THEORETICAL FUNDAMENTALS OF FORMATION OF EDUCATIONAL AND COGNITIVE ACTIVITY IN HIGHER EDUCATION INSTITUTION

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INTRODUCTION

The main purpose of modernization of education is to ensure high quality education, able to meet the needs not only of the state, society in competition, but also the needs of the individual in self-development, mastery of modern achievements of human culture.

In the context of integration of domestic education into the world educational space, which received its design, for example, within the Bologna process, the tasks of mastering key competencies (social, communicative, informational, educational, professional) become especially relevant.

In the system of higher vocational education, high quality education cannot be ensured by the so-called paradigm of knowledge: it is necessary to solve the problems of vocational education in line with the competence approach, which emphasizes the formation of the future specialist’s readiness for practical application of knowledge and skills. Professional tasks. In this regard, the content of educational activities is most fully reflected in the concept of “academic culture”, which means the ability of a person who knows the world, not only to navigate freely in information flows, but also to be able to turn information into knowledge, find practical application. Thus, the competence approach emerged as an alternative to the accumulation of abstract theoretical knowledge.

One of the ways, means of activating the educational and cognitive activities of students is to increase the role of independent work of students. The question of the nature of the ratio of classroom and extracurricular independent work requires new solutions. However, the analysis of publications on the researched problem revealed a number of contradictions:

- between modern requirements for the level of academic culture of students and the readiness of students to master the methods of effective educational and cognitive activities;
- between the degree of development of scientific knowledge about the effective organization of educational activities and the practical readiness of teachers to apply scientific achievements in the management of educational activities;
- between the need to update the role of independent work and the degree of readiness of students for independent work;
- between the need to introduce new educational technologies and the degree of readiness of teachers to master these technologies;
- between the process of introduction of new technologies to intensify educational activities and the need to preserve traditional teaching methods;
• between the normative task of the educational process and the personal needs of students in the individualization of learning.

The purpose of the study: to substantiate the pedagogical conditions for improving the effectiveness of development of students' academic competencies in the process of educational and cognitive activities.

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

In the process of educational and cognitive activity in the subjects of the educational process are formed not only specific skills and abilities to search for information, its selection, evaluation, storage and use, but also special personal qualities and properties, individual style, system of values, attitudes to objects of cognition, its results. If in relation to educational and cognitive activities in secondary school the concept of “culture of educational work” is used, then in relation to higher professional school it is expedient to use the concept of “academic culture”. This expediency is motivated, first of all, by the peculiarities of educational activity in a higher educational institution: its professional (practical) orientation, the presence of not only educational-cognitive, but also educational-research and research activity, specifics of organization and management of pedagogical process, and also features (age, socio-psychological) students as subjects of educational activity.

Academic culture is the mastery of different types and methods of educational and cognitive and educational and research activities, readiness to move from theoretical to practical training, the ability to read rationally, preparation for classes, various forms of certification, to succeed in professional competitions.

Closely related to the academic culture of thinking and the culture of mental work

The culture of thinking is the ability of individual thinking to self-development and its ability to go beyond the established forms and skills of thinking. The culture of thinking also depends on the degree of mastery of intellectual techniques: analysis and synthesis, generalization, abstraction, comparison, analogy, systematization, modeling, etc. The culture of mental work characterizes the quality of mental activity, the degree of mastery of intellectual skills, organization, planning, compliance with the rules of hygiene, division of labor and recreation, rational work with sources of knowledge, self-control, timely correction of their actions. In other words, the culture of mental labor involves mastering the skills and abilities of scientific organization of labor, skills of self-design, self-organization, self-regulation and self-control.

Academic culture as a complex personal education includes: sets of practical skills that ensure the success of educational work; intellectual abilities; personal qualities and qualities; readiness (experience) for educational activities, to achieve high results. The specified complexes of abilities, skills, abilities, properties and qualities are directed on mastering of knowledge (translation of the information in knowledge), on mastering of the generalized ways of actions, their programs and algorithms. In a number of such ways of activity there are intellectual, mental actions, possession of language means in the form of which knowledge is acquired (IASECHKO, KHALRAMOV, SKRYPCHUK, FADYEYeva, GONTARENKO, SVIATNAIA, 2021).

