

RESEARCH ARTICLE

Competence-Based Approach In The Modern Education System

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Abstract

The radical transformations in society at the beginning of the 21st century are creating real preconditions for the democratization and humanization of schools, and for adjusting the goals and objectives of education. Primary school plays a decisive role in the development of a child's personality, so it is necessary to adjust the priorities of primary education goals. At the same time, it is important to note that rapid change is a key feature of the modern world. Transformations are taking place in the economy, political life, and social life, which naturally entail changes in all social institutions, including education.

KEY WORDS

Personality-oriented, activity-oriented approaches, competence-based approach in the educational process, Internet and electronic means, the formation and development of key competencies, students' ability to apply knowledge.

INTRODUCTION

Modern primary schools cannot remain aloof from the educational modernization processes taking place worldwide, including in Uzbekistan. Primary school, as an important and integral stage of individual development, is affected by all global trends and innovations, such as student-centered and activity-oriented approaches, information technology, integration, and others. Among these trends is the competency-based approach, the emergence of which is associated with a crisis in education, consisting of a contradiction between programmatic requirements for learners, societal demands, existing learning technologies, and the educational needs of the individual.

In the Internet era with the advent of digital and electronic information storage, formal human knowledge is no longer

a significant asset. The modern information society is shaping a new value system in which knowledge, skills, and abilities are a necessary, but far from sufficient, result of education. People are required to navigate information flows, master new technologies, self-learn, seek out and utilize missing knowledge, and possess such qualities as versatility, dynamism, and mobility.

The introduction of a competency-based approach into the educational process is one of the most pressing answers to the question of the educational outcomes of modern individuals and their relevance to society. Developing student competence is one of the most pressing educational issues today, and a competency-based approach is seen as a solution to the conflict between the need to improve the quality of

education and the inability to achieve this with traditional teaching methods by further increasing the volume of information to be learned. Thus, competence is being considered as a new unit of measurement of a person's education, with an emphasis on learning outcomes, which are considered not the sum of acquired knowledge, skills, and abilities, but the ability to act appropriately in various problematic situations.

Currently, the school education system places considerable emphasis on -the development of competencies in general, and key competencies in particular. The essence of this task lies in the student's ability to mobilize, in a given situation, knowledge gained from observations of the surrounding world and practical experience, as well as knowledge acquired during educational training.

The problem of the formation and development of key competencies of the subject of education →is discussed quite widely in psychological and pedagogical literature and rather narrowly and incompletely in the special methodological literature of primary school.

Thus, in the component of the State Educational Standard of General The following goals of studying mathematics in primary school are established in the educational system: acquisition →of knowledge and skills necessary for the successful solution of educational and practical problems and continuing education; development of the child's personality and, above all, his thinking, as the basis for the development of other mental processes: memory, attention, imagination, mathematical speech and abilities; formation of the foundations of general educational skills and methods of activity associated with methods of cognition of the surrounding world (observation, measurement, modeling), techniques of mental activity (planning, self-control, self-assessment, etc.).

Turning to the history of education, we note that since the mid-20th century, psychological and pedagogical literature has been dominated by a view of →the educational process as a process of acquiring specialized knowledge, which will later form skills and abilities (the widely known abbreviation KUN stands for "knowledge," "abilities," and "abilities"). Recently, it has become generally accepted that a given amount of knowledge, abilities, and skills is not, in essence, the end result of the process of personality development or the formation of a new member of society. Knowledge, abilities, and skills acquired at a certain level of education are -merely

the basis, the foundation, for acquiring new knowledge, abilities, and skills at a higher stage of development.

Based on the current situation, psychologists and educators from Western Europe I.A. Zimnyaya, M.F. Efremova, Yu.V. Koynova, Kraevsky, N.V. Matyash, N. Rozov →, M.V. Ryzhakov, V.V. Serikov, A.V. Khutorskoy, A.V. Tikhonenko and others consider the problem of introducing a competency-based approach and developing key competencies on this basis not only in the system of higher and secondary education, but also in the educational process of primary school to be urgent.

Before discussing competencies and key competencies, let's define the relationship between →these concepts and the concepts of "knowledge," "abilities," and "skills." This is due to the fact that these concepts are often used imprecisely, substituting one for another. Consequently, the semantics of a given concept and its lexical meaning do not correspond to the characteristics of the concepts under consideration and their hierarchy. The boundaries between the concepts of "competence," "competence," "knowledge," "skills," and "skills" remain "fuzzy" for many, leading to a distortion of the meaning of these concepts in people's minds. "To understand the relationships that exist between the concepts of "knowledge," "abilities," and "skills" and the concepts of "competence," "key competence," "competent," and "competence," we define these concepts in accordance with psychological and pedagogical literature.

