

DETERMINATION OF CONDITIONS FOR MOTIVATING THE DEVELOPMENT OF KEY COMPETENCIES OF HIGHER EDUCATION STUDENTS

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INTRODUCTION

Competence approach emerged as an alternative to abstract theoretical knowledge. To holistically define the qualities of a professional - a specialist in their professional field - today it is proposed to use the integrative concept of "key competencies".

Key competencies are not just a system of knowledge, skills and abilities, but the ability to apply knowledge, skills, abilities in a specific situation to effectively solve problems (problems).

Key competencies are formed mainly on the basis of knowledge-tools, which include a person who knows the profession and strategies of cognitive activity, in contrast to the knowledge-descriptions - a set of specific scientific reports on the world around us.

Knowledge-tools have an interdisciplinary nature (they cannot be memorized mechanically) and serve as the main means to create a holistic picture of the world, which later is adequately reflected in the knowledge-descriptions.

The above allows us to distinguish between the concepts of "learning" and "education". The learning process is aimed at the formation of specific (limited) knowledge, skills, abilities. The process of education - broader, more complex, includes the development of fundamental models, education of a person who knows the profession (education of students' needs and skills to use knowledge-tools for a holistic solution of cognitive and professional

problems, tasks), which is one of the most important factors, which has a holistic worldview.

The idea of competence development is that the knowledge acquired in higher education should be related to a wider range of knowledge acquired by a person outside the formal education system. Competences are formed in learning, in all other activities. The means of forming competencies are education, vocational training, family upbringing, socio-cultural activities, which constitute the content of continuing education.

Thus, the main idea of the organization of training aimed at the formation of competencies is the integration of different disciplines in the field of formation of generalized skills of solving cognitive and professional problems.

In recent years, the scientific literature increasingly uses the term "competence" along with the term "professional competence".

Competences - the ability of the subject to apply the existing knowledge and skills in a particular situation to effectively solve the problem.

Educational competencies are not only knowledge, skills, abilities, but also the ability (readiness) to effectively apply knowledge and skills in a real situation. Educational competencies are knowledge, skills connected with socially important and professionally significant qualities of the person. "Educational competence is a set of interdependent meaning orientations, knowledge, skills, abilities and experience of the student, necessary to carry out personally and socially significant productive activities in relation to the objects of reality."

Among the key educational competencies are: value-value (value orientations that form the core of the worldview); general cultural; educational and cognitive (competencies in the field of independent cognitive activity); scientific and informational; communicative; social and labor; competence of self-regulation and reflection.

The core of the concept of "competence", as mentioned above, is the ability (readiness) for the practical application of knowledge and skills. In the psychological aspect, such readiness includes the following components: motivational (focus on success, focus on finding socially significant and professionally important qualities); emotional (self-confidence, satisfaction with the results achieved); volitional (self-control, self-regulation); intellectual (mental capacity); operational (possession of techniques and methods of activity).

One of the effective ways to increase students' motivation to master educational and other competencies is to focus on achieving success, modeling the situation of success. Participation of students in scientific and information activities, in various competitions, conferences, competitions, academic achievements, secondary employment - all these are the most important means of success, the formation of professional dignity of the individual, the assimilation of corporate norms of behavior.

Before proceeding to the selection of key competencies, let's define the definition of this concept, its generic and distinctive features. To separate the general and individual in the content of competence education, we will distinguish synonymously used concepts "competence" and "competence":

Competence - a set of interdependent personality traits (knowledge, skills, abilities, methods of activity), which are set in relation to a certain range of subjects and processes and necessary to act qualitatively productively in relation to them.

Competence - a person's possession of appropriate competence, which includes his personal attitude to it and the subject of activity.

Where possible and necessary, we will share these concepts, meaning under the competence of a predetermined requirement (norm) for the educational training of the student, and under the competence - the personal quality that has already occurred (set of qualities) and the minimum experience of the activity in a given area.

The categorical basis of the competence approach is directly related to the idea of purposefulness of the educational process, in which competencies set a higher, generalized level of skills and abilities of students, and the content of education is determined by a four-component model of educational content. Accordingly, competence is strongly correlated with the cultural prototype: for example, cultural and leisure competencies are seen as a manifestation of European culture, while Ukrainian culture is more correlated with spiritual competencies and general cultural activities. Within the competency approach, there are two basic concepts:

[...] competence and competence, the first of which "includes a set of interdependent personality traits that define a certain range of objects and processes", and the second relates to "possession, possession of appropriate competence, including his personal attitude to it and the subject of activity." (IASECHKO, IASECHKO, SMYRNOVA, 2021).