Means of educational activity can be classified into reproductive, problem-creative, research-cognitive. As a result of mastering these methods, the ability to transition from external objective actions to internal mental actions is formed. An even higher level of generalization of skills and abilities of educational activity is: the ability to structure knowledge, the ability to solve problems. As a result of mastering the skills of educational activities, theoretical thinking is formed; cognitive structures, experience of educational and cognitive activity.
At the micro level of cognition and description of the essence of skills of educational activity researchers allocate the following: actions of programming, planning, and also executive actions: verbal, material-practical, material-logical, perceptual, mnemonic, reproductive, productive, transformative, research, controlling, evaluation actions (self-evaluation). The development of the personality of the subject of educational activity presupposes a high degree of formation of intellectual - heuristic abilities: imagination; ability to generate ideas; associative thinking; vision of contradictions, problems; ability to transfer knowledge, skills to new situations; ability to overcome the inertia of thinking, to abandon erroneous ideas; critical thinking, independence of judgment.

The most important role in shaping the academic culture of students is played by motivational readiness for educational and cognitive activities. The structure of the concept of "readiness" consists of two main (but not the only) components: the necessary skills, experience and psychological component (desire, interest, motivational readiness), volitional orientation, i.e. psychological mobilization for educational and cognitive activities (CORR, GRAY, 1996).

Motivation, is "a complex mechanism of correlation of personal external and internal factors of behavior, which determines the origin, direction, and ways of carrying out specific forms of activity."

Learning motivation includes the need to acquire knowledge, the motive for learning, vision of the content of learning, attitude to the learning process and its outcome, interest. Motivation of learning depends on the general development of personality, and on the educational environment, the organization of the educational and cognitive process.

Learning success will be higher if the motivation is focused on the process and the result, and not on the assessment of teaching or avoidance of failure. At the student age it is especially important to consider the need to achieve, the desire to improve performance, ie in the university important motives of the intellectual-cognitive plan.

"The greatest impact on academic achievement, - the researchers note, - has a cognitive need in accordance with the high need for achievement." (ASTREMSKA, HONCHARUK, BIALYK, HORBATIUK, MARTNYSYNHYN, PIDLYPSKYI, 2021).

Thus, the presence of a sufficient initial level of personal development is a condition for increasing motivation to learn, in turn, increasing the level of motivation is a condition for further development of personality, increasing, in particular, the level of its academic culture. An indicator of the existence of the foundations of academic culture, its initial level of formation is the success of education in higher education. However, today there are new requirements for assessing the quality of education. It is known that academic success does not always guarantee practical success, success in future professional activities (CORR, GRAY, 1996).

This provision confirms the idea of the need to build the educational process not only in the context of academic, but also, most importantly, in the context of vocational education, focused not on the transfer of ready-made knowledge, but on practical solutions that mimic real, professional. That is why the concepts of "knowledge, skills, abilities" are clearly not enough today: you can be well informed, but not prepared to solve professional problems. This necessitated the emergence of the concepts of "competence", "competence approach".

Professional competence is an integral characteristic that determines the ability to solve professional problems that arise in real situations of professional activity, using knowledge, professional and life experience, values, aptitudes.

To be able to learn (in the context of the competence approach) means to be able to turn information into knowledge. Information is transformed into knowledge when the student applies it in practice, i.e. information is transformed into competence, because knowledge has found practical application. Competence is thus manifested in activity. It is impossible not to see competence outside the case, outside the solution of the real situation. Professional competence, the researchers note, is a set of key, basic and special competencies. Key
competencies are necessary for any professional activity. Basic competencies are a reflection of the specifics of a particular profession.

Special competencies reflect the specifics of a particular specialty. A distinctive feature of competence-oriented vocational education is the orientation of the vocational training process to obtain concrete results in solving problems that have a personal meaning of problems. Thus, academic culture is a high level of mastering the technology of finding the necessary information, its transformation into knowledge, i.e. mastering the ability to apply knowledge to solve practical problems. Otherwise, the learning process is reduced to a meaningless accumulation of information that does not turn into knowledge, creating in the student an idea of the futility of mechanical memorization, the accumulation of information that the student cannot use in solving practical problems.

