

COMPETENT APPROACH IN EDUCATION: PROBLEMS AND SOLUTIONS

Uljalgas Tulegenkizi Abdullayeva

Teacher of Chirchik State Pedagogical University

uljalgas.abdullayeva@mail.ru

ABSTRACT

The article discusses a number of aspects of education based on competency-based approaches. In particular, the types of professional, practical competencies and their stages of development were discussed.

Keywords: competence, assessment, information, teacher, students, attitude, personal, practical, social, entrepreneurial.

INTRODUCTION

Development of basic and science-related competences of students in the world, improvement of the methodology of harmonizing educational content with scientific achievements, international programs for assessing the level of learning of students (PISA, TIMSS) and diagnosing the formation of student competencies scientific research is gaining special importance.

LITERATURE ANALYSIS AND METHODOLOGY

The concept of development of the public education system in our republic until 2030 was approved, five initiatives were put into practice, including comprehensive measures aimed at creating additional conditions for youth education, general secondary education based on the competency approach state education standards and science curricula were developed, normative frameworks for participation in international studies on the assessment of the quality of education were created. In 2017-2021, in the Action Strategy for five priority areas of development of the Republic of Uzbekistan, in the priority area of development of the social sphere, the tasks of fundamentally improving the quality of general secondary education and in-depth study of subjects in high demand are defined. This expands the possibilities of providing the educational process with the necessary information, finding and implementing optimal solutions for their assimilation [1]. Education based on the competence approach is characterized by the preparation of students to use the acquired information in standard and non-standard situations of educational and life activities. Adaptation of school education to the requirements of modern development, improvement of electronic educational resources from subjects, provision of active communication of students with electronic resources, implementation of independent education and self-assessment, operative search for necessary information and it implies the formation of competencies for its use in solving emerging problems. From this point of view, one of the indicators of the quality of education is competence. It is not only a collection of knowledge and skills, but it is characterized by the ability of students to mobilize the acquired knowledge and apply it in practice in specific situations. The main essence of teaching based on the competence approach is to use the knowledge, skills and abilities acquired by students in the course of education, which is organized from vocational subjects, in their personal life, as well as in their future professional

and social activities. orientation to the formation of acquisition competencies is considered. It is necessary for students to engage in personal, social, economic and professional relationships during their future life, to take their place in society, to solve the problems encountered in this process, and most importantly, to be competitive in their field and profession. must have basic competencies[2]. Competencies formed in students are divided into three levels: basic competencies; general (subject) competencies; private competencies

Competencies that prepare the ground for the general development of a student's personality are called basic competences, and competences that are formed only through the subject of study are called special competencies. It is known that through the education and training process, general secondary schools provide students with basic competencies, including communication, information processing, self-development as a person, socially active citizenship, general cultural, mathematical literacy, awareness of science and technology innovations, and formation of use competencies[5]. Modern approaches provide for the formation of students' basic and subject-specific competencies through the mutual integration of pedagogical and information technologies in the teaching process. The principles of including the competence approach in the content of the standards of professional education and general education in the world's leading scientific centers and higher education institutions, their influence on changes in the links of the pedagogical system, psychological and methodological bases and features, independently the concept of achieving educational results, the interpretation of the competence approach, scientific researches are being carried out on the competences for personal development, social and activity in a certain field. On the basis of scientific approaches aimed at increasing the quality of educational and methodical support of teachers' competence, introduction of virtual forms of practical training, competence approaches in teaching profession-oriented subjects, practical training reflecting interdisciplinarity teaching serves to increase the quality and efficiency of education [6]. In the concept of development of the public education system of the Republic of Uzbekistan until 2030, it is envisaged in the state education standards to update the content of the continuous education system in terms of quality, improve the teaching methodology, focus on in-depth study of basic subjects. Tasks such as development of criteria for evaluation of pedagogical activity based on competences have been defined [2]. This is, in the example of these subjects, the content of education aimed at improving the teaching methodology and the clarification of the content of the necessary base and competences related to the development of the competence of students, the improvement of the model and methods of the development of students' competence based on the general competence approaches related to the base and physical sciences. justifies the necessity.