In the same context, the concept of "educational competence" functions, which is understood as "a set of meaningful orientations, knowledge, skills, abilities and experience of the student in relation to a range of real objects necessary for personal and socially meaningful productive activities." In this regard, educational competencies are differentiated

by the author at the same level as the content of education. However, the most significant in the discussion of the competency approach are still two underestimated circumstances that emerged in the course of further discussions.

The reasons for the introduction into vocational education (in addition to knowledge, skills and abilities) of new educational constructs - competencies, competencies and key qualifications - were scientifically substantiated by scientists of the European Union in the mid-80s of the last century.

Competence approach is a priority orientation on the goal - vectors of education: learning, self-determination (self-determination), self-actualization, socialization and development of individuality. Fundamentally new educational constructs act as tools for achieving these goals: competencies, competencies and metaprofessional qualities. The last three constructs are combined by us in the purpose of the educational concept - key qualifications.

THE INITIAL PRESUPPOSITIONS

Theoretical: analysis of the literature on the research problem; - empirical: included observation, questioning, testing, analysis of products of activity, forming an experiment; data processing methods: quantitative and qualitative analysis of research results; - methods of mathematical statistics: in order to assess the reliability of the shift in values - the use of the Student's t-test for dependent measurements and the homogeneity criterion.

METHODS

The group of methodical measures to ensure the effectiveness of the process of formation of students' academic competencies includes:

- purposeful work during training sessions (lectures, seminars, internships, preparation of diploma projects);
- methodical support of independent work;
- development of modern control methods.

When organizing training in the context of scientific and information activities, seminars, practical classes in structural terms are a consistent change of problem situations in which independent tasks are performed - individually, in groups, face to face. The basis of the proposed tasks are pre-collected by the students themselves, organized by them in the form of an information product, as well as didactic handouts prepared by the teacher (educational texts, cards for individual, group and frontal work). The teacher takes an active part in the lesson, implementing the motivational and managerial functions.

The role of the seminar as a form of organization of university classes is extremely large, primarily because it is, in fact, organized on the basis of maximum involvement of students in independent work in preparation for it and as much their maximum activity in discussing the topic in class. In preparation for the seminar, students develop such important skills in working with literary sources as the selection of material and its logical processing in accordance with the clarification of a particular problem, literary design of results in preparation for the seminar (plan, abstracts, notes, extracts, etc.).

The purpose of the seminar will determine the most effective methods in this case. Depending on the purpose and methods of its implementation, seminars can be divided into the following most common types: conference, seminar-conversation (interview), discussion, combined seminar. Almost all courses of university specialist training are accompanied by practical classes. In junior courses, practical classes are a kind of school of mental work.

These classes include such types of work as: performing standard calculations; laboratory and other work, which are mainly training in nature (problem solving, acquisition of skills in the use of equipment; testing of knowledge gained in lectures, seminars and independently). As a result, the forms of practical classes can be different: observation, study and analysis of professional experience, development (development of plans, programs, activities) of

educational work with children, solution of cognitive-practical problems, typical calculations (IASECHKO, KHARLAMOV, SKRYPCHUK, FADYEYEVA, GONTARENKO, SVIATNAIA, 2021).

Any independent work is effective if it is well equipped with a textbook, monograph, equipment (for example, computer programs, spreadsheets, other illustrative materials, audiovisual media). Often in educational activities is limited to work with educational literature, oral and written assignments to the classroom. Much less often students are entrusted with the production of teaching aids: handouts, tables, drawings, models, audio-video recordings, photographic documents, etc. In the conditions of informatization of education such tasks as involvement in preparation of the software, to participation in work on creation of a data bank, knowledge base, to development of other ways and means of storage and distribution of the information, to preparation of advertising of educational opportunities of high school acquire special value.

