



IMPORTANCE OF COMPETENCY APPROACH IN HIGHER EDUCATION INSTITUTIONS

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ABOUT ARTICLE

Key words: Technological education, professional, priority, international experience, didactics, soft skills, hard skills.

Received: 12.05.2023

Accepted: 17.05.2023

Published: 22.05.2023

Abstract: This article presents the issues of the competence-based approach in the direction of "Technological education" in higher educational institutions. In the training of future technology teachers, it is necessary to take into account the competence-based approach when mastering knowledge, skills and abilities in general education and special subjects. Vocational and pedagogical training is important for students of the direction "Technological education", especially in the formation of competencies in general education and specialized subjects. The degree to which a teacher can use knowledge, skills and abilities, skills and abilities in the direction of organizing and managing pedagogical processes, in organizing educational processes, coordinating students' activities, the level of a comfortable educational environment and its effectiveness. , the educational motives and the level of interest formed by students, the formation of a reflective educational environment, depending on their professional competence, are given in detail.

INTRODUCTION

It is known that today we are building a free, fair, humane society in our country. In this regard, first of all, we consider it our main goal to respect the honest work of our people and properly assess their value. Today, in the life of our society, this kind of attitude towards man is firmly established. That is why our country is making great progress. Achievements arouse admiration and admiration of the world community. On the basis of such positive changes, the outlook and thinking of our people is improving. Their attitude to life and work is fundamentally changing.

A modern teacher should organize his students to look at the educational process based on a creative approach, develop their independent work skills and abilities, and of course organize a lesson using advanced pedagogical technologies.

Comprehensive reforms carried out in the education system of our country require the study and analysis of advanced foreign educational experience and the development of socio-pedagogical and didactic features of adaptation to the conditions of educational institutions. At the stage of the development of the current society, the transition from the "knowledgeable" educational approach to the competence-oriented educational system and the formation of personal characteristics of graduates for the intended profession are considered as one of the urgent pedagogical problems. In the education system based on the "competent" approach, the role of the teacher and the learner will also change. Because in the "knowledgeable" approach, the teacher is an active and main participant, while the learner is a passive receiver. In the "competent" approach, the learner becomes an active participant, because his educational activity is more focused on completing independent individual tasks and defending his result, constantly answering questions in creative practical exercises, and conducting individual research. In the "Knowledgeable" approach to education, if the State educational standards, educational and work plans, educational methodical sets of subjects are taken as regulatory bases, in the competent approach, the model of a competent person of the learner is added to these. In the model of a competent person of a learner, a description of various aspects of competence that should be formed in a learner based on the State educational standard is given. The purpose and content of the "knowledgeable" approach, the form of education, pedagogical and information technologies are aimed at providing the learner with knowledge, skills and competences and controlling their mastery. is recognized as the main drawback of the lim system.

As a result of the emergence of the competent approach, which is a new research direction in education, and the emergence of the categories of "competence" and "competence" in foreign pedagogical and methodical sources, in the late 1960s and early 1970s, they were used in higher education institutions. widely penetrated the theory and practice of professional training of learners. Competence-based education (CBE) is formed in the general sense of the term "competency" proposed by the American linguist N. Chomsky (1965, University of Massachusetts). At the symposium held in Bern (1996) under the program of the Council of Europe, it was noted that the concept of "competency" is included among such concepts as "education", "competence", "ability", "skill". In the Bologna Declaration (1999), the ministers of education of the European countries defined the competent approach as the conceptual basis of educational reforms.

In the Law of the Republic of Uzbekistan "On Education" it is stated that: "Only persons with appropriate education, professional training, wealth and high moral qualities have the right to engage in pedagogical activities." To fulfill the requirements of this document, it is important to form and develop professional competence in future teachers, including future technology teachers. Because, among the organizational, technological and methodological changes of the competence-oriented educational system, a very large amount of didactic creative lesson developments (creative individual tasks for independent work, individual creative tasks for practical training, test questions for control types, diagnostic issues, practical tasks, etc.) requires the creation of the teacher.

Wide adoption of advanced technologies, integration of science with production in continuous education, introduction of a differentiated approach to education in accordance with the abilities and capabilities of learners, and advanced pedagogical and information technologies of education and modern o The creation of teaching-methodical complexes lays the foundation for the formation and

development of the professional competence of educators in the improvement of the system of organization and management of pedagogical processes. Amir Timur's "I ordered that the ministers should be among the people with these four qualities:

the first - originality, pure breeding;

the second - intelligence, prudence;

the third is awareness of the condition of sipohu raiyat, politeness towards them;

the fourth is patience and peace-loving", it is expressed that demands are placed on the personality of the educator and his personal characteristics and personal qualities of professional importance.

