

## **Universal Competence as a Tool For Developing Students' Interest in Knowledge**

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**Abstract:** In this article, the issues that are important in determining the priorities of the reform of higher education in our country, raising the moral, moral and intellectual development of the young generation to a new level in terms of quality are taken into account. Also, recommendations and opinions on the formation and development of universal competence in the higher education system were analyzed within the framework of the world standard.

**Key words:** universal competence, education and science, universal education, innovation, literacy, national value.

**Introduction:** Determining the priorities of the systematic reform of education in our country, raising the spiritual, moral and intellectual development of the young generation to a new level in terms of quality, introducing innovative forms and methods of education into the educational process, as well as introducing them to science special attention is being paid to creating the necessary conditions for mastering its secrets.

Based on the requirements of the current era, one of the priority tasks is the formation of universal (universal) competencies in students in the higher education system. Universal competence is a competence that is necessary for personal development and self-expression of every person, and for success.

Based on the above considerations, if we consider the example of economic and social sciences, the first component of the science is economic geography. This science studies the regional (spatial) organization of productive forces, the forms and characteristics of the formation and development of territorial - industrial and inter-sectoral complexes. He studies territorial combinations of natural resources, people's life and forms of organization of social production, primarily from the point of view of increasing labor productivity and production efficiency. The methodology and practice of economic zoning, the doctrine of economic sectors and energy production cycles have been recognized at the international level. As a part of economic geography, industry, agriculture, transport, construction, etc. are successfully developing.

**Main part:** In the formation of these concepts in students, through the formation of universal competence in the educational system, students:

- formation of social inclusion and active citizenship in the labor market;
- they develop in the process of continuous education throughout their life;
- everyday life, including formal, informal education and self-formation takes place in 2 directions.

All of the above universal competencies are equally valuable. Each of them contributes to the full and successful life of a person in society. Competencies can be used in different contexts (communication, communication) and combinations, they are compatible and combined in solving a specific problem.

When we did the first two steps, we tried to deal with important concepts that were not included in the general approach: the ability to solve problems, to make decisions, and to learn.

Should they be divided into specific types of competence?

Our answer: no.

To begin the second and third steps, you need to provide a working definition of competence (without defining it in the 21st century), separating it from literacy. Often, it is important to share professional competencies (required for work) and broader competencies for everyday life.

From the point of view of pedagogy, such a difference is not important. Competencies include knowledge, skills and activity relationships. Therefore, when considering these terms interchangeably, we do not distinguish between competence (qualification) and authority. Many concepts of competence have been developed. There are three main ones:

- approach: behavior (focus on activity);
- general (focusing on common abilities to explain differences in activity);
- cognitive (mental resources to achieve results).

But according to the general opinion, which can be defined according to the point of view, different concepts and definitions, competence – is a certain the ability to act in a certain way on the basis of relevant knowledge and skills is understood by achieving the result. Also, there is a global measurement and evaluation system in the world education system.

In this, six components capable of seriously changing the work practices of teachers and students, which make up the scope of global competences, are distinguished. In this case, it is necessary not only to express the intention, but also to rely on the observed aspects.

In addition, competencies for the changing labor market of the 21<sup>st</sup> century define basic skills, self-organization and teamwork skills.

They offer the following capabilities:

- communicate;
- information management;
- use of numbers;
- thinking and solving problems;
- demonstrating positive attitudes and behaviors;
- to be responsible;
- ease of adaptation;
- continuous learning;
- safe operation;
- work with others;
- participation in projects and tasks, etc.

In education aimed at forming universal competencies, attention should also be paid to the main ideas of students. That is, the same attitude for everyone to support the "well-rounded person" and the personality that is removed from education.

The model of universal competencies will focus on:

- stimulating a sense of social responsibility;
- innovativeness and practical skills of students;
- universal competencies are combined;

–informal education is supported in basic science courses at the educational institution;  
Competencies can change the curriculum and plan to support universal education;

–Evaluation of students includes not only the results they have achieved, but also academic results, as well as physical characteristics and mental health, social behavior, etc.

**In conclusion**, it can be said that the formation of universal (universal) competences today is to work on unsolved problems that are common to everyone in any situation with practitioners, to learn objective indicators of evaluating the success of renewal development is necessary. Development of competencies based on cognitive and various theories in the form of diagnosis and assessment of individual elements of universal elements is an effective result.

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