



## The Character Traits of Human Being - As a Component of Competency

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**Annotation:** Competency determines the place and role of human in all spheres of life, shows the potential possibilities of human, success in activities, prepare a person with the necessary training for all life activities defines a new vector of the development of the educational system. In this article the character traits of human being are considered as a component of competency.

**Keywords:** competency, human being, life activities, the potential possibilities of human being, activity, educational system, the character traits of human being.

### Introduction

It is known that the competences formed and developed in a person acquire a social character (socialization of human being). When studying the social nature and social structure of competences, ways of its development and improvement, it is important to take into account this aspect.

According to the study, carried out by the Universities of Groningen (Netherlands) and Deusto, (Bilbao, Spain) as a part of the research project “Tuning Educational structures in Europe”, competences were divided into three groups - instrumental, interpersonal and systemic.

Therefore, competences can be considered as a personal quality that does not lose its significance regardless of changes in social life. The literature shows several components of competencies. For example, objective necessary knowledge, objective necessary skills, positions, directions, personal characteristics.

The competence approach and the concept of competence, which determine the new vector of the development of the educational system of preparing a person with the necessary training for all life activities, combining the experience of learning to apply scientific knowledge in various fields and not only acquiring certain knowledge, but also applying this knowledge in real situations, using them to achieve the effectiveness of activities the ability to transform into specific skills is intended to be used for educational purposes to prepare as a person with the necessary competence.

N.A. Muslimov emphasizes that competency is not the acquisition of individual knowledge and skills, but the acquisition of integrative knowledge and actions in each independent direction.

### Material and Methods

Competence is a personal quality, which refers to the ability, knowledge, skills and competency, manifested in various situations of pedagogical activity and social life. Competency determines the place and role of human in all spheres of life. It also shows the potential possibilities of a person and determines his success in activities. The development of competency is, first of all, scientific knowledge. That is scientific knowledge of:

- a) specific target orientation;
- b) precise reflection of reality;
- c) the level of complexity acts as the first step in the development of competences.



The development of competency is determined by the skills of applying scientific knowledge as the next step. Ability to apply knowledge:

- a) purposeful and targeted application of knowledge;
- b) having a certain logical-compositional structure and algorithm for performing operations
- c) manifestation of actions in the form of generalization or in-depth view of the field.

The development of competency is determined as the next step by the integration of scientific knowledge and the skills to apply it with personal qualities. That is, all activities of a person represent the unity of his scientific knowledge, knowledge application skills and personal qualities.

Competency also allows to evaluate the characteristics of a person and shows his characteristics.

In the educational process, the competence approach ensures that the learner chooses an active position, is ready to accept scientific knowledge, forms of self-expression and the manifestation of individuality.

It should be noted when evaluating competency, it is important to have sufficient accuracy in its structure, to monitor the formation of this competence, and to distinguish the components that allow to draw conclusions about the necessary level of its development.

Therefore, the set of competences constitutes the personal traits of human being, in the theory of adequate (adequate (lat. *adaequatus* - equal, suitable, exactly one, similar) - knowledge of the surrounding reality of a person, it shows a clear and appropriate understanding of the properties and relationships of things and events that correspond to their objective content. The human mind adequately reflects objective existence on the basis of social practice [9]), helps to understand, grasp and accept:

- 1) In the theory of knowledge, to find out the properties and connections of things and events that correspond to their objective content, clearly and appropriately.
- 2) Suitable in every respect, equal; perception based on similarity, compatibility and demonstrates the ability to respond to it.

An analysis of the scientific literature, which deals with the issues of necessary training for any field of activity, allows us to say that among the blocks of theoretical and practical competency, researchers single out a block related to personality. Considering the issues of competency, researchers, in particular N. N. Lobanova, single out its educational, activity and personal components[2]. That is, studies show competent literacy (knowledge), skills (the ability to use one's knowledge) and important personal qualities. Therefore, in addition to theoretical (knowledge) and practical (skills and practice) blocks, it is appropriate to distinguish personal components, which refer to a set of individual characteristics and characteristics of a person who manifests his goals, individually, in a group, in a team.

Among such personal qualities, researchers note, in particular, character traits that enable effective work.

Reflection plays an important role in the formation and development of competency in learners. Because the formation and development of competence is carried out only with constant thinking, analyzing one's own activities and actions.

In literature, reflection is defined as "the principle of human thinking, directing it to realize and realize its own forms and thoughts; consideration of knowledge itself as an object, critical analysis of its content and ways of knowing; It is defined as the activity of self-knowledge that reveals the



inner structure and unique characteristics of the human spiritual world.

Reflection is primarily related to the learner's desire to analyze, summarize, understand, and evaluate his educational activity from the point of view of social significance, includes the individual's attitude to his actions and activities, and determines the learner's attitude to himself.

It mainly enables the learner to critically evaluate his/her learning activities and personality, thereby forming his/her own opinion.

Self-awareness through reflection, using the help of others, willingness to receive information about how others perceive oneself, understanding all one's activities (learning activities, life activities) from the point of view of other participants in the educational process, the ability to have an appropriate attitude and judgment towards them characterized by development.

