



DEVELOPMENT OF META-COMPETENCE IN PRIMARY TEACHERS BASED ON ACMEOLOGY TECHNOLOGY

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Annotation: *This article explores the development of a competency-based approach in education, addressing the expansion of competencies by considering cross-curricular metacompetence as a methodological approach to research activities, regardless of their scope.*

Key words: *competence, metacompetence, continuous self-education, subject, essence and structure of research activities, classification.*

Аннотация: *Статья посвящена проблеме развития компетентностного подхода в образовании в контексте расширения видов компетентностей при рассмотрении надпредметной метакомпетентности как методологического подхода поисковой деятельности независимо от сферы ее осуществления.*

Ключевые слова: *компетентность, метакомпетентность, непрерывное самообразование, предмет, сущность и структура научно-исследовательской деятельности, классификация.*

Annotatsiya: *Ushbu maqolada ta'limda kompetensiyaga asoslangan yondashuvni ishlab chiqish, ularning ko'lamidan qat'i nazar, o'quv faoliyatiga metodologik yondashuv sifatida kurslararo metakompetentlikni ko'rib chiqish orqali kompetentsiyalarni kengaytirish masalalari ko'rib chiqiladi. dinamika bilan tavsiflanadi, uzluksiz, samarali o'z-o'zini tarbiyalashni talab qiladi.*

Kalit so'zlar: *kompetentsiya, metakompetentlik, uzluksiz o'z-o'zini tarbiyalash, tadqiqot faoliyati mavzusi, mohiyati va tuzilishi, tasnifi.*

The essence of metacompetence is clarified by determining its structure, taking into account the activity-based nature of the competence, including the generally recognized components: motivational-value, cognitive, process-activity and reflective-evaluative components.

The motivational-value component of metacompetence is revealed through understanding the need for self-education of the subject and the importance for the effectiveness of mastering metacognitive strategies for



search activities, which allow them to solve various problems in the process of analyzing search activities and self-regulation.

The cognitive component represents:

- knowledge of methods of representing problems in various schematic-symbolic models to see the problem model, knowledge of one's intellectual capabilities and limitations;
- knowledge of the methods and stages of solving the problem
- knowledge of the solution of problems and potential risks, knowledge
- methods for assessing the emotional state of a person and maintaining his creative level.

The process-activity component is the ability to organize the problem-solving process based on the analysis conducted, the ability to make adjustments and predict risks and suggest ways to eliminate them, plan the problem-solving process and consciously manage it, taking into account one's intellectual capabilities. The thinking-evaluative component is manifested in the ability to determine the results of problem-solving search activities, evaluate the novelty of the results achieved.

Identify effective methods for solving search problems for further use and propose and consider alternative solutions. To determine the status of metacompetence among other competencies, we use the following classification criteria (table).

Classification of abilities

Classification of competence	Classification of competencies
Used in all areas of activity	Key, soft skills, universal
Focus on a specific type of activity	Social, mathematical, communicative, etc.
Pay attention to the types of professional activities	Hard skills in specific areas of education, general professional and vocational skills
Knowledge management, human intellectual and reflective processes	Metacompetence as the ability of a subject to self-analysis, self-evaluation, and self-management of their intellectual activity.

Intellectual activity. Having determined the essence, content and status of metacompetence, we will describe in general terms the problems of the metacognitive approach in education, which allows us to determine the prospects for the development of this research.



The relevance of the problem of development metacompetence has significantly expanded the categorical and conceptual foundations of the competency-based approach. The terminology of the meta-approach includes new concepts: metacognition, metaeducation, cognitive, strategies, metacognitive education, etc. A vector is set for the transition to meta-learning (meta-learning), which is the subject's understanding of the learning process and its management ("awareness and control").

According to scientists, learning consists of:

- conscious motivation for learning;
- mastering techniques that facilitate learning;
- generalized knowledge of others' learning for the purpose of using it for one's own learning;
- knowledge of one's own strategy for learning;
- the ability to learn in different situations;
- the ability to predict the process of one's own learning.

D. Flavel introduces the concept of "metacognition", defining it as the ability to analyze one's own mental strategies and manage one's own cognitive activity. In accordance with the activity-based approach, the natural choice of active pedagogical technologies for the development of meta-competence is the development of students' intellectual and reflective abilities in assessing the results of cognitive activity. Consequently, the development of students' intellectual and reflective skills in assessing the results of cognitive activity dialogical interaction, the use of practical situations, project-based, research-based and developmental education, as well as the theory of solving inventive problems.

Self-education is the process of acquiring cognitive strategies as knowledge about the problems of self-education and the choice of methods for solving them in accordance with the established goal of a specific problem [Pavlov, 2006].

Cognitive strategies are considered as means of mental activity, the mastery of which allows learning, solving problems, recognizing and understanding. It should be noted that cognitive strategies are universal educational tools and are not related to the content of what is being studied, which determines their essence as "meta-property". Cognitive strategies determine the process of cognitive activity and include planning and control of the subject over their cognitive processes.

Metacognitive education, aimed at developing metacompetence over their own cognitive processes, reflects its essence and is carried out in accordance with the following principles:

- goal setting;



- information provision;
- in organizing and solving cognitive tasks independence;
- reflexivity in assessing the results and the boundaries of cognitive activity in accordance with the established goal.

Conclusion. This study, based on content analysis and analytical work, is to analyze various interpretations of the concept of metacompetence, identify its individual characteristics, synthesize the concept of metacompetence, clarify its structure and present the content of its structural structure.

Components. A classification of competencies was proposed based on the degree of universality of each type of competency and its relevance to the field of activity. This allowed us to determine the status of metacompetence as the highest level of competence intended for managing knowledge and managing one's own intellectual and reflective processes. A promising direction for continuing research is to identify and substantiate the pedagogical conditions for the development of metacompetence in students in the educational process and develop a diagnostic complex for monitoring the phenomenon under study.

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