

LEARNING IS A COMPETENCY-BASED APPROACH AS A CONTENT UPDATE STEP

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ANNOTATION

The article outlines the areas of Personality Development based on a new competency-based approach and thus achieving the educational result expressed in the formation of competencies.

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In the last two hundred years, the educational system of developed countries has undergone deep changes in many ways. One of the most important changes is the expansion of participation in the evaluation of the existing norms of the educational system, which leads to the formation of the so-called "learning society". This is accompanied by unprecedented demands for high-quality education and retraining of the general population, which paves the way for the transition from a "disciplined" society to a "learning" society. Discussions on this issue began in the United States in the mid-1970s, and the main dialogue was between employers and teachers. As a result of the discussion, it was determined that it is necessary to describe a new type of educational result that is not reduced to a simple combination of students' knowledge and skills, but is aimed at solving real problems.

I.A. Zimnyaya believes that the introduction of a competency-based approach in the education system is related to the following factors:

- Pan-European trend of integration and globalization of the world economy;
- The need to harmonize the "architecture of the European higher education system";
- changes in the educational paradigm in the last decade;
- the richness of the conceptual content of the term "competence-based approach";
- recipes

The new competence-based approach, in fact, is aimed at the development of the individual, where personal orientation to the achievement of the educational result expressed in the formation of competencies is of particular importance. Many ideas reveal a systematic approach to human activity, in the 70s and 80s, Professor M.S. Kogan further formulated; the crisis of modern education is also related to its modernization. But nevertheless, it should be noted that the problems of instrumentalism (or, as it is now called, the method of competence) the representative of American pragmatism Dj. Developed by Dewey (1859-1952). Dewey's central concept is experience, which includes all forms and manifestations of human life, while philosophy is born out of social stress and tension, its task is to improve people's lives, concepts, theories, ideas works as an intellectual tool.

Verbitsky A.A. emphasizes the need to fulfill a number of conditions for the implementation of a competency-based approach.

- the quality of education offered by the existing education system did not meet the expectations of society, industry, the state and each of its citizens;

- a lot of innovative empirical experience has been accumulated in educational practice. The proposed innovative model of education is based on a developed and very strong psychological-pedagogical theory;

- the psychological-pedagogical theory based on the new model of education has the characteristic of production;

- the new educational model is successively based on previous models;

- innovation, a new educational model affects all structural links of the pedagogical system;

- content of teaching and learning and used pedagogical technologies (form, methods and tools, educational environment) should be adequate to the goals and expected results expressed in the list of selected main and other competences;

- a new type of education (type, model, approach) that solves all educational tasks and at a higher level than the previous one, as well as a certain set of new tasks;

- the limits of the application of the educational model are clear, clear, because none of them can be absolutely universal;

- a new type, model of education has its own study guide, which reflects the content of education and the logic of its application to the educational process;

- the theoretical and scientific-methodical foundations of the new educational model are understandable to the public teacher.

The process of interdisciplinary analysis of the nature and direction of competence cannot be carried out outside the basic concept of "culture". "Culture is the historically determined level of the development of society, the creative forces and abilities of a person, the types and forms of organization of people's life and activities, their relationships, as well as material and spiritual values created by them". determining the competence of a person in one field is possible only if we connect his level of thinking, activity with the generally accepted interpretation of "cultural behavior of a person", in which cultural behavior is a process of interdependence. The main structural component of culture personal potential accumulated by the sum of its parts.

As used in higher education, the competency-based approach to describing the personal qualities of a graduate has not been used for a long time in creating documents containing descriptions of the requirements for their professional training. Here we are not talking about the qualification descriptions of specialists developed in 1992-2018, but also about the state educational standards of higher professional education created in the following years. And finally, this is explained by the existence of a long-term practice of managing the educational process according to the final result in the higher education system (as well as the entire education system), the knowledge, skills and qualifications of graduates - its successful professional and partially social are the characteristics necessary for its activity. The content of education, its structure and organization were revealed as aspects of the educational process that ensure the formation of personal qualities.