### **Result and discussion**

Reflexive processes are the student's ability to accept the point of view of others, imitate his reasoning, foresee possible difficulties, accept a certain situation, explain the algorithm of actions, realize and understand himself, his personal characteristics, emotional reactions, something serves to evaluate their understanding of

On the basis of reflection, students seek constant feedback, seek to see and evaluate the information received, and accordingly coordinate their actions in the learning process. When the level of reflection is insufficient, the learner tends to forcefully accept information. Performs actions in non-standard situations that are performed according to standard situations. Therefore, one of the most important conditions for the formation and development of students' competence is the improvement of their reflective point of view. That is, seeing and evaluating the difficulties, evaluating the effectiveness of the result obtained, a reflexive regulation of the student's activity is carried out.

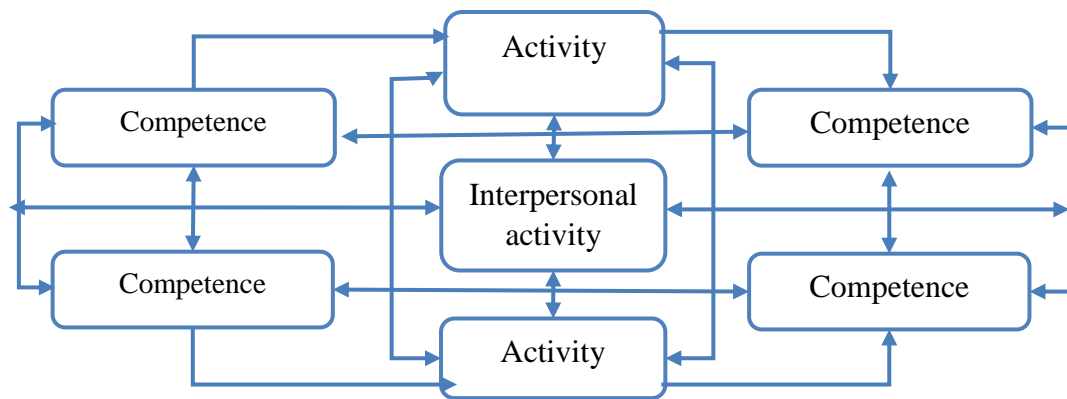
At the same time, the reflexive regulation of students' activities depends on the personal, motivational and other characteristics of students, their emotional sphere, and peculiarities of thinking.

Based on the existing scientific experience of researchers, it is necessary to distinguish three blocks in the structure of competence - theoretical (knowledge), practical (skills) and personal (personal characteristics).

That is, competence can be described as a complex set of knowledge, skills and personal characteristics of a person.

At the same time, each block of competencies has its own structural building. In particular, the theoretical competency block assumes a body of knowledge - motivation to acquire knowledge, accuracy and importance of the knowledge gained, focus on a specific goal. The practical block of competence includes socially (vital) significant actions, actions related to educational activities, logical and compositional actions. Learner personality traits include reflective thinking and empathy, along with positive personal qualities of learning.

As recognized by researchers, competencies are associated with activities. In this case, human activities (educational activities, professional activities, everyday activities, as well as the correspondence or opposition of other people's activities, attitude) and the competencies formed (or developed) in a person inevitably intersect. (1-picture)



### 1-pic. Dependence of competences and activities

At the same time, the type of voluntary activity has a direct impact on the formation (or development) of a person's competencies, and the competencies formed (or developed) in a person have a direct impact on his activity. It is also necessary to emphasize the influence between activities and competences. The versatility and level of complexity of a person's activity depend on the strength of his competences (or vice versa).

Activity creates certain relations of a person not only to the subject of his activity, but also to the activities of other people. This is a community of individuals carrying out joint activities.

The following components of activity can be distinguished:

- subject of activity;
- need for activity;
- motives of activity;
- an act of activity (the unity of activity, a single action directed at another person and directed at him as his own object).
- operational tasks (these are directed actions and tasks that serve different purposes in the course of activities in certain conditions).
- means of activity (operations that implement activity actions);
- products of activity (material and spiritual objects created as a result of activity).

The implementation of each component of the activity requires the necessary competence of the actions that serve the implementation of this component. It also forms the basis for competency development.

In conclusion, we can say that the important characteristics of competencies that are manifested in the activities of the individual:

- social character - the nature of competencies acquires a social character, which is reflected in its goals and objectives.
- coordinating feature - competencies serve to coordinate actions taken in the course of activities and to achieve overall performance results;
- subject-subject sign - participants in the process implemented on the basis of the competence-based approach have subject-subject relations among themselves;
- the nature of the relationship of competencies with activities - any competence serves to carry



out activities, and competencies develop in the process of activities.

- the regulatory sign of competencies is not only the implementation of activities, but also its regulation.

Therefore, all important features of competence are reflected in the understanding of it as a characteristic of a person.

Competence enables activities to be carried out. It is important to take into account these aspects of competence formation (or development) during the educational process.

### Conclusion

It is necessary to summarize the opinions and highlight some important points. Firstly, competence determines the necessary preparation for its implementation, regardless of the type of activity. Secondly, competence means that whatever the activity, it must be considered in terms of the amount of learning required and the behavior to be performed.

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