

**COMPETENT APPROACH IN THE EDUCATIONAL PROCESS**

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**Annotation**

This article analyzes the term competence, its origin and importance in the educational process. Also, are given comments on the scientific research of foreign researchers regarding competence.

**Keywords:** competence, education, training, research, methods, methodology, teaching.

**INTRODUCTION.**

The term “competent approach” in the educational process can have a few different interpretations, so it's helpful to clarify what you're most interested in. Here are some possibilities:

Competence-based approach: This is a widely used educational philosophy that focuses on developing students' abilities to apply knowledge and skills in real-world situations. Instead of simply memorizing facts and passing exams, the emphasis is on understanding concepts and being able to use them to solve problems, make decisions, and communicate effectively.

Key features of the competence-based approach include:

Defining clear learning outcomes: What should students be able to do by the end of the course or unit?

Active and engaging learning activities: Students are not just passive recipients of information, but they are actively involved in constructing their own knowledge and understanding.

Assessment that focuses on performance: Assessments are designed to measure how well students can apply their learning, not just how much they know.

Competent teachers: This refers to the importance of having teachers who are knowledgeable, skilled, and effective in their craft. Competent teachers should have a deep understanding of the subject matter, be able to use a variety of teaching methods, and create a positive and engaging learning environment.

Effective learning strategies: This encompasses a broad range of approaches that can help students learn more effectively. Some examples include:

Differentiated instruction: Tailoring instruction to meet the individual needs of each student.

Collaborative learning: Students working together to learn from each other. Inquiry-based learning: Students actively investigating and exploring new concepts. Technology-enhanced learning: Using technology to support and enhance the learning process.

Learning process.

**The Materials and Methods**

The purpose of the competence approach in professional education is the formation of a competent specialist. Competences in modern pedagogy of professional education should be considered as a new type of goal-setting in educational systems, conditioned by market relations. What is its novelty, how does this type of goal-setting differ from the traditional, academic

approach to the formation of goals? The main difference is that “the competence model is freed from the dictates of the object (subject) of labor, but does not ignore it, thereby putting at the forefront of interdisciplinary, integrated requirements for the result of the educational process”. The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work. Therefore, competences “encompass the ability, the willingness, knowledge and attitudes (behaviour) that are necessary to carry out the activities. Traditionally, there is a distinction between subject, methodological and social competence”. B. D. Elkonin believes that “competence is a measure of human involvement in activities”. S. E. Shishov considers the category of competence “as a General ability based on knowledge, values, inclinations, which makes it possible to establish a connection between knowledge and the situation, to find a procedure (knowledge and action) suitable for the problem”.

The practical orientation of education is strengthened by the competency approach, which provides the ability of the graduate to meet new market demands, have the appropriate potential for practical solutions to life problems, finding their internal «I», focuses on building the learning process according to expected or desired world results.

Competence is a set of interconnected qualities of a person (knowledge, skills, methods of activity, experience), alienated, predetermined social requirement (norm) for educational training of a person, which is necessary for its quality productive activity in a certain field.

Competence is indeed a set of interconnected qualities of a person that enable them to effectively perform a particular task or function. These qualities usually go beyond specific knowledge or skills and encompass a broader range of attributes. Here are some of the key aspects of competence as a set of interconnected qualities:

**Knowledge and skills:** This fundamental layer includes the necessary technical expertise, theoretical understanding, and practical abilities relevant to the domain.

**Cognitive abilities:** These include critical thinking, problem-solving, decision-making, and analytical skills that allow for flexible and adaptive approaches to challenges.

**Personal qualities:** Traits like motivation, perseverance, resilience, and emotional intelligence play a crucial role in sustaining effort, managing setbacks, and navigating interpersonal dynamics.

**Social and communication skills:** Effective communication, collaboration, and teamwork are essential for working with others, sharing knowledge, and achieving shared goals.

**Values and ethics:** A strong sense of ethical standards, professionalism, and responsibility ensures actions are aligned with positive principles and contribute to a constructive learning environment.

The interconnectedness of these qualities is crucial. For example, strong critical thinking skills might be less impactful without the motivation to apply them. Similarly, impressive technical expertise could be overshadowed by poor communication or collaboration skills. It's important to note that the specific qualities that define competence can vary depending on the context. For instance, the competencies required for a surgeon will differ from those needed for a teacher or an artist. This understanding allows for developing tailored approaches to developing and assessing competence in different fields.

The concept of «competence» fixes the range of externally set goals and methods of activity, ie reflects mainly the social side of the subject. Thus, in professional activity the competence of the subject is determined by job responsibilities and job description, and in the education system by the goals of educational activity of the subject of education and the curriculum.

Research confirms different interpretations of the concept of competence, but most authors consider this term in two aspects: on the one hand as the purpose of education, training, and on the other - as an intermediate result that characterizes a professional performing his professional activity. In most scientific works, professional competence is considered as a high level of qualification and professionalism.

Note that according to the International Standards for the Education of Professional Accountants (IAS), competence is defined as the ability to perform a functional role according to certain standards, taking into account the real work situation.

### Conclusion

If the term “ability” refers to the qualities of people that provide the potential to do the job, the term “competence” means the actual demonstration of performance. Abilities are the qualities of a specialist that enable him to perform his functions, and competence is manifested in the actions performed by a person to determine whether he can really work according to certain or established standards or rules.

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