

**OPPORTUNITIES FOR FORMING TRANSVERSAL COMPETENCES IN
HIGHER EDUCATION INSTITUTIONS****Mukhidova Olima Nurilloevna****doctoral student of the Research Institute of
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Abstract. The article discusses the issues of formation of transverse competencies in students of higher educational institutions. An analysis of the concept of transverse competence and its components are presented. Also, the formation of a competency-oriented educational environment is considered in terms of transverse orientation.

Key words. Competence-oriented approach, competence, transverse competence, instrumental competencies, interpersonal competencies, systemic or integral competencies

One of the main changes in the modern education system is the introduction of a competence-oriented environment. Currently, the area of student training is turning into the area of introducing new activity components of this environment through the formation of competencies. In addition to students acquiring a profession during their studies, professional competencies can also include transversal orientation, that is, they can be related to leadership qualities, problem solving, and teamwork.

This is especially important in professional and pedagogical higher education institutions, because these skills can influence the employer's choice. Thus, the formation of transversal competences is one of the main tasks facing the teachers of the higher education system, that is, this process is new, and the corresponding educational goals are for the curricula and each education or should also be determined and evaluated. The skills and abilities required of future professionals should be taken into account in the educational model. Today, the employer requires qualified specialists and work with an educational system that responds quickly to the needs of the labor market.

In the conditions of modern rapid information exchange, students should have general skills and dispositions that can be in many professional fields and situations. Therefore, higher education institutions should consider transversal competencies as the main elements of providing a more flexible workforce that can quickly adapt to the constant changes taking place in the world, and pay great attention to core competencies.

Competencies are now understood not only as a set of knowledge, skills and abilities used

to solve problems related to a certain professional field, but also include psychological and social characteristics. Students need to acquire competencies that allow them to solve many situations, as well as problems that arise in random situations. Competencies can be divided into two types: professional and general or transversal competencies. The first type includes those directly related to professional activity, and transversal competencies refer to personal qualities in the nature of cognitive, social relations that enrich professional ethics. These competencies are not absolutely necessary for professional activity, but they are a unique element that increases the quality indicator of a future specialist.

Today, in today's fast-paced globalization, employers are increasingly recognizing important competencies such as adaptability to change, persistence, or the ability to work in a team. As professional competences tend to become obsolete due to scientific, technical and innovative development worldwide, the labor market is increasingly placing importance on transversal competences, as they are durable, relevant competences that support lifelong learning.

Analyzing the concept of transversal competences in more detail, transversal competences are skills, values and attitudes that help students reflect their knowledge, skills and competences, as well as the ability to adapt to the various demands and changing conditions in modern society. means Transversal competencies are characterized by the ability to quickly adapt and move from one field of activity to another, and also play an important role in achieving success in the labor market. Regardless of whether students acquire transversal competencies in higher education institutions, they can successfully demonstrate their skills and easily apply their knowledge in future professional activities.

Transversal competencies are also known as core competencies, core skills, generic skills, practical skills, soft skills, 21st century skills. In addition, these competencies are considered to be the main element of innovation and competitiveness, contribute to increasing the responsibility of employees for work and their motivation, thereby increasing the quality and efficiency of work.

Transversal competencies can be divided into three categories: instrumental, interpersonal and systemic.

Instrumental competencies include competencies that have an instrumental function and are:

- cognitive skills, i.e. skills to understand and use thoughts and ideas;
- methodological skills - necessary for interaction in a professional-pedagogical

environment, time management and teaching strategies, decision-making or problem-solving skills;

- technological skills - technical tools, computers and information management skills;
- linguistic skills - both oral and written communication or foreign language skills.

Interpersonal competencies include competencies that facilitate the process of cooperation and social relationships and are:

- individual skills - related to the ability to feel or perceive a problem, criticize and accept criticism;
- social and interpersonal skills - the ability to work in a team and the ability to express moral or social obligations in a socially acceptable manner.

Systematic or integral competences are skills and competences related to the educational process in general. They allow us to introduce and assess the skills needed to plan and improve the learning process.

Transversal competencies of the future specialist should be determined meaningfully and purposefully by modeling the competence-oriented educational environment.

In conclusion, it can be said that students of higher education institutions should have transversal competences, because the labor market requires specialists with more social skills, leadership skills than specific knowledge of a specific training field. , values management and information and communication technology (ICT) skills. This shows that such important skills should be developed by students as effectively and consciously as possible, and their formation in the process of teaching in the higher education system will help future graduates achieve a competitive level for more successful employment.

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экономики: материалы Всероссийской научно-практической конференции, 12 марта 2020 г., Первоуральск. Екатеринбург: Рос. гос. проф.-пед. ун-т, 2020. С. 236–240.

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