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Spectrum Journal of Innovation, Reforms and Development

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Volume 04, June, 2022

ISSN (E): 2751-1731

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Website: [www.sjird.journalspark.org](http://www.sjird.journalspark.org)

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**DEVELOPMENT OF STUDENTS' INTERESTS IN THE FIELD OF HUMANITIES  
EDUCATION**

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**Abstract**

In modern social conditions, it is of particular relevance the problem of the formation of general cultural competencies and its important component - social and humanitarian competence as an integral quality of training specialists for professional activities in the legal field.

**Keywords:** competence, cultural, essence, self-determination, professional, problematic situation, ethnic, humanistic.

**Аннотация**

В современных социальных условиях особую актуальность приобретает проблема формирования общекультурных компетенций и ее важной составляющей - социально-гуманитарной компетенции как неотъемлемого качества подготовки специалистов к профессиональной деятельности в правовой сфере.

**Ключевые слова:** компетентность, культурная, сущность, самоопределение, профессиональная, проблемная ситуация, этническая, гуманистическая.

**Introduction**

Socio-humanitarian competence is the ability and willingness to responsibly accept integral socially significant decisions, have a high level of humanistic orientation, to have tolerance for various ethnic cultures in society. The essence of the competency-based approach is a set of principles determining the goals of education, expressed in learning, self-determination, self-actualization, development of students' individuality, selection of content education and organization of the educational process, oriented for the acquisition of key pedagogical competencies, as well as the assessment of their educational results<sup>1</sup>.

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<sup>1</sup> Лебедев О.Е. Компетентностный подход в образовании // Школьные технологии. – 2004. – №5. – С. 3-12.



The problem of the competence-based approach is devoted to the works of V.D. Shadrikova, I.A. Zimney, V.I. Baidenko, V.N. Kozlova, Yu.G. Tatur, A.I. Surygina, Yu.V. Frolova, A.A. Bodaleva, D.A. Makhotina, S.A. Marueva, N.V. Kuzmina, E.F. Zeer and other scientists.

All human competencies arise from needs personality, from its ability to reflect, to assess its own activities. Reflection as the ability to comprehend one's own actions is the most important in the structure of competencies. Reflection provides not only the ability to apply common knowledge and skills for a specific situation, but also the ability to change oneself, learn from one's own experience, act from critical positions.

If we consider the education of a person in the context of his socialization, then the meaning of his education is the development of any cultural tradition as a system of previously developed means.

Competencies, which allows you to interact with the outside world, develop your abilities. In other words, one learns realize yourself as "I" and be successful in society.

The competency-based approach in education, as opposed to the concept of "acquisition of knowledge" (and in fact the sum of information), involves the development by students of skills that allow them to future to act effectively in situations of professional, personal and public life. Moreover, special attention is given to skills that allow you to act in new, uncertain, problematic situations for which it is impossible to accumulate the appropriate funds in advance. They need to be found in the process of resolving such situations and achieving the required results. In fact, in this approach, the understanding of knowledge as an increase the sum of subject information is opposed to knowledge as a set of skills that allow you to act and achieve the desired result, often in uncertain, problematic situations.

B.D. Elkonin writes: "We did not abandon knowledge as a cultural "subject", but from a certain form of knowledge (knowledge "on just in case", i.e. information). What is knowledge in our approach? What is a concept?

1. Knowledge is not information.
2. Knowledge is a means of transforming the situation.
3. If knowledge is a means of mentally transforming a situation, then this is a concept.

We try to construct concepts in such a way that they become means transformation of situations of action.



V.P. Zinchenko contrasts knowledge and information: "Information has overwhelmed mankind. Education has not escaped this fate, which is increasingly being built according to the type of "knowledge smorgasbord" (E. Fromm's expression). Quite often there is a mixture of genuine understanding, erudition and awareness.

The boundaries between them are increasingly blurred, as are the boundaries between knowledge and information. However, such limits exist. An experienced teacher can easily distinguish a know-it-all and quick-witted from a thoughtful and thorough student. Something else is more dangerous: students' illusions that what they remember is what they know. These illusions are still fresh and in pedagogy and psychology. Let's take a look at their background.

The use of a competency-based model in education involves fundamental changes in the organization of the educational process, in its management, in the activities of teachers, in the ways assessment of student learning outcomes compared to educational process based on the concept of "learning knowledge".

The main value is not the assimilation of the sum of information, but the development by students of such skills that would allow them to determine their goals, make decisions and act in typical and non-standard situations. As Bowden and Marton write: "If you do not imagine what situations your students may face in the future, teach them what they can apply in any situation. Therefore, the description is of fundamental importance.

those competencies (skills) that can be used in any situation. Moreover, the description language should be common for all educational institutions and all levels of education.

Determine the professional competencies of the teacher is possible only with respect to a particular educational system in which the teacher works or will work. Any system imposes its own restrictions on the activities carried out in it. Therefore, it is not necessary to talk about the competencies of the teacher.

In the traditional educational system, focused on the assimilation of subject educational knowledge, presented as the basis of sciences. It is necessary to talk about the competencies of the teacher, necessary him to work in the general education system or the system of higher education, built on a competency-based basis.

The basic competence of a teacher lies in the ability to create, organize such an educational, developing environment, in which it becomes possible to achieve the educational results of the student, formulated as key competencies. All other more



specific competencies arise from the general and are its constituent parts. Among them are the following competencies:

General competencies:

1. Be able to define goals and educational outcomes for the language of skills (competencies).
2. Be able to include students in different types of work and activities in accordance with the intended results, taking into account aptitudes, personality traits and interests.
3. Be able to use a variety of techniques and ways to include the student in various activities, allowing him develop the required competencies.
4. Be able to notice the inclinations of the student and, in accordance with them, determine the approximate direction of his development.
5. Be able to organize and manage group project activities of students.
6. Be able to take an expert position regarding the competencies demonstrated by the student in various types of activities and evaluate them using appropriate criteria.
7. Be able to reflect on their activities and their behavior in the process of training sessions and correct them.
8. Be able to organize a discussion and participate in it, realizing that one's own point of view may also be subject to doubt and criticism.
9. Be able to create an atmosphere in which students wanted to express their doubts, opinions and points of view on the subject under discussion, even if they differ from existing ones.

This list is fundamentally open and anyone can add those skills that he considers most important for achieving certain educational outcomes.

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