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MODERN TENDENCIES OF FULL LIFE LEARNING AND "INTELLECTUAL COMPETENCE"

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ABSTRACT

This article emphasizes the need for the formation of intellectual competence of students in lifelong education, lifelong learning, the essence of the content of intellectual competence, the need for the conscious acquisition of skills to find content as a competitive specialist at different stages of life. The formation of special competencies in the learning process is the orientation of an individual to a particular field, and special competencies are formed by the student in the process of performing a certain system of actions and activities. Building a business strategy, developing intellectual competence to move to a higher level, and consciously acquiring the skills to find content as a competitive professional at different stages of life.

KEYWORDS: *Intelligence, Intellectual Competence, Professional Competence, Innovation, Creativity, Motivation, Method.*

INTRODUCTION

Modern trends in lifelong learning include mastering the technology of information retrieval, processing and presentation, methods of self-study, identification and successful identification of one's strengths, as well as the application of previously acquired knowledge in new contexts, self-regulation, and success. Building a business strategy, developing intellectual competence to move to a higher level, and consciously acquiring the skills to find content as a competitive professional at different stages of life. In this situation, the problem of developing the intellectual competencies of future professionals is urgent.

In pedagogy, the word "competence" refers to a person's ability to stand out from the crowd, his or her knowledge and experience, and his or her ability to do research.

“Special competencies” are defined as the ability of a person to apply the acquired skills and abilities in the course of professional activity, as well as to use generalized methods of performing actions [1].

The basis for the formation of competencies in education covers the entire education system and unites them according to their goals. It summarizes the essence and content of all disciplines in the field of education. According to the task, the formation of competencies in the educational process involves students in complex activities.

A competent student achieves positive results in the socio-economic sphere and in relationships with others. This means that, by their very nature, students with multifaceted special competencies are individuals with a wide range of knowledge and skills.

The formation of special competencies in the learning process is the orientation of an individual to a particular field, and special competencies are formed by the student in the process of performing a certain system of actions and activities. In this case, according to the essence of the model of education chosen for the student, it becomes "living" knowledge. After all, all participants in the educational process work for these purposes.

Thus, the concepts of "competence", "competence" reflect the knowledge, skills, abilities and personality-oriented qualities of a person, reflecting his abilities, perseverance, perceptiveness, perseverance, thinking, independence, aspiration. and reflects its activities on a particular subject.

The highest point of competence is that the learner has general competence. This, of course, is a combination of a number of specific competencies.

Mathematical competence - working with numbers, using digital information (good mastery of mathematical sciences); communicative competence (which, of course, is related to speech and language) - good communication with people, clear speech, free expression of ideas; information competence - good knowledge of information technology, access to all information; social communicative competence - the ability to live and work with people, to work with relatives and in a team; economic competence - the ability to work, earn money, produce their own products, make decisions and understand that they are responsible for them; moral competence - readiness for traditional and moral rules, customs and living on the basis of these values; innovative competence - the ability to correctly accept innovations, to have new ideas and thoughts; intellectual competence - correct reception and analysis of information, logical thinking, rapid and high-quality acquisition of knowledge;

Vocational competence is a level that reflects mainly professional, career-oriented education. It generalizes a person's individual abilities and experience and mobilizes them for continuous learning, self-improvement, professional development, and a creative and responsible approach to work.

In general, intellectual competencies, in turn, correspond to the goals and objectives of education, such as the personal development of students and the provision of comprehensive knowledge to them. Thus, the requirements for graduates are strengthened by competence [2].

Intellect (lat. Intellects - to know, understand, comprehend) - a person's mental ability; the ability to accurately reflect and change life and the environment in the mind, to think, to study, to know

the world, and to accept social experience; ability to solve various problems, make decisions, act rationally, and anticipate events [3].

The intellect includes perception, memory, thinking, speaking, and other mental processes. The development of the intellect depends on social factors such as innate talent, brain capacity, vigor, and life experience.

Modern society needs an independent, critical thinker who knows how to see, think and solve problems creatively. ” A creative person with a highly developed intellect is less prone to external manipulation, and in many cases does not fit into the role of an obedient performer. The work of the intellect is a guarantee of a person's personal freedom and self-sufficiency [4].

Intellectual potential is characterized by:

- ❖ Types of thinking (creative, theoretical and practical knowledge and etc.);
- ❖ thinking method (figurative and visual thinking, reasoning);
- ❖ Intellectual qualities (intelligence, flexibility, critical thinking, ability to move mentally and etc.);
- ❖ Cognitive processes (attention, imagination, memory, perception), thinking processes (analysis, synthesis, systematization, formalization, definition, interpretation and etc.), cognitive skills (ability to ask a problem, analyze it to form a problem, hypothesize, justify it) , draw conclusions, apply knowledge and etc.);
- ❖ Knowledge acquisition skills (basic knowledge separation, planning, goal setting, ability to read and write at the same time, key notes (notes) and etc .;
- ❖ Non-scientific knowledge and skills (ideas about morality and universal values, views on life and etc.).

In conclusion, intellectual competence is a metaphysical ability to pose and effectively solve problems of varying complexity in lifelong learning, and to be ready to mobilize one's intellectual competencies and personal qualities to solve professional problems based on the actualization of individual experience.

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