

Creating Methodological Capabilities Of Students On The Base Of Design Technologies In Higher Education Institutions

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Abstract. This article presents ideas on creating methodological opportunities for students based on design technologies in family educational institutions.

Keywords. Design, technology, methodology, interactive, competence, competence, skill, knowledge.

Competence can be expressed as a description of a person (trait, quality of a person, its component), holistic education in a person's structure, a system of personal characteristics, conditions arising from the acquisition of knowledge, skills and qualifications (readiness, orientation, etc.), and often, competent knowledge and experience. is equated with

In the research of pedagogue-scientist N. Muslimov, competence is defined as the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. [1; p. 9]. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence as a set of personal qualities of students and basic requirements of the professional field.

Due to the fact that the educational content is grouped in the curriculum in blocks of subjects (for all subjects), interdisciplinary (for a set of subjects) and subjects (for a specific subject), we recognize the following three levels of competence:

basic competence (according to the humanitarian, socio-economic content of education);
interdisciplinary competence (according to the specific scope of educational subjects and educational blocks of general professional training);

Competency in one subject (subject) Modern researchers distinguish the following conditions for the spread of the competence approach in the theory and practice of foreign education:

- 1) computerization helped the development of competence education. Competency education is especially relevant in the process called information explosion.
- 2) The concepts of "competence" and "competence" are used in professional fields.

Working on competences is a direction in which educational systems around the world try to eliminate the gap between educational results and modern life requirements. In this case, an integrated result, i.e. development of competence, is assumed.

The concept of "competence" is the result of a new approach to human resources arising from the economy and the need to adapt to rapidly changing life conditions. The concept of "competency" allows us to introduce it into educational practice, as A.V. Khutor-koy pointed out, to solve the problem that is typical for school, when students acquire a set of theoretical knowledge and feel significant difficulties in solving certain tasks or problem situations [2].

Globally, education is recognized as the main factor ensuring sustainable development, and in the international concept of education set by UNESCO until 2030, "creating the opportunity to receive quality education throughout life"¹ was defined as an urgent task. Today, the quality of education in schools depends on the knowledge of the teachers working in them, that is, whether they are professionally competent personnel. [3; p. 2-3.]

The researcher I.A.Zimnyaya summarized the research on the problem of the competence approach and divided the three stages of its development as follows:

the first stage (1960-1970s) is characterized by the introduction of the "competence" category into the scientific apparatus;
the second stage (1970-1990s) is characterized by the theory and practice of teaching the mother tongue, the use of "competence" / "competence" categories in the field of management;
the third stage (1990-2001) is characterized by the active use of "competence" / "competence" categories in education [4].

Since the 1990s, the need for a competency-based approach, its use, has been considered as a promising way to eliminate the shortcomings of the educational system and its incompatibility with the needs of society, as well as to strengthen the connection of education with practice and the real needs of society.

The analysis of the researches in the field of professional education theory of 1980-1990 years allows to distinguish three directions of implementation of the competence approach in the context of determining the essence and role of the professional competence that arose in these periods.

The first direction is the technological direction, in the framework of which the professional competence development of the specialist is studied as the development of his professional knowledge, skills and qualifications, functional competences suitable for the professional direction and included in the technological competence.

The second direction is person-oriented, and independent education, informational and communicative competences come to the fore in general education and humanitarian training of the future specialist.

The direction that unites the two directions is promising, the development of a whole person with all the professional, technological, actual, social, civil competences is considered to be the most promising in the training of a professionally competent specialist. Vocational education should also focus on the development of a set of universal and special competencies.

Features of the development of the competence approach in modern educational theory and practice are as follows:

- promising direction in science and educational practice;
- rapid development in the professional education system;
- implying the transition from "knowledge" to "methods of activity";
- allocation of significant resources for personnel training.

Professional competence can be described as the main components of the structure of professional competence, reflecting the specialist's activity and its internal structure [5; p. 12].

Universal (general) competencies - basic competencies necessary for successful implementation of activities in professional fields are allocated.

Based on foreign experiences, they distinguish the following universal competencies:
competence in the field of activities related to independent knowledge based on mastering the methods of acquiring knowledge from extracurricular sources;
competence in the field of civil-social activity (citizen);
competence in the field of social work;
competence in the household sphere;
competence in the field of cultural and recreational activities.

Development of professional competence is a process of influence that implies a specific standard aimed at the subject of influence; a process aimed at achieving a certain level of completion, a standard.

Development of professional competence is a process of formation of controlled professionalism, that is, it is education and independent education of a specialist.

So, the concept of "Competence" means that it includes a complex, extensive content that integrates professional, social-pedagogical, social-psychological, legal and other recommendation

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