Based on the above-mentioned points, it can be said that the knowledge, skills and abilities, abilities and opportunities of the educator in the direction of organization and management of pedagogical processes are used in the organization of education and training processes, and in the coordination of the activities of learners acquisition, the level of a favorable educational environment and its effectiveness, the level of learning motives and interest formed by students, the formation of a reflexive educational environment depends on their professional competence.

At the modern stage of modernization of education in a competent approach to education, first of all, its purpose changes radically. "Competence" and "competence" are the main concepts of the competent approach in education. The analysis of the sources shows that they are complex, multi-component and interdisciplinary concepts that do not have a single value definition in the scientific literature. According to researchers, they differ in size, category, semantics and logical structure and can be considered as a description of a competent person (characteristics, habits, etc.). A description of a competent person (characteristic, personality quality, its component), integrated education in the personality structure, a system of personality characteristics, conditions arising as a result of acquiring knowledge, skills and qualifications (readiness, orientation, etc.), can be expressed as is often equated with competent knowledge and experience.

Today, the terms "competence" and "competence" are widely used and stabilized. However, until now, there is no single and clear definition of the concept of "competence" that can be applied to the optimal image of a graduate of one or another stage of education. Pedagogical conditions, methodology and main directions of competence formation to express qualities such as knowledge, skills, qualifications, ability, diligence, professional skills of a person are defined in the sources.

The following definitions of competence and competence can be found in scientific sources: motivated ability; characteristics and qualities of a person, personal line; activity readiness criteria; ability to solve the problem and obtain its results; activity-related knowledge, skills, competences and experience (solving a problem mastered by a person, combining methods and ways into a whole), at the same time, it is a motivated and emotional-volitional sphere of a person. A.A. Verbisky and M.D. Ilyazova defined these concepts as follows: competence is a system of goals, values, motives, personal qualities, knowledge, skills, qualifications, abilities and experiences that ensure the implementation of this or that activity by a person; and competence is the level of mastery of practical activity technologies and the development of social and moral qualities of a person, manifested and realized in practice.

A.S. Belkin and V.V. Nesterovs defined competence as a set of professional powers and functions that create the necessary conditions for effective activity in the educational process, and competence as a complex of professional and personal qualities that ensure the effective implementation of competence.

According to A.N. Vvedensky, competence is a kind of personal description, and competence is a set of specific professional or functional characteristics.

M.A. Kholodnaya defined competence as follows: competence is a special type of organization of subject-specific knowledge that allows effective decision-making in appropriate activities.

G.K. Selevko understood competence as a form of a complex of knowledge, skills and abilities that allows to set a goal to change the environment and achieve it.

Competence is an integrated quality based on the knowledge and experiences acquired by a person in the process of education and socialization and directed to independent and successful participation in activities, manifested in his general abilities and preparation in his activities. The following traditional classifications of competence are noted in the scientific and methodical literature:

- political and social competencies related to the ability to take responsibility, participate in cooperative decision-making;
- competencies found in society, aimed at living with other people regardless of their culture, language and religion, understanding them, helping them and eliminating mutual disagreements;
- competencies that determine the ownership of written and oral communication, which are important in professional activity and community life;
- competencies related to the emergence of the information society (acquiring new technologies and determining their advantages and disadvantages).

They are mutually complementary and interdependent concepts. A competent person who does not have competence cannot fully implement it in socially significant aspects. This idea can be found in the definition given by A. S. Belkin, who describes competence as a set of things that a person possesses, and competence as a set of things that a person must possess. In the dictionary of foreign words, the concept of "competence" is defined as a set of powers and rights of a person or institution, or a set of tasks and questions pertaining to a person. The French word "competent" is translated as competent. At the same time, it has legal significance. In English, the term "competence" has the meaning of a quality of a person: competence is presented as an ability.

L.Spencer and M.Spencer considered the above-mentioned elements as criteria of competence: motives, psychophysiological qualities, instructions, values, as well as knowledge and skills in the structure of a person's "Self-concept". The authors believe that it is easier to assess and develop knowledge and skills than other components of competence. They are presented in the following scheme of the definition of competence:

1. Aspiration. Movement. The result.
2. Personal qualities (motives, self-concept, knowledge).
3. Actions (skills).
4. Doing the job.

Competence-oriented approach requires changing the pedagogical technologies used in education. Transition to creative pedagogical technology is required in imparting knowledge. In creative pedagogical technology, the various individual tasks presented by the teacher are aimed at creative activity and require a creative approach to each task in the learners. This technology teaches the teacher to be constantly creative in his subject, and the learner to rely only on his own knowledge and skills in completing tasks. Changes in the content, form, and pedagogical technologies of education require the improvement of control methods. In particular, in the system of "knowledgeable" approach, the knowledge, qualifications and skills of the learner in each subject are controlled, and the overall rating score is used as an indicator of mastery.

In the "competent" approach aimed at determining the competent level of the learner, first of all it is required to determine the competence, which consists of integrated knowledge, skills and abilities.