The model of academic culture in the paradigm of the competence approach to the organization of the educational process

Modern understanding of the essence of the process of cognition focuses on changing the attitude to the subject of cognition. The subject of cognition is a part of the process of cognition, learning of development. In this regard, it is necessary to identify those starting points that help to understand the characteristics (age, socio-psychological) of the student as an object and subject of development to create the necessary conditions to improve the efficiency of the process of forming academic culture.

Student age is characterized not only by "the highest level indicators such as muscle strength, speed of reactions, motor dexterity, speed endurance ", but also psychological properties: thinking, memory, perception, speech, emotions, feelings (IASECHKO, SHELUKHIN, MARANOV, 2021).

One of the distinguishing features of the student as a subject of educational activity is that he, as a rule, has already chosen future professional activity, has an idea about it, prepares for professional functions, i.e. has a professional orientation, a stable attitude to the future profession. It is known that the more pronounced the professional orientation, the higher the level of student motivation for educational and cognitive activities.

Student age is a time of the highest need for academic achievement, readiness for self-organization, for information and research activities. According to psychologists, at this age there is an active process of formation of cognitive structures. This means that the organization of the educational process should provide for the selection, application of such educational tasks, which are simultaneously aimed at understanding, comprehension, and memorization, structuring in the student's memory of the acquired material, its preservation and purposeful updating.

The formation of academic culture is a long and complex process. Experience shows that in junior courses students experience significant difficulties in listening to and recording lectures, in mastering the skills of rational reading, in finding and assessing the importance of information, in preparing secondary documents (annotation, review, abstracting, literature review, article writing, term paper), etc.). They also experience difficulties in public speaking, defending their opinion, being aware of their opinion, and being able to lead a discussion.

Often students cannot rationally organize their independent work: planning, changing activities, design results, editing, structuring, etc. That is why other approaches to the organization of educational and cognitive activities are needed. For example, strengthening the role of personality-oriented learning system in the university, which involves the adaptation of the environment to the student's personality, which will make the educational process informal.

Measures to develop students' reflexive abilities - skills of self-analysis of the direction of their own thoughts, feelings, knowledge - will strengthen the personal content of education. The student constantly needs self-analysis of the way of knowledge, success and failure at each stage. In this regard, the project method is quite productive, which is the core of projective education, because it plays the role of a system-forming factor. "Everything I know, I know why I need it and where and how I can apply this knowledge" - this is the main thesis of the
modern understanding of the project method, which involves many educational systems that seek to find a reasonable balance between academic knowledge and pragmatic skills.

The essence of the project method is the ability to effectively develop students' cognitive skills, the ability to independently construct their knowledge and navigate in the information space, to develop critical thinking. The method of projects as a way to achieve didactic goals through a specific technology allows you to solve real problems, while obtaining practical results. These results can be seen, interpreted, applied in real practice (PETERSON, BARRETT, 1987).

Critical thinking is associated with the ability to have their own view of the world, things, phenomena. The presence of such thinking implies the ability to combine personal interests with public ones, to make optimal decisions, to find solutions to situations, to see hidden motives of behavior of others, the ability to obtain important information of various properties for further productive use. “For a student, such a quality of personality is necessary, first of all, in order not to become a” vessel “that accumulates in the flow of information that must be memorized and forgotten.”

The method of projects as a means of developing practical thinking is always focused on the independent activities of students: individual, pair, group (LAZORKO, ZHANNA, YAHUPOV, VALCHUK-ORKUSHA, MELNYK, SHERMAN, 2021).

Solving problems using the project method involves, on the one hand, the use of a set of different teaching methods and tools, and on the other hand - the need to integrate knowledge and skills from different fields. Such integrated complexes of knowledge, skills, personal qualities - everything that participates in obtaining practical results, are called competencies. An important provision for our study is that "The project method involves a set of educational and cognitive techniques that allow to solve a problem as a result of independent actions of students with the mandatory presentation of these results. If we talk about the project method, pedagogical technology , this technology contains a set of research, search, problem-solving methods, creative in nature”.