In modern psychological and pedagogical literature, there are various approaches to defining the concepts of "knowledge," "abilities," and "skills." Some authors define knowledge as →the retention in memory and the ability to reproduce basic scientific facts and the theoretical generalizations that follow from them, but this is not yet a competence. Knowledge is the results of cognition, scientific information; knowledge is a collection of information in any field; retention in memory and reproduction of scientific facts, concepts, rules, laws, theories, distinguished by completeness, systematicity, awareness, and effectiveness. It is not a fact that "retention" and "reproduction" lead to the ability to use knowledge to solve a specific problem in an extraordinary situation. Skills are actions arising from knowledge or as a result of imitation; this is readiness for practical and theoretical actions performed quickly, clearly, consciously, based on acquired knowledge and life experience. A skill is defined in a pedagogical encyclopedia as "an action brought to automatism, formed through multiple repetition" [1, p. 90].

Based on our experience and analysis of the above formulations, we note that studying each subject, completing exercises, and completing independent work equips students with the ability to apply their knowledge. Experience shows that acquiring skills facilitates →the deepening and further accumulation of knowledge. As skills are refined and automated, they become habits, thereby preparing the student →for life – one of the hallmarks of competence.

Skill development is a complex process of analytical and synthetic activity in the cerebral cortex, during which →associative links between knowledge and its application in practical activities are created and reinforced. Repeated actions strengthen these associations, and task variations make knowledge more precise, forming such traits and attributes of skills as flexibility (the ability to act rationally in different situations) - a sign of competence; resilience (maintaining accuracy and tempo despite certain adverse influences); durability (skills are not lost during periods when they are rarely used) - another sign of competence.

Learning skills are learning actions that become automated →through repeated performance of specific tasks, but they are not yet competencies. As students master knowledge and skills, automated action sequences appear in their oral and then written speech (when solving word problems and exercises, when taking measurements, during drawing, etc.) – another sign of competence.

The concept of "key" is defined as "opening up opportunities for mastering or managing →something" [2, 378], and "competent" is "knowledgeable, informed, authoritative in some area; possessing competence." "Competence" is interpreted as a range of issues in which someone is well informed; a range of someone's powers, rights" [2, 288]; "possession (ownership) of knowledge that allows one to judge something" [3, 252]. The proposed formulations provide grounds for asserting that competence is a kind of →individual's ability to develop a certain range of solutions, that is, his or her qualifications that allow one to solve problems.

A.V. Khutorskoy defines competence as a pedagogical category, considering it as a set of interconnected personal qualities (knowledge, abilities, skills, methods of activity), defined in relation to a certain range of subjects and necessary in order to act qualitatively and productively in relation to them.

Based on existing definitions of the concepts under consideration, we note that the concept of "competence" cannot be interpreted solely as the sum of specific knowledge, abilities, and skills, as competence is interpreted much more narrowly. Key competencies, competencies →, and competence are categories that comprise knowledge, abilities, and skills.

The term "competence" (Latin: Competentia - jointly achieve, reach, correspond →, fit) is relatively "young" in the psychological and pedagogical literature. A.V.Khutorskoy defines the concept of competence as possession, possession by a person of →the corresponding competence, including his personal attitude to it and the subject of activity. And competent [Latin Competens (competences) - this is appropriate, capable→] - possessing competence; knowledgeable, well-versed in a certain area. Competence [Latin Competentia - rightful belonging] - the scope of authority of any body →or official; the range of issues in which a given person has knowledge and experience [4, 247]. Competence, in our opinion, is the ability to establish connections between knowledge and the situation, the ability to find, discover a procedure (knowledge and action →) suitable for solving a problem. Thus, competence, according to A.V.Khutorskoy, is a procedural characteristic that represents a set of interconnected personal qualities (knowledge, abilities, skills, methods of activity) in relation to a certain range of objects and processes necessary to act efficiently and productively in a certain situation. Competence, according to I.A.Zimnyaya, is certain internal, potential, hidden psychological neoplasms: knowledge, ideas →, programs (algorithms) of actions, systems of values and relationships, which are then revealed in a person's competencies. Thus, competence is presented as the possession of knowledge that allows one to judge something, express a weighty, authoritative opinion, and is a substantive characteristic of the individual.