The competence approach is based on the disclosure of the desired result of education through a set of different types of competences, the development of control decisions, monitoring and evaluation of teaching and learning results, while the usual, long-standing management of educational institutions does not change the developed strategy. In the educational system, the quality of this result is considered the quality of education. In most European countries the

situation was completely different. Since 1985, the constantly expanding educational relations with foreign, primarily European countries have shown that the management of the educational system there, including higher education, is based on a different basis. First of all, all elements of the system ensuring the implementation of the educational process (financial situation, personnel, educational and material-technical base, etc.) were controlled and analyzed. Flexibility and democracy of management, pursuit of set goals, availability of academic freedoms, etc. were also evaluated.

The specific results of education, as a rule, were not considered as a basis for management. He believed that this result could not be described, let alone standardized. A well-managed and well-designed learning process, according to the researchers, should lead to the desired result. Universities were compared and evaluated according to the quality of the educational process. The situation began to change only in the last decade of the last century. In 1992, at the World Engineering Education Congress held in Portsmouth, a system of requirements for an engineering graduate was adopted, some of which were formulated in the form of competencies (professional competence, communicative training). The image (model) of a modern educated person from the point of view of "learning" was expressed by Jacques Delors in the introduction to the report "Education is a hidden treasure" presented to UNESCO by the special commission chaired by him. This image: "learn to know, learn to do, learn to live together, learn to live." In addition, Delors interprets these elements of education very broadly: "learning how to do not only to acquire professional competence, but also, in a broader sense, to acquire competence that allows you to overcome various difficult situations and work in a group" .

In line with the Bologna process, the learning outcome approach has become crucial as a possible basis for building a common understanding of the content of qualifications and levels. In one of the most famous programs in which universities of all EU countries participate, in particular, in the project "Adaptation of Educational Structures", the priority of joint efforts is to determine the general and special competencies of school graduates of the first period, the second periods (levels) of education - means bachelors and masters. The advantage of the competency-based approach is that it allows flexibility and autonomy to be maintained in the curriculum architecture. The authors of the review rightly believe that a competency-based approach will require changes in the way we assess learning and how we ensure quality. It can be seen that the concept of Profile education envisages such changes in order to evaluate the results of education in schools.

In the works of foreign authors, schemes-algorithms are well known to local educational researchers, in which the general competencies, special competencies obtained at the initial stages and "expressed in the required learning outcomes" are changed, "curriculum, determining its content and structure", and then it is characterized by "methods and activities aimed at achieving certain results". And yet, to date, the European educational community does not have a clear and understandable single definition of the concept of competence in connection with its use to describe the desired image of a student of a certain level (model of professional competence).

The transition to the use of the concept of competence in describing the desired image of a student in educational standards can be justified by the following circumstances.

Taking into account the generalized, holistic nature of the concept of competence in relation to the terms "knowledge", "competence", "possession" used in educational standards today, such a transition ensures the formation of a generalized model of quality, abstracted from individuality, sciences and labor objects, which, in turn, allows us to talk about the student's possible field of activity compared to today. This is very important to increase the mobility of young professionals in the labor market. Since the student model based on the competency-based approach is characterized by significantly fewer components than those described by knowledge, skills and abilities, it allows, first of all, to be more specific and reasonable on an interdisciplinary basis. To distinguish large blocks (modules) in the curriculum to prepare students, and secondly, to compare different curricula not for individual subjects, but for them. Undoubtedly, this is important for increasing the mobility of students in the educational system.

In the future, the use of a competency-based approach in describing the results of the educational process, both in developed countries and in Uzbekistan, will certainly have a positive effect on the possibility of comparing diplomas and degrees awarded by local and foreign higher educational institutions.

It can be reasonably assumed that this will help to create a single interstate labor market and expand employment opportunities for young professionals from foreign countries.