The ability to use the method of projects - an indicator of high qualification of the teacher, his progressive teaching methods and student development. These technologies belong to the technologies of the XXI century. A number of qualities have a broader than academic, social significance. For example, academic mobility, tolerance, critical thinking.

Academic mobility as a complex integrated education means the ability to quickly change the profile, types of educational activities, occupation (REDCHUK, DOROSHENKO, HAVRYLIUK, MEDYNSKII, SOICHUK, PETRENKO, PAVELKIV, RYBALKO, MALIAR, MALIAR, CHORNODON, BORETSKYI, 2020).

Academic mobility can be considered at the macro, meso and micro levels. At the macro level, academic mobility is the ability to make a rational transition from educational to scientific and informational activities, from routine to creative, from theoretical to practical activities. At the meso level - is the ability to move from studying the content of one discipline to another, from individual to collective work, from classroom to extracurricular, from educational - to extracurricular, from teacher-led - to independent work.

- At the micro level, academic mobility is associated with the optimal transition from one intellectual operation to another, for example, from analysis to synthesis, from abstraction to concretization, from information retrieval to generalization of information, its evaluation, from written to oral, from listening to speaking and etc.

- Academic mobility - the state of formation of basic qualifications. This is the possession of cross-cutting skills: working with information systems (basic, universal), environmental competencies, conflict competencies and others.

- Academic mobility is the basis for the formation of professional mobility. For example, readiness to change the profession: the student must get a set of competencies in the university as a state for the future, to change the profile of activity, ie the stock of knowledge and methods of activity. In this regard, the problem
of developing technology for the formation of students' complex of reflective skills and methods of activity becomes relevant.

- Reflexive skills are associated with self-knowledge, self-actualization. In the process of educational and cognitive, research activities, the student is aware of their actions, analyzes them, evaluates, adjusts, assesses the degree of formation of a particular skill.
- Reflexive skills are the most important criterion for assessing the degree of formation of academic culture, as well as a necessary component of critical thinking.

Along with critical thinking, you need tolerance, the ability to listen to the interlocutor, to put yourself in his place to better understand. Tolerance, therefore, is a quality that helps to extract the maximum amount of information from the statements of others to use it in decision-making. The formation of a tolerant consciousness involves building a student's own educational trajectory. In the process of learning the student acquires the skills of intellectual communication, gets acquainted with the types of thinking, learns to respect their own and others' point of view. Thus, mobility, tolerance and critical thinking are necessary conditions and features of academic culture.

The most important means of forming academic culture is to involve students in creative activities. The division of thinking into productive (creative) and reproductive (reproductive) is a conditional division. There is always a creative beginning in any mental act (CORR, GRAY, 1996). Signs of creative activity (thinking), creative skills are the following: the ability to transfer knowledge, skills from one area to another; detection of new properties, functions in a known phenomenon, subject; creation (discovery) of something completely new. Different techniques and methods can stimulate creative activity. For example, the technique of brainstorming. Its meaning is "in the distribution between different people of the generative part of the mental act and the control-executive part: some participants generate hypotheses prohibiting any criticism, and others later assess their real significance. This is the so-called method of Synectic's - the connection of heterogeneous in one " (ASTREMSENKA, HONCHARUK, BIALYK, HORBATIUK, MARTYNYSHYN, PIDLYPSKYI, 2021).

RESULTS AND DISCUSSION

To design the technology of formation of academic culture, it is important to consider the classification of educational tasks according to their "cognitive composition". Twenty-seven types of tasks researchers combine into four groups:

- tasks for reproduction of knowledge;
- tasks that require simple mental operations;
- tasks that require complex mental operations (interpretation, argumentation);
- tasks for productive thinking.

Academic culture is not an abstract concept detached from its bearer. In the meaning of this concept, its internal components can be arranged at certain levels (SARNAWSKA, YAKOVOYSHYNA, KACHMAR, SHERMAN, SHADIUK, KOBERSKA, 2021).

The first level - complexes of educational and cognitive skills, abilities and qualities necessary for all specialists. The second level - professional qualities inherent in any profile, direction. The third level - the qualities, properties required by a specialist in a particular field (YOVENKO, NOVAKIVSKA, SANIVSKYI, SHERMAN, VYSOCHAN, HNEDKO, 2021).