In order to improve the quality of training, it is necessary, along with the communication of certain program information, to more actively manage the process of obtaining and assimilating knowledge by students in their independent work. A certain contribution to the solution of this problem should be made by more careful development and implementation in the teaching process of modern, scientifically based educational and methodical manuals, which according to the methods of presenting knowledge deviate from the traditional performance typical of most educational literatures. At the same time, textbooks should perform not only informational, but also organizational, control and management functions. The management function of the textbook is manifested:

[...] under the heading, in the textual selection of the main provisions of the educational material, in the presence of structural and logical schemes that reveal the relationship of educational materials, in generalizing conclusions (CORR, GRAY, 1996).

To increase the efficiency of the student's independent work, textbooks should also be supplemented with textbooks that perform only a guiding and guiding role. The content of such a manual should indicate in what sequence the material of the discipline should be studied, pay attention to the study of individual topics and sections, help select the most important and necessary information from the content of the textbook, and explain the program issues that usually cause the most difficulties and lead to mistakes.

The organizational and controlling function of the textbook is manifested in the transition to active forms of learning, which contributes to the development of independent work in the skill. However, mental activity, which allows the student to fully disclose their abilities and accelerate the process of assimilation of information, must be organized in the learning process.

One of the methods of intensifying educational activities can be to create a problem situation. Problem situations put the student in front of the need to make a choice in the decision-making process, which shapes not only his will, but also his thinking. Putting the student in front of the need to choose and make a decision can be realized with the help of management-type textbooks, which create conditions for self-control and self-correction in the process of self-study of program material.

This kind of manual consists of three parts. The first includes an informational text compiled on the basis of the program of the discipline, studying which, the student gets the opportunity to determine the amount needed to master the material. If there is a textbook for this course that corresponds to the curriculum, this part of the manual can be excluded (CORR, GRAY, 1996).

The implementation of self-control begins with the second part of the manual, which contains questions to the information text and selective answers to them, which the student must analyze. The question is preceded by a portion of information that focuses on a certain part of the previously studied material and from which the question consistently follows.

Working with the second part does not involve the acquisition of new knowledge, but allows the student to adjust previously acquired knowledge (in lectures, practical classes, etc.) with

those he mastered during the study of the information text presented in the first part. After selecting and analyzing the answer, the student applies for confirmation to the third part of the manual - consultations-comments to the proposed answers to the questions posed in the previous part.

Consultations should be designed so that in the case of confirmation of the plausibility of the answer, they further develop the proposed opinion, in the case of error, it helps to find the right path and identify inaccuracies. Self-control with the help of consultations gives the chance to comprehend a mistake and to eliminate it independently.

It should be emphasized that these materials do not serve as a test for knowledge control, because they are designed to enhance the cognitive process. However, in this case, a methodical task is performed: without understanding the issue, the student will not receive new reports. Understanding this forces him to be attentive to questions.

When making decisions and rejecting incorrect answers, the student is faced with the need not just to assimilate information, but to analyze it, to exclude the insignificant, to draw conclusions and thus to approach the correct answer to the question. The student is involved in an active cognitive process, accompanied by the formation of techniques of independent mental activity. As report forms can be the following:

- assessment of oral answers to questions, reports, reports in practical classes;
- solving situational problems in practice-oriented disciplines;
- a synopsis made on a topic studied independently;
- the texts of control, course works and their protection are presented;
- report on the internship, response and qualification description signed by the head of the internship base and the curator of the internship;
- testing, performing written tests on the research topic;
- modular-rating system of assessment of students' knowledge by blocks (sections) of the studied discipline, cycles of disciplines;
- successful passing of current course, cycle and complex examinations and tests, including the state interdisciplinary complex examination in general-professional and special disciplines;
- defense of final qualification (diploma) work;
- articles, abstracts and other publications in scientific, popular science, educational publications on the results of independent work and research work, published by the decision of the department or faculty.

It is extremely useful to use programmable materials and computer training programs. Observations show that, in addition to individualization, they tend to increase interest in the subject and provide stronger and deeper knowledge. The correct organization of independent work of students is promoted by the control realizing educational, educational and prognostic functions of teaching in educational process. As one of the forms of checking and assessment of the acquired knowledge, control at the same time allows to solve a complex of educational tasks:

- receive information about the nature of cognitive activity, levels of independence of students;
- get information about the effectiveness of methods, forms and methods of educational activities;
- to correlate the plan, process and results of activity;
- ensure compliance with certain patterns of activity;
- adhere to restrictions in behavior and activities, violation of which may adversely affect the results of activities;

- observe the work of students in order to adjust their activities.

