



Psychological Components of Competence: Years Later



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Short Communication

About the lack of knowledge about the psychology of competence noted J Ravana, SA Khazova. At the same time, a number of teachers and psychologists assure that the issues of psychology of competence are studied, for example, the motivational component of the learning process, the impact of willpower and perseverance of the individual in the acquisition of knowledge, skills. With all the variety of research in pedagogical psychology in the second half of the 20th century-the beginning of the 21st century, there are many unresolved issues, which in turn makes it very difficult for the emergence of Homo kompetentus (competent person), able to become a reasonable, creative, noosphere Creator of the post-industrialization Era.

Taking into account that both the educational paradigm and the requirements of employers are focused on competence as the final result of the student's activity, the employee should use not only educational technologies, but also know, in particular, the internal forces of the mechanism of formation of competence. Speaking in accessible language, with pedagogical influence on the student to pay more and more attention to the psychological mechanisms of the process of education, in General. Just form the individual competence is not as long as the individual itself internally will not be ready, the more will want it.

Back in 1956, the 20th century encyclopaedist Alexander lyubishchev in his work "on the situation in high school" cited the facts that testified to the low level of secondary school graduates. Here are only General facts:

- a) Inability to Express thoughts;
- b) Weaker interest in the subjects studied;
- c) The pursuit of the appearance of the work;
- d) Discipline and moral qualities;
- e) A summary of the observations.

The explanation for this is only one thing: the country came out of the consequences of the devastating effects of the great Patriotic war. Today, the second decade of the education system

as an assessment of the formation of competencies at each level of training conducts final certification in the form of testing (OGE, exam, demo exams, baccalaureate exams, etc.). It is very difficult, very protracted in time; there is a departure from the knowledge paradigm of learning to the competence paradigm of learning.

The manifestation of competence is a perfectly working mechanism with the whole complex of driving forces, consistently operating elements (parts), performing a series of technological operations aimed at the result-a specific task. Thus, we believe that building competence is involved a group of "designers", among which include the family, peers, temporary and relatively permanent small groups, teachers, psychologists, master teachers, etc. Not to forget media and just information spaces in all their manifestations.

First, let's consider the existing concepts of "competence" in relation to the professional component.

- a) Competence-The ability of an individual to solve working problems and obtain the necessary results [1].
- b) Competence-Motivated ability [2].
- c) Competence is a formalized ability to act effectively in a variety of social and practical situations.

We will understand by competence the ability realized by the individual, taking into account all his personality-significant properties and qualities, in achievement of necessary results. It is important to understand that the words "competence" and "competence" in relation to both the educational environment and the professional environment are not synonymous. Competence is not just a set of defined competencies; competence is more and more important.

One of the perspective directions of the study of psychology competence-prediction of human behavior when performing actions [2]. The components of competence psychology, such as information competence, communicative competence, conflict competence, pedagogical competence, anti-corruption

competence, temporary competence, career competence, etc., have been developed.

a) Conflict Competence: A complex mental education, which can be described as the integral of individual psychological variable-moderator, non-additive combining such mental mechanisms as personality, cognitive and meta-cognitive abilities, coping strategies and behavioral patterns of response conflict [3].

b) Anti-Corruption Competence: It is an important characteristic and a necessary condition of an individual demonstrating anti-corruption behavior [4,5].

c) Time Competence: It is an integral characteristic of the personality, resulting in the orderly process of the conscious activity of the individual, aimed at organization and self-management [6].

Career competence is an integrative personality quality that characterizes her aspiration, readiness and ability for professional self-realization [6].

Speaking of competence in a particular field, it is necessary to determine the structure of competence, elements of competence, mechanisms that drive the “engine” COMPETENCE. Let’s try to consider all of the above for professional competence, because ultimately, all levels of education lead to the sole purpose of society: the formation of a competent, competent employee for the economy of the state.

John Equal under the professional competence understands actions, obeying the formula “do, but don’t know how to do” [2]. In the process of formation of competencies an important point should be the implementation of complex patterns of typical tasks. The set of actions is fixed in the solution of situational tasks, finding a solution to the problem. Situational tasks assigned problems must require compliance with previously fixed set of actions. A set of actions are ways to solve common problems, formulas, laws, rules. The set of actions a good “work out” the technology of programmed learning, complementing its psychological system PY Galperin. Actually professional competence can be shown in professional activity and in professional communication.

In the most General form, professional competence is hierarchically divided into pre-professional competence, professional competence, supra-professional competence. A sufficient number of studies are devoted to the identification of psychological components of competence. It includes integrated psycho-didactic knowledge, professional actions (analytical, diagnostic, prognostic, design, reflexive, etc.) and professional motivation. Psychological mechanisms of formation of professional foreign language competence are a stable system of interrelated factors, phenomena and processes, activation of which ensures its successful formation through the creation of quasi-professional situations [7,8] (Table 1).

Table 1: Elements of competence.

Researchers, year Components	Components				
	Value-semantic	Motivational (motivational-volitional)	Cognitive	Reflexive	Operational and technical (functional)
Kuzmina OV [7]	+	+	+	+	+
Egorova IA		+		+	+
Fedorov AE (2012)	+	+	+		+

Summing up everything discussed in the article, it is necessary to answer one of the main questions: how to form competence? The most obvious: it is not necessary to reinvent the wheel. The paradigm of modern education is known: the formation of a competent person. The Foundation of the competence approach is developed. It is enough from the point of view of pedagogic to use the technology of step-by-step formation of mental actions, programmed learning, project learning, distance learning. For the systemic formation of competence, it is necessary to supplement the psychological component of the above technologies, especially since the psychological structure and psychological mechanisms are described. Gradually, there should be a transition not just to the development of a single technology of competence-based learning, but to a General

model of competence-based learning, which can be adapted to each individual case up to the individual learning pathway.

In conclusion, I would like to remind banal things. Only professionally competent mentors can help a person to become professionally competent, having such a level of professional competence, which will be close to the professional competence.

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