions and substantiated their information-technological, content-model, computational-experimental integration. These competencies are logically separated from the structure of general cultural and professional competencies and are integrated in the imagination of students. On this basis, a specific model of integrated competencies is formed.

E.A.Kagakina's research reveals the integration of intercultural and professional competencies. The author of the study theoretically substantiated the combination of general cultural and scientific competencies in the study of a particular subject [5].

In the study of E.A.Kagakina, the function of the competencies included in the cluster and the leading competence are distinguished[6].

New information and information technologies create favorable conditions for integrated learning. Such an education system, on the one hand, ensures the activation of teachers and students, on the other hand, the diversity of teaching materials, the implementation of teaching on the basis of a flexible order.

All this requires updating and continuous improvement of educational content based on international experience. The integration of topics in the curriculum, the development of a high level of competence of students is the main goal of modernized education.

With the help of integrated learning materials, students are first provided with the information they need to develop basic competencies. This ensures the formation of a number of basic competencies in students:

- selection and design of information needed to solve tasks in the learning process;
- creation of conditions for students to analyze educational materials and independent learning on the basis of improvement of existing technologies;
- management of the educational process based on a competency-based approach using information technology;
- formation of tasks that allow easy mastering of basic competencies;
- modeling the learning process based on a competency-based approach, integration of the content of knowledge, information, assignments, which allows the formation of basic competencies;
- selection of teaching materials based on a competency-based approach and the development of a framework for designing the learning process.

Conclusion

In short, the formation of basic competencies in students on the basis of knowledge integration is a complex phenomenon and requires its own pedagogical interpretation. Based on the integration of knowledge, students' cognitive abilities expand, they develop the skills of analysis, generalization, appropriate assessment of events, creative thinking. To implement such an approach, a number of requirements must be met. As a result of fulfilling these requirements, students' learning activities will be accelerated, and opportunities for logical thinking will be expanded. These requirements should be as objective as possible.

It is impossible to solve the problem of pedagogical integration without relying on such an approach. In order to successfully solve the pedagogical tasks related to integration, it is necessary to study the correlation of structural units inherent in both parts of it and realize that the integration of competencies is a social pedagogical necessity.

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