However, when setting specific goals and objectives for the formation of academic culture, adequate concepts are needed. The constructs that we have identified for understanding the essence of academic culture - competence (linguistic, informational, intellectual, etc.) - are too broad, generalized (macro level). Operational skills (analysis, abstraction, synthesis, modeling) are very specific, partial (micro level). The required meso level is a concept that can become the goal of specific types, forms of educational and cognitive and research activities. In this regard, it is appropriate to introduce the concept of "competence". That is, a specific competence consists of groups, a certain set of competencies. Thus, the logic of the deployment of our study requires the study of the essence of the concepts of "competence".
approach”, “competence”, the technology of formation of academic competencies (IASECHKO, IASECHKO, SMYRNOVA, 2021).

CONCLUSION

Thus, it was determined that the student must have an academic culture. Academic culture is the mastery of different types and methods of educational and cognitive and educational and research activities, readiness to move from theoretical to practical training, the ability to read rationally, preparation for classes, various forms of certification, to succeed in professional competitions.

Academic culture as a complex personal education includes: sets of practical skills that ensure the success of educational work; intellectual abilities; personal qualities and qualities; readiness (experience) for educational activities, to achieve high results. Thus, the main idea of the organization of the training directed on formation of competences, consists in integration of various disciplines in the field of formation of the generalized abilities of the decision of cognitive and professional problems.

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Theoretical fundamentals of formation of educational and cognitive activity in higher education
institution

Fundamentos teóricos da formação da atividade educacional e cognitiva em instituição de ensino superior

Resumo
O artigo destaca os fundamentos teóricos da organização das atividades educacionais e cognitivas no ensino superior. São analisadas as condições para estimular o desenvolvimento de competências acadêmicas. São identificadas medidas de apoio ao desenvolvimento de competências acadêmicas. São analisados os resultados de trabalhos sobre o desenvolvimento de competências acadêmicas em alunos do ensino superior. Conclui-se que conjuntos de competências práticas que garantem o sucesso do trabalho educativo; Capacidades intelectuais; qualidades e qualidades pessoais; preparação (experiência) para atividades educacionais, para alcançar resultados elevados. Assim, a ideia central da organização da formação visando a formação de competências, consiste na integração de várias disciplinas no domínio da formação de competências generalizadas de tomada de decisão para problemas cognitivos e profissionais.

Palavras-chave: Fundamentos teóricos. Desenvolvimento profissional. Formação educacional. Atividade cognitiva. Ensino superior.

Abstract
The article highlights the theoretical foundations of the organization of educational and cognitive activities in higher education. The conditions for stimulating the development of academic competencies are analyzed. Measures to support the development of academic competencies are identified. The results of work on the development of academic competencies in students of higher education are analyzed. It was concluded that sets of practical skills that ensure the success of educational work; intellectual skills; qualities and personal qualities; preparation (experience) for educational activities, to achieve high results. Thus, the main idea of the organization of training aimed at the formation of competencies, consists of the integration of various disciplines in the field of training generalized decision-making skills for cognitive and professional problems.

Keywords: Theoretical fundamentals. Professional development. Formation of educational. Cognitive activity. Higher education.

Resumen
El artículo destaca los fundamentos teóricos de la organización de actividades educativas y cognitivas en la educación superior. Se analizan las condiciones para estimular el desarrollo de competencias académicas. Se identifican medidas para apoyar el desarrollo de competencias académicas. Se analizan los resultados del trabajo sobre el desarrollo de competencias académicas en estudiantes de educación superior. Se concluye que conjuntos de habilidades prácticas que aseguran el éxito de la labor educativa; habilidades intelectuales; cualidades y cualidades personales; preparación (experiencia) para actividades educativas, para lograr altos resultados. Así, la idea principal de la organización de la formación orientada a la formación de competencias, consiste en la integración de varias disciplinas en el campo de la formación de habilidades generalizadas para la toma de decisiones sobre problemas cognitivos y profesionales.

Palabras-clave: Fundamentos teóricos. Desarrollo profesional. Formación educativa. Actividad cognitiva. Enseñanza superior.