The leading idea of the implementation of a competent approach in education is that the formation of a set of competencies in graduates is fully compatible with the traditional goal of a higher education institution, which is determined by the set of knowledge, skills and abilities that they should acquire. does not come. This approach is reflected in the research of L.S. Grebnev, N.M. Rozina, S.A. Smirnova, A. Zimnyaya, N.V. Kuzmina, T.D. Makarova, Dj. Raven, N.A. Selezneva, Yu.G. Tatur, G. Hutmacher, A.V. Khutorsky, N.A. Muslimov and others found.

To analyze the quality of the training of a graduate of a higher education institution, the choice of a criterion related to competence is conditioned by the fact that the higher education institution can ensure the professional training and competence of the graduate, not the professionalization that is carried out in the course of long work. So, competence refers to some degree of distance from the educational (or professional) training requirements of the learner, while competence refers to personal qualities that are ready. When researching this problem, first of all, it is necessary to determine what professional competence is, its structure and conditions of formation.

The analysis of psychological-pedagogical literature and other sources showed that there are several approaches to the definition of the concept of "professional competence". For example, this concept is often interpreted by foreign researchers as "in-depth knowledge", "effectiveness of actions", etc. From our point of view, specialist competence consists of a system of socially significant and personally significant competences acquired during professional activity. If we talk about the professional competence of the teacher, then the content of this concept includes the personal capabilities of the teacher, educator, pedagogue, which allow to solve pedagogical issues independently and effectively. In order to solve one or another pedagogical issue, it is necessary to have the skills and training to apply the pedagogical theory and its rules in practice. At the same time, the professional competence of the teacher is the formation of pedagogical activity and pedagogical communication in his work from different sides. Different definitions are found in different periods and by different authors, and they consist of the following: having the skills and ability to perform certain labor activity tasks, mental state, level of education and general culture, practical preparation for the implementation of pedagogical activities, and the unity of theory. These allow defining professional competence as an integrated personal characteristic of a pedagogue character that describes his/her knowledge in the field of psychology, pedagogy and science, professional skills and qualifications, and personal experience. At the same time, a pedagogue should aim for the perspective of his activity, strive to enrich his knowledge, be self-confident and have the ability to achieve professional results. Some researchers believe that the competence of a pedagogue includes personal qualities such as organization, responsibility, hard work, goal achievement, self-confidence, while others believe that it is necessary to include a motivational-value field in the structure of competence, because this field is related to knowledge determines the level of ownership - believes.

Thus, the listed components of competence mean that a person has been formed as a master of his profession in his professional activity, professional communication. The formation of the professional competence of the future specialist is not only through the list of educational subjects, but also through the educational content consisting of professional skills and knowledge formed in the process of mastering the subject, as well as the active role of the student in social, political and cultural life. is done. All this collectively educates the personality of the future pedagogue in such a way that he will have the methods of self-development and work on his own perfection, which in time will allow the pedagogue to work in the "human-human" system a master of the profession - ensures effective activity as a subject. It is impossible to train a competent specialist who can meet today's requirements and has the

necessary qualities, knowledge and skills without creating a suitable educational system based on science. There are different approaches to defining the competence of a specialist. For example, according to N.F. Talizina, it should correspond to three main components (qualities, knowledge, skills). They include the following: Qualities: expressing attitude to work: diligence, attentiveness, creative approach; describing the general manner of behavior and activity: performance, independence, faithfulness to one's word, authority, activity and enthusiasm; mental abilities: flexibility, intelligence, foresight; administrative-organizational: the ability to create a working environment, the ability to lead people, the ability to protect the team, the ability to distinguish between people, the ability to convince them; characterizing the attitude towards people: honesty, politeness; characterizing attitude towards oneself: demandingness, modesty, boldness, perfectionism. Knowledge: knowledge of professional, general culture, professional activity in one's specialty. Skills: solving problems, working with literature, planning activities. This list can be supplemented or shortened depending on the type of activity. The following main competencies of a graduate of a higher educational institution are distinguished: learning, informational, communicative, socially useful, personal self-improvement. All this allows the graduate to consciously apply a set of professional knowledge, skills and methods of activity in later life. Competence is a functional description of a person, so its classification should first of all correspond to the classification of activity. In general, these are work, study, play and communicative competences. The following can be added to these:

- classification of competence according to the directed object of activity, it provides competence in the fields of "human-human", "human-technology", "human-artistic image", "human-nature", "human-sign system";
- professional competence in the field of separate classes and groups of professions;
- subject competence in a specific activity (specialty).

The following special competencies are also required in various areas of society: in the field of domestic service, in the field of art, in the field of sports, etc. Descriptions of "knowledge" are also included in competence and in the field of social knowledge (competence in the field of mathematics, physics, humanities, biology and other sciences), production fields (energy, transport, communication, defense, agriculture and other fields) classified. The concept of competence as a