



THE MAIN ASPECTS OF EDUCATION BASED ON THE COMPETENCE APPROACH

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Annotation

This article reveals the main aspects of education based on the competency approach. In the research work, opinions on the characteristics of the formation of social competences are stated. Also, during the teaching process based on the competence approach, opinions were expressed about the formation of competencies to use the knowledge, skills and abilities acquired by students in their personal life, professional and social activities.

Keywords: Competence, student, external and internal factor, Social competences, "initiative" competence, competence.

Introduction

The changes taking place in the social and economic spheres of modern society have created new demands on the teacher. It should be a specialist with a wide range of general cultural, professional and special competences, able to adequately respond to new professional requirements and working conditions. Training the young generation, ready to live and work in a rapidly changing society, is a strategic task facing teachers and the education system. Therefore, the transition to the competency paradigm of education is becoming more relevant today.

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 education quality were created. This expands the possibilities of providing the educational process with the necessary information, finding and implementing optimal solutions for their assimilation. The ability of students to implement their knowledge, skills and abilities in a specific practical situation is the priority goal of education based on the competence approach. That is why the competence approach is considered important in the process of education. Students gain experience, acquire new knowledge and skills, and adapt to professional situations. Formation of students' competence is a gradual and continuous process [6.42.].

Elementary school students, while performing various tasks in the course of the lesson, should pay special attention to the formation of socially active citizenship competence defined in the State Education Standard.



Socially active citizenship competence implies the formation of abilities to feel connected to events, events and processes taking place in society and to actively participate in them, to know one's civil duties and rights, to comply with them, to deal with labor and civil relations and to acquire legal culture [3.25].

It is necessary to take into account a number of internal and external factors in the formation of the competencies of a young student. External factors include the current stage of social development, the child's social life, circumstances and social environment. Internal factors are the characteristics of the child's mental development, age-specific development and individual characteristics. If a number of conditions are met, primary school students can effectively form their competencies:

Creating an appropriate development environment in the team (the teacher must create an environment of trust and goodwill in the classroom). A young student should feel safe and at the same time feel pressure, the teacher should respect his individuality. The main goal of social adaptation is to help children gain life experience by engaging in various types of activities, to sufficiently develop the independence of socially acceptable ways for students to get out of everyday problematic situations.

Distinctive features of social competence formation:

- Focus on self-knowledge and self-awareness;
- Effectiveness of fairy tales, lack of didactic, moral instructions;
- Lack of clear personifications;
- Figurative and figurative language;
- Psychological safety;
- Presence of mystery and magic.

Determining the initial level of social competence formation in children is carried out using various technologies: self-esteem of the child, methods of studying the socialization of the individual, identification of emotions, methods of sociometry, psychological relations in the children's group and determination of the position of each child in it:

- ✓ To significantly increase the activity and independence of children;
- ✓ Voluntary regulation of behavior, promotion;
- ✓ Active interest in increasing knowledge, ability to develop an active position;
- ✓ Improving indicators related to the communicative side of communication;
- ✓ Increased self-awareness and positive changes, self-esteem in "rejected" and "not accepted" children;
- ✓ Allows to choose methods of solving situational problems.

The formation of social competences increases significantly: children pay more attention to each other, begin to help more often, tolerance is observed in solving various problems, relationships, insulting words and expressions begin to leave everyday life. Technology 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 it implies the formation of competencies to find and use it 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 [4.35].

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. In order for students to engage in personal, social, economic and professional relationships in 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 the necessary basic competencies [7.46.].

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 competencies, and competencies that are formed only through academic subjects are called special competencies. Basic competencies of students through the educational process in charge of general secondary schools: communication, ability to work with information, self-development as a person, socially active citizenship, general culture, mathematical literacy, science and is charged with the task of being aware of technical innovations and forming the competences of use [5.18.].

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 researchers are being carried out on the competences aimed at personal development, social and activity in a certain field.

On the basis of scientific approaches aimed at improving the quality of educational and methodological support of teachers' competence, introduction of virtual forms of practical training, competence approaches in teaching profession-oriented subjects, practical training reflecting interdisciplinary teaching serves to increase the quality and efficiency of education. In the concept of development of the public education system of the Republic of Uzbekistan until 2030 - tasks such as qualitatively updating the content of the continuous education system, improving the teaching methodology, focusing on the in-depth study of basic subjects, and developing criteria for evaluating pedagogical activity based on the competencies provided for in the state educational standards. This justifies the need to clarify the content of education aimed at improving the teaching methodology in the case of technological sciences and the necessary basis for developing the competence of students and the structure of competences



related to science, to improve the model and methods of developing the competence of students based on the general competence approaches related to the science of science and technology. In 2006, the European Parliament and the Council recommended 8 core competencies for continuing education:

- Being able to communicate in one's native language;
- 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;
- Competencies to be aware of culture and be able to express it.

Based on the European experience, it is possible to increase the effectiveness of the education system in our republic by introducing the competence approach in the education system of Uzbekistan, choosing the educational competencies to be formed and integrating them into the primary education 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" [1.76.].

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. *competo* - I am achieving, I am worthy, I am worthy) - the range of powers, rights and duties of a specific state body (local self-government body) or official defined by law, charter or another document;

knowledge, experience in this or that field. The term "competence" in a broad sense means the ability to apply knowledge and skills on the basis of practical experience and act successfully in solving common problems. Derived from the Latin word "*campetere*" - to be compatible [2]. "Initiative" competence. determination: to initiate action and to be able to effectively influence the event 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 such a case, if the test questions are formed 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.

Competency-based approach to education guides students to acquire various skills and act effectively in their social, professional and personal life in the future. Competence is a sign of activity that leads to an expected result. It is a product of knowledge, and it is the ability of an expert to apply it in practice. The difference between competence and knowledge is that without practical performance of the task, it cannot be identified or evaluated.



Competence is the student's ability to use the theoretical knowledge, practical skills and qualifications acquired in this subject to solve practical and theoretical problems encountered in his daily life.

Competence (Latin: competences - capable, has the ability) is the level of a person's knowledge, skills and experience, his social and professional position and the level of sufficiency and real suitability to perform tasks related to him, to solve problems. In addition to purely professional knowledge, skills and qualifications, competence includes initiative, cooperation, ability to work in a group, communicative ability, ability to realistically evaluate, logical thinking, ability to sort and use information [6.85.].

Therefore, every teacher should form a competence approach in students in the process of teaching biology. Competency approach in education means teaching students to effectively apply various types of skills acquired in situations encountered in their personal, professional and social life. Qualification 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 evaluated. Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving issues related to professional activity.

In general, one of our main tasks today is to teach students to effectively apply the various types of skills they have acquired in situations in their personal, professional and social lives, to independently search for and analyze the necessary information related to science, and to separate materials related to increasing the necessary knowledge. to acquire, to give special importance to the skills that are useful when unexpected, uncertain, that is, problem situations arise, and to educate the acquisition of features that can apply the acquired knowledge in the course of daily life.

To sum up, in the education of these characteristics in students, it is necessary to form competencies in them along with instilling the knowledge, skills and qualifications of science in the course of the lesson.

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