In the process of transition to a new model of the student, if the previously recognized models are not used carefully, the relationship between the old and the new, and the conditions and rules of changing the existing experience are not observed, the competence-based approach can have a negative effect.

Kuzmin E.A. states that there are four aspects (type, option, direction, direction) of implementing a competency-based approach in education:

- basic powers;
- generalized science skills;
- practical science skills;
- life skills

The first line - on the formation of basic competencies (transferable, basic, key skills) - has a higher character than the subject. This direction includes, for example, pedagogical techniques and technologies for understanding texts, processing various information, and developing skills for group activities.

The second direction of the implementation of the competence-based approach is related to the formation of generalized skills of a scientific nature. These include, for example, the ability to solve classes of problems in physics, to evaluate works of art - for music or visual arts, to understand foreign speech - for a foreign language, the ability to interpret tables and diagrams - for mathematics, etc. The choice of this direction is the cause of great discussions, of course, it needs clarification. This direction was associated with a constant reminder to the school that its graduates should solve not specific tasks solved in school, but in life. They have to be retrained many times. It should be said that Russian pedagogy has been talking about this trend for a long time, about the tendency to universalize the content of education. At the moment, it is difficult to talk about clear and systematic progress in this regard. The new draft standards do not consistently follow this direction. But the search for such generalized skills is

not trivial. For example, what would such a skill be in history: the ability to distinguish conflicting interests and possible points of view in any historical event? Or is the origin of any social phenomenon the ability to construct historical lines? It seems that this direction remains the least obvious, since only a good specialist in the relevant field can choose such universal subject skills.

The third direction of the implementation of the competence-based approach is to strengthen the practical, practical nature of all school education, including science education. This direction arose from simple questions about what the student can use the results of school education outside of school. The main model of this direction is that in order to ensure the "long-term effect" of school education, everything learned must be included in the process of use.

Perhaps the most heated, and at the same time unfair and superficial criticism of the school was and is being made in this area. This line of discussion seems to be completely finished, as it reduces the content of education to the teaching material. Such discussions ignore the long-range and indirect consequences of education and, if school outcomes are not direct, emphasize very "proximate" outcomes. From here, the initial specialized educational ideas to prepare students for specific universities emerge. Another option advocated by this approach is a sharp decline in theoretical training. Obviously, the third strand of the competency-based approach contradicts the second.

However, this direction of strengthening the practical nature includes at least two powerful ideas that allow to significantly enrich and modernize the content of education. First, it is not necessary to know the roads, but to master the roads. The second idea of this direction is related to the compliance of the educational content with the modern trends in the development of economy, science and social life. The fact is that a number of skills and knowledge acquired at school do not belong to any professional profession. They are simply outdated.

The fourth area of implementation of the competence-based approach is to update the educational content to address the problem of acquiring "life skills".

With all the importance and relevance of all four directions of the implementation of the competence-based approach, we can conclude that today the first line of basic competencies and their development arouses great interest. Because the basic competencies are the most compatible with the ideas of general education.

In conclusion, we can cite the words that the introduction of a competency-based approach to education implies:

- introducing a competency-based approach to education means changing the entire pedagogical system of the general education and vocational school, transitioning to a new type of education and training;
- society and education itself are not ready for such fundamental changes "here and now";
- the transition to competency-based education involves a process of long-term deliberation, research, development and adoption of scientifically based and administratively balanced decisions;
- it is necessary to rely on the developed psychological-pedagogical theory or set of theories in the implementation of this process;
- it is impossible to move to a new model and thereby improve its quality without serious state investment in education.

Thus, the competence-based approach in general education is objectively consistent with social requirements in the field of education and the interests of the participants of the educational process. At the same time, this approach contradicts many stereotypes formed in the educational system, existing criteria for evaluating children's educational activities, pedagogical activity of teachers and the work of school administration. Of course, overcoming these difficulties is not easy, but it is also a difficult process to achieve a new quality of education without using a competency-based approach.

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