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THE PEDAGOGICAL DEVELOPMENT OF KNOWLEDGE

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A classroom is a place where people gather for the common purpose to develop new knowledge. They create a new relationship in pursuit of their purpose. Each person brings his own needs and motives to the classroom. The pedagogical question is whether these personal tendencies and the common purpose may be made to serve one another. The classroom situation has to include the means for reaching a common pursuit and also for disclosing each student's subjective contribution. In fact, personal motives in the classroom have to be translated into motives for knowledge. Knowing what one wants to know is the first conscious motive for developing knowledge.

Nowadays pedagogical institutions are ready to adapt to a responsible integration of subjective thinking into the development of knowledge. The primary concern of modern technical universities is to train highly qualified, competitive engineers, capable of not only effectively managing, but also introducing new technologies, working with new equipment, using automation and robotics in production process. The existing competency-based approach of training engineers is aimed at the formation of professional competencies. Nevertheless, taking into account rapid development of technology, an engineer's ability for constant self-education is necessary.

The principle of personal orientation in the developing integration competence is based on its definition as a personal quality, which makes possible independent individual search of integrating ways and methods [1]. Polytechnic knowledge of students is a combination of interrelated concepts of natural, technical, mathematical, social and humanitarian areas of science. It becomes polytechnic when this knowledge is included in labor activity.

The formation of polytechnic competences can take place within the activities of the scientific research student club such as conducting surveys, questioning, ranking, testing in control groups. The main focus is on the students themselves, their creative and professional activity. Communication during the club activities contributed to the development of such qualities as sociability, overcoming internal contradictions, situation analysis, self-control, volitional efforts. Labor activities made it possible to get satisfaction from professional experience, to form willingness to self-development.

The activities in the form of the student scientific club contributed to positive dynamics in the development of the main components of the polytechnic competences of future engineers: motivation, creativity, operational competence, emotional stability.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Influencing Engineering Education Through the Competency-based Approach. – URL: http://www.researchgate.net/publication (date of access: 19.01.2026).