There are many forms of control (review of lecture notes, control weeks, colloquia, tests, testing, rating, pair control, mutual control), and they must be brought into the system.

To do this, a general schedule is drawn up, which gives an independent controlled work a holistic character. Drawing up such schedules and grading students for tasks allows them to see in the course of the educational process which student copes with the task in training and which does not, what knowledge and skills he has already mastered, what he has yet to master (IASECHKO, SHELUKHIN, MARANOV, 2021).

The control by the teacher should be supplemented by self-control and self-assessment of the student. There are several stages of self-control in relation to the assimilation of the material. The first is the lack of any control. The student has not mastered anything, so he cannot control anything. This is clearly observed when the student does not regularly prepare for classes, does not do them, does not answer questions. In this case, the teacher calls him for a consultation, helps to make a work schedule and form an evaluative action. The second stage is complete self-control. In this case, the student checks the correctness and completeness of the reproduction of the studied material. He expresses an evaluative judgment, determines the quality of assimilation, he is able to correct inaccuracies. In the third stage, selective self-control is carried out. Only the main thing is controlled. The student thinks over the order of filling in the gaps. The fourth stage - hidden self-control, lack of visible control. At the same time - a high level of preparation for classes, independent work. Answers and evaluative judgments of students are characterized by logic, argumentation, completeness.

There are methods of operational control of knowledge. "Creative five minutes" are held at the lectures: at the end of the lecture students are asked a question that checks the mastery of the material they have just listened to. Simple versions of machine-free programmable control are used. For example, when checking the result of independent work to study the essence of the educational task and the requirements for its formulation, questions are asked: "How do you understand the" educational task "? This is the direction of educational work; action program ". The answer that accurately reflects the essence of the educational task, there is only one. The test, which includes 5-6 such questions, takes no more than 15 minutes.

Effective interactive control computer programs that allow not only to identify gaps in students' knowledge, but also to analyze characteristic errors, classify them, issue individual recommendations to students about the need to repeat specific material of the program. They give teachers generalized information about the dynamics of the process of mastering the material, the state of mastering certain sections of courses in each group and at the faculty as a whole. Quite a wide range of options allows you to use the program for self-monitoring at any time convenient for the student. In this case, it is advisable to use tests (PETERSON, BARRETT, 1987).

If the multilevel educational system widely introduces free choice in all types of educational activities, then immediately there is a problem of selection of an adequate control system. Experience shows that the most effective is the rating system, which has the potential to overcome the shortcomings of the traditional control system (subjectivity, weak differentiation, etc.). Rating can be entered for one discipline, one course, one specialty, faculty, university. For its implementation, a significant amount of preparatory work must be done (CORR, GRAY, 1996).

RESULTS AND DISCUSSION

These measures are aimed at increasing the motivation of students to master academic competencies, to develop their intellectual and creative, reflective abilities, cognitive interests. The result of the application of these measures is the formation of an individual style of activity, eliminating the gap between the process of learning and their practical application.

The system of these measures includes modeling the situation of success, setting prospects (acquaintance with models of career growth), identifying self-limitations that become psychological barriers to mastering competencies.

The role of counseling is especially important, motivating students to study, convincing that without specific knowledge about educational activities, the future professional can not happen. Counseling is an important means of psychological support for the process of competence formation. If students do not come to the consultation - this is a sign of poor methods of its organization, an indication that they are passive in independent work in this discipline or are not prepared for it. For this work you can choose from students assistants, consultants. These are "experts" on separate problems of a course, with them separate work is carried out. Students prepare questions on several issues, and consultants answer them. Both answers and questions are evaluated. The nature and depth of student questions are an indicator of interest in the subject and the level of their readiness for independent activity.

The ability to formulate questions competently and correctly is one of the most important skills of self-government by cognitive activity. The question is a form of expression of the "ignorance" that must be filled in the process of solving a creative task (independent work). It is possible to purposefully develop this skill at any form of the organization of educational process. Thus, in the lecture the teacher himself formulates its structure to show the direction of the search for the answer; in seminars, students compose questions from the lecture, etc. At the same time, the nature of the issue is analyzed - reproducing, clarifying, aimed at obtaining new information, to identify cause-and-effect relationships. As means of stimulation we use collective consultations (explanation of the general requirements, ways of training, the message on results of diagnostics).

