

## PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF MANAGEMENT COMPETENCIES OF STUDENTS

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A B S T R A C T	K E Y W O R D S
This article covers the characteristics of the development of student management competencies, the fact that a competency-based approach in education involves ideas of professional and general, intellectual development, and forms of interdependence and metasubject, which embody correlations.	Cognitive experience, cognitive, metacognitive component.

### Introduction

The self-development of an individual is considered a holistic process of the formation of a conscious personality, based on the interaction of internal important and actively creative perceived external factors. In a broad sense, self-development means a purposeful process of "emergence" and formation of opportunities, abilities, skills, qualities or previously unprecedented properties and qualities that already exist, but have so far been "accumulated". The stages or forms of self-development are the processes of self-realization, self-improvement and self-realization [3-7].

Development is a process of irreversible, growing, natural changes in the human psyche and behavior that lead to the emergence of quantitative, qualitative and structural changes. In relation to the competence-based approach, the meaning of Education believes that it consists in the development of students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the personal experience of students. The organization of the educational process consists in creating conditions for the formation in students of the experience of independent solution of cognitive, communicative, organizational, moral and other problems that make up the content of Education. The educational result of development is the educational levels that students have achieved at a certain stage of Education, based on education [1-10].

To understand the mechanism of intellectual development, first of all R.X. It is necessary to consider the rules of the theory of overcoming based on the overcoming of shakurovningto. The author notes that life is formed from the process of overcoming various obstacles – physical, spiritual, social, information, etc. - in order to satisfy needs [1]. S.Y. The golovinpsychological barrier is an internal barrier of a psychological nature: defines unwillingness, fear, uncertainty, etc. as a mental state that manifests itself as insufficient passivity that prevents certain actions from being performed [2].

In our opinion, development and self-development always imply some kind of internal laws, some kind of Self-Movement, an object, a self-transformation of the system, a certain self-construction of the personality itself, the inner world. This process is irreversible, as a result of which quantitative and

qualitative changes occur in intellectual, personal and activity characteristics. They are interconnected and interconnected. A special place is occupied by the training of personnel as the basis of development. The orientation of the development process is carried out by influencing the mental development of the student, managing his cognitive activity, developing it and purposefully influencing him.

In the study of the nature of the mind, there are more questions than answers. Answering these questions means understanding the structure of individual mental experience forms that determine individual changes in learning. Intelligence is traditionally studied within two main areas: test and research psychological. In testology, it was believed that the increased level of intellectual development was manifested in the formation of thinking (cognitive) tasks (memory, attention, perception, speech, thinking). The scientific psychological direction was aimed at determining the mechanisms of intellectual activity [5-11].

M.A. Xolodnaya intellect, which gives the opportunity to effectively perceive, understand and explain what is happening in the individual (mental) experiments of a specific form of development. The idea of mental experience was formed in foreign and domestic studies as a special psychic reality, which determines the characteristics of the intellectual activity of a person (the carrier of the characteristics of the mind). Personal mental experience, which is considered a system of mental mechanisms that predetermine the type of cognitive attitude. Depending on the specifics of the composition and structure of these forms of experience, we can observe and measure the study of convergent abilities (solving normative problems in regulated situations), divergent abilities (the ability to create new ideas based on non-standard methods of activity, the ability to master new knowledge and skills), cognitive styles (the ability to have individual specific forms of cognitive).

I am part of mental experience. A. Kholodnaya separates three levels, let's dwell on each of them separately:

**Level 1:** cognitive experience, thus, is the subject of a stable thinking, contributing to the increase in its environment, natural aspects, psychology, mental structures that provide storage, ordering and unwanted information changes. Cognitive experience includes archetypal structures; methods of encoding information; cognitive schemes; semantic structures; conceptual mental structures.

**Level 2:** metacognitive experience is a set of mental structures (voluntary intellectual control; arbitrary control; metacognitive awareness and open cognitive attitude) that allow voluntary and arbitrary regulation of intellectual activity. Their main goal is to improve the state of individual intellectual resources, as well as information processing services.

**Level 3:** the next layer of mental experience, known as global structures, is expressed in terms of. These are mental structures based on individual intellectual inclinations (their main purpose is the formation of subjective selection criteria in relation to a particular subject area, the direction of finding a solution, information and methods of its processing, the direction and selection of individual intellectual activity) [3, 11]. The considered mental structures make up the composition of mental experience, therefore, their formation means the intellectual development of the individual.

In our opinion, the intellectual development of students involves not only the development of cognitive mechanisms of information processing, but also the metacognitive mechanisms of intellectual self-control.

Intellectual competence includes all the components of the general educational content of Education: General Educational Skills, meta-knowledge and subjective methods of activity. As a result, students

develop information skills, preparation for self-education, independent search for information, selection and use of it, the ability to use new technologies of information interaction, the desire to improve self-knowledge methods, the desire to engage in research work [1-10].

Thus, intellectual competence determines the personal system of working with information; the ability to master and create a new system of knowledge as a result of transferring the semantic context of activity from functional to transformative; readiness to rethink outdated stereotypes of thinking and forms of perception that hinder mobility in professional activities. Intellectual competence determines such characteristics as openness and flexibility in the perception of new things, variability and diversity of subjective methods of understanding the same phenomenon, awareness of various mental "views" on current events.

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