The relationship between the concepts of "competence", "key competence", "knowledge", "abilities", "skills" is presented by us as follows (Fig. 1), where:

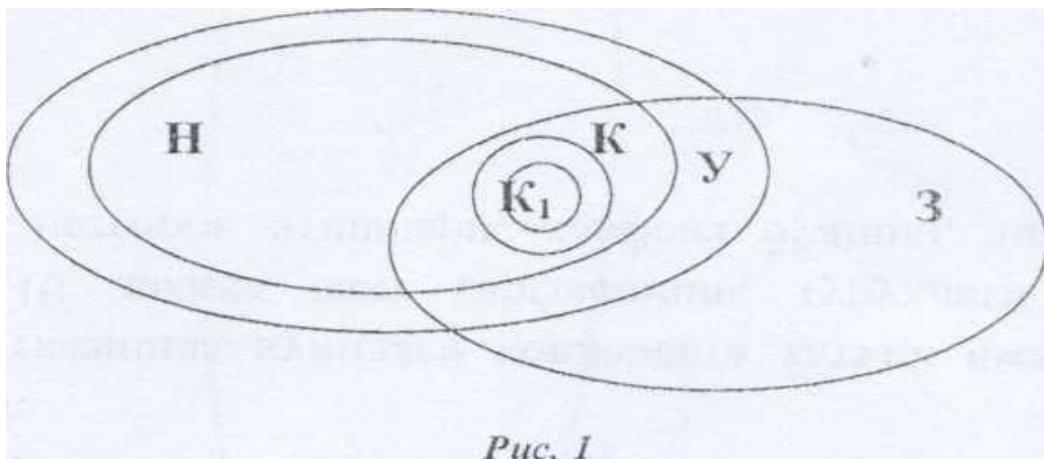
$$Z = \{z/z - \text{knowledge}\}$$

$$U = \{u/u - \text{skill}\}$$

$$H = \{n/n - \text{skill}\}$$

$$K = \{ k / k - \text{competence}\}$$

K 1 = { k / k - key competence}



Obviously, the concept of "key competence" is narrower than "competence". Consequently \neg , not every competence can be regarded as key, but only one that has the following characteristics: it has an integrative nature, that is, it incorporates a number of homogeneous or closely related skills and knowledge related to broad areas of culture and activity (information, legal, etc.); it is multifunctional, that is, \neg mastering it allows solving various problems in everyday life; it is supra-subject and interdisciplinary, that is, applicable in various situations (independent transfer of knowledge and skills to new areas, vision of a new problem, creation of a new product of activity, etc.); it requires significant intellectual development in the field of culture, science, etc.; it is multidimensional, that is, it includes various mental processes and intellectual skills at the level of educational and cognitive activity (assimilation of knowledge, performance of creative tasks of varying degrees of complexity and independence, perception, generalization, systematization, etc.).

Thus, competence and competency are interconnected according to the principle of "process and result".

Based on the above definitions, we concluded that competence means the ability to mobilize acquired knowledge and experience. The manifestation of competence \neg depends on the specific situation at hand; that is, competence directly depends on the conditions under which it is implemented. It involves the mobilization of knowledge, abilities, skills, and certain attitudes (corresponding to the norms and rules of behavior in society) that are focused on the conditions of a specific activity.

Modern scientists distinguish competencies: social, linguistic, mathematical \neg , informational, ecological, etc., but all of them

are determined by:

- a system of knowledge in basic sciences (the presence of a certain object of information); attitude towards this knowledge (mastery of various methods of subject practice \neg : acceptance, rejection, transformation, ignoring);
- implementation (implementation of knowledge in practice).

Currently, the education system has identified the main groups of key competences, the formation and development of which should be the goal of all modern educational institutions: political and social competences; competences related to \neg the ability to live in a multicultural society; competences related to mastery of other and written forms of communication; competences related to the consumption and understanding \neg of information; competences that determine the ability and desire to learn throughout life as the basis for continuous preparation and readiness for professional, personal and \neg social life . By key competences of an individual we will understand the mastery \neg of a system of subject knowledge and the ability to apply them in practical activities, which turns into skills and then into qualifications [5, 273], if we are talking about the competence of a teacher \neg .

This definition corresponds to a set of competencies, the list of which was \neg compiled by the Council of Europe within the framework of the project "Secondary Education in Europe" and is characterized by the key words: study, search, think, collaborate, take up the challenge, \neg adapt [6]. This list of key competencies cannot be considered exhaustive; it is proposed as a guideline for the purpose of defining the integral and differential characteristics that exist in our understanding of key competencies.

It should be noted that the basis for acquiring competencies is experience and the individual's activity during the learning process, while the acquisition of competencies depends on the learners' activity. The development of competencies is directly linked to various innovations in the content, forms, methods, and technology of education.

Thus, by key competencies we mean those competencies that are the key to mastering something, elements of knowledge, active activity, and methods of navigating the vast information space: the ability to search, store, creatively process, and evaluate information. In other words, a key competency is, to a certain extent, a universal (as it has unlimited conditions for implementation) area of knowledge that allows a subject to adapt to changing conditions in various spheres of human activity.

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