One of the sources of development of positive motives for independent work (and learning in general) is in the relationships that develop between the participants in the learning process. For the purpose of their development it is recommended to use various forms of educational work of students (group, frontal, individual). Successful mastering of technology of independent work is promoted, as experience shows, work in static, dynamic, variational pairs on performance of various tasks:

- rate each other,
- ask a work partner to check the quality of the task,
- to continue the work started by the neighbor,
- ask another question
- conduct peer review.

Combining these forms in different classes, using the opportunity to include each student in the role of teacher, delegating part of their functions to students - all this develops not only the ability to work independently, but also the ability to work in a group. Thus, the implementation of these organizational and pedagogical, methodological and psychological measures in the process of teaching and research work of students will help, in our opinion, to form academic competencies in students (IASECHKO, M., IASECHKO, S., SMYRNOVA, I., 2021).

CONCLUSION

The article conducted a study where one of the negative reasons that affect the dynamics of growth of academic competencies was identified. This reason is primarily due to the shortcomings of computerization of the educational process: the lack of sufficient methodological support for working with computer programs for educational purposes. The conducted research work, quantitative and qualitative analysis of its results allowed to make the following intermediate conclusions:

- When developing the pedagogical support of the educational process, attention should be paid not only to the improvement of teaching methods, but also to the

methods of organization, psychological and pedagogical support of students' independent work.

- Success in the organization of independent work as the main means of formation of academic competencies largely depends on the extent to which the teacher himself has modern educational technologies, including in the field of self-education.
- The task of forming academic competencies cannot be solved within one discipline, by the efforts of one or more teachers: a systematic approach of all teachers is required.

The greatest difficulties are experienced by students in the formation of speech competencies, the basis of which is largely laid in high school. To overcome difficulties, to develop these competencies, it is advisable to intensify the use of dialogic teaching methods, to involve students more widely in mastering their peers, in reviewing, to involve students in oral presentations with reports, reviews, abstracts, articles and other forms of presentation of results. Research work (for example, participation in teleconferences, preparation and presentation of computer presentations).

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Determination of conditions for motivating the development of key competencies of higher education students

Determinação das condições para motivar o desenvolvimento de competências essenciais dos alunos do ensino superior

Determinación de condiciones para motivar el desarrollo de competencias clave de los estudiantes de educación superior

Resumo

O artigo define o conceito de "competência", o que permitiu discutir o modelo de cultura acadêmica como um conjunto de competências educacionais. As competências-chave não são apenas um sistema de conhecimentos, habilidades e atitudes, mas a capacidade de aplicá-las em uma situação específica para resolver problemas do cotidiano de forma eficaz. No processo do desenvolvimento profissional na educação superior, as competências são desenhadas a partir dos objetivos dos cursos, ampliando a experiência pessoal e social na área do conhecimento e para além. Conclui-se que as condições para o desenvolvimento das competências não devem ser negligenciadas, já que são provocações a partir do campo do conhecimento.

Palavras-chave: Motivação. Necessidades. Atividade cognitiva. Desenvolvimento profissional. Educação superior.

Abstract

The article defines the concept of "competence", which allows discussing the academic culture model as a set of educational competencies. As key competencies are not only a system of knowledge, skills and attitudes, but the ability to apply them in a specific situation to solve everyday problems effectively. In the process of professional development in higher education, how competencies are designed from the objectives of the courses, expanding the personal and social experience in the area of knowledge and beyond. It is concluded that the conditions for the development of competencies should not be well used, since they are provocations from the field of knowledge.

Keywords: Motivation. Needs. Cognitive activity. Professional development. Higher education.

Resumen

El artículo define el concepto de "competencia", lo que permitió discutir el modelo de cultura académica como un conjunto de habilidades educativas. Las competencias clave no son solo un sistema de conocimientos, habilidades y actitudes, sino la capacidad de aplicarlas en una situación específica para resolver problemas cotidianos de manera efectiva. En el proceso de desarrollo profesional en la educación superior, las habilidades se diseñan a partir de los objetivos de los cursos, ampliando la experiencia personal y social en el área del conocimiento y más allá. Se concluye que no se deben descuidar las condiciones para el desarrollo de competencias, ya que son provocaciones desde el campo del conocimiento.

Palabras-clave: Motivación. Necessidades. Actividad cognitiva. Desarrollo profesional. Educación superior.