The introduction of the competence problem into the field of education and the history of its development can be conditionally divided into four stages (Fig. 1). Figure 1. Stages of competence development. In 2006, the European Parliament and the Council recommended 8 basic competencies for continuing education: being able to communicate in one's mother tongue; ability to communicate in a foreign language; mathematical competence and basic competences in the field of science and technology; digital competence; learning to read; social and civic competence; sense of entrepreneurship and initiative; being aware of culture and being able to express it. Based on the European experience, it is possible to increase the efficiency of the educational system in our republic by introducing the competence approach in the educational

system of Uzbekistan, choosing the educational competencies to be formed and integrating them into the educational system. When it comes to competence, "level of knowledge" is understood as the activity aimed at mastering the theoretical aspects of the issue of "being able to think about the essential reality of this or that object".

RESULTS AND DISCUSSION

How is a person's competence determined? In the works of A.V. Khutorsky, the definitions of competence and competence, in particular, "...a person who has the necessary knowledge and skills to work in a certain field is a competent person" [3]. In the works of V. V. Serikov, competence is explained as "the way to be educated, knowledgeable, skilled is a set of concepts that allow to manifest one's personal identity" [4]. • It is related to the inclusion of the competence approach in the content of the standards of professional and general education subjects. • The period of application of competence and competence to education as a scientific category. • Formation of different views on competence.

Introduction and use of the term competence. Stage 1: 1960-1970. 2nd stage: 1970-1990 4th stage: from 2000... 3rd stage: 1990-2000.

There are different definitions and approaches to the word competence. In particular, the word competence is explained in the "National Encyclopedia of Uzbekistan" as follows: competence (lat. *cometo* - I am achieving, I am worthy, I am worthy) - the law, charter of a certain state body (local self-government body) or an official or scope of powers, rights and duties defined by another document; knowledge, experience in this or that field.

The term "competence" in a broad sense means the ability to apply knowledge and skills based on practical experience and act successfully in solving common problems. It comes from the Latin word "*campetere*" - to be compatible.

"Initiative" competence. Determination: being able to initiate action and effectively influence the situation with personal positive aspects. Always be in search, take on new tasks, additional work. Usually 5-10 basic professional competencies are defined for each position. They are described. In this case, if the test questions are formulated by the teacher, it will be appropriate for the purpose. Each of the given test questions is adapted to a specific competency. The test shows how much the student has mastered these competencies. According to its results, the student's competence acquisition levels are determined. In a broad sense, competence is the ability to apply knowledge and skills based on practical experience to successfully solve the essence of a problem, as well as a specific field of knowledge. A competency-based approach to education guides students to acquire various skills and act effectively in their social, professional, and personal lives in the future.

Competence is a sign of activity that leads to an expected result. It is a product of knowledge and the ability of a specialist to apply it in practice. The difference between competence and knowledge is that it cannot be identified or evaluated without practical performance of the task. Skill is an important criterion of competence, which is manifested as a result of repeated application in various situations, including problem situations.

Practical competence is a product of knowledge and the ability to apply it in practice. Also, competence, unlike knowledge, does not appear without practical activity and cannot be assessed.

Professional competence is the ability to effectively apply knowledge and skills in practical experience to solve problems related to professional activity.

CONCLUSION

The criteria of professional knowledge and ability of a modern school teacher include: social, methodical and specialized knowledge and knowledge, ability to explain, observation, speech, organization, ability to gain reputation, ability to treat correctly, see the future cognitive and attentional skills. A teacher can successfully organize the pedagogical process only if he feels that he has professional competence at the level of the position he holds. Such qualities as professional knowledge, honesty, truthfulness, inquisitiveness, tireless productive work, creativity and creativity elevate him. His knowledge, activity, hard work, humility, spirituality, culture, and enlightenment are respected by his students and future professionals.

REFERENCES

1. Абдуллаева, У. Т. (2022). Умумий ўрта таълим мактабларида қардош халқлар адабиётини қиёсий ўқитишнинг илмий - назарий асослари. *Globalshuv davrida tilshunoslik*, 1(5), 272-274.
2. Абдуллаева, У. Т. (2021). Туысқан халықтар әдебиетін оқыту. *Современный образовательный потенциал и достижения*, 1(3), 9-11.
3. Абдуллаева, У. Т. (2021). Мектеп оқушыларына еліктеу сөздер туралы түсінік тақырыбын өтуде резюме технологиясын қолдану. *Кластер педагогического образования проблемы и решения*, 1(2), 1181-1183.
4. Kuralov, Y. A., (2021). *Elektron ta'lim texnologiyasi. Academic research in educational sciences*, 2(3), 787-790.
5. Kuralov, Y. A., (2022). *Oliy talim muassasalarida oqitish texnologiyalarini innovatsion klaster usuli yordamida takomillashtirish. Academic research in educational sciences*, 3(1), 679-685.
6. Kuralov, J. A., (2022). *Двигател цилиндридаги газ оқимини сонли моделлаштириш. Mexanika va matematikaning amaliy muammolari*, 2(3), 359-361.
7. Kuralov, J. A., (2022). *Кўн ярим маҳсулотига механик ишлов берувчи машинанинг йўнувчи вали ҳаракат дифференциал тенгламаси. Yangi materiallar texnologiyasi*, 4(1), 297-299.
8. Abdiyeva, G .B., Qarshiboyeva, X. K. (2022). *Dars jarayonlarida pedagogik texnologiyalarni qo'llash orqali ixtirochilikka oid kompetensiyalarini shakllantirish. Eurasian Journal Of Social Sciences, Philosophy And Culture*, 2(1), 91-94.
9. Karimovna, Q. X. (2022). *Ixtirochilik masalalarini yechishga o'rgatish bosqichlari. Academic research in educational sciences*, 3(12), 183-188.
10. Qarshiboyeva, X. K. (2021). *Yozma savodxonlikni oshirishda boshlang'ich sinflarda chiroyli yozuv malakalarini shakllantirish. Konferensiya*, 1(1), 286-289.
11. Qarshiboyeva, X. K. (2020). *Boshlang'ich sinf o'quvchilarining ona tili va o'qish darslarida nutqiy faoliyatini takomillashtirish yo'llari. Konferensiya*, 1(1), 379-382.

12. Musurmonov, R., Khimmataliev, D. O., Sultanova, D. A., qizi Tursunbaeva, Y. R., Khakimova, I. K., & Musurmonova, M. (2023). In the Conditions of New Uzbekistan the Main Issues of Science and Modern Education. *Telematique*, 7686-7694.
13. Musurmonova, M., Quzmanova, G., & Allayarova, S. (2022). Matnli masalalarni arifmetik usulda yechishning ba'zi tatbiqlari. *Academic research in educational sciences*, 3(4), 223-229.
14. Eshqulova, G., Musurmonova, M., & Axmedova, D. B. (2022). Boshlang'ich sinf ona tili darslarida nutqiy ko'nikmalarni rivojlantiruvchi o'quv topshiriqlarini ishlab chiqishning ilmiy-metodik asoslari. *Talqin va tadqiqotlar ilmiy-uslubiy jurnali*, 1(1A), 72-75.
15. Soatova, N. R., Nurmamatov, S. U., Musurmonova, M. U., & Muhammadiyeva, S. B. (2022). Dazmol so'zining etimologiyasi va kelib chiqish tarixi. *Экономика и социум*, (11-2 (102)), 212-214.
16. Musurmonov, R., Burkhonov, A., & Musurmonova, M. (2021). Innovative activity-a factor of educational efficiency. *European Journal of Molecular & Clinical Medicine*, 8(3), 1238-1241.
17. Musurmonova, M., & Zamidova, K. (2021). Boshlang'ich sinf o'quvchilarida massa, sig'im va vaqt o'lchov birliklari to'g'risidagi tasavvurlarni shakllantirish metodikasi. *Academic research in educational sciences*, 2(10), 281-289.
18. Musurmonova, M. (2021). Boshlang'ich sinf o'quvchilariga uzunlik va yuza o'lchov birliklarini o'rgatish usullari. *Экономика и социум*, (8 (87)), 302-311.
19. Musurmonova, M. (2021). To'plam tushunchasi. to'plamlar ustida amallar bajarish. *Экономика и социум*, (8 (87)), 292-301.
20. Musurmonova, M. (2021). Methods of teaching length and surface units for primary school students. *Экономика и социум*, (8), 302-311.
21. Musurmonov, R., Musurmonova, M., & Zamidova, K. (2021). Geometriya fani va uning rivojlanish davrlari tarixi haqida. *Экономика и социум*, (4-2 (83)), 911-915.
22. Musurmonov, R., & Musurmonova, M. (2021). Globallashuv sharoitida maktab darslarining intizomiy omillari. *Academic research in educational sciences*, 2(5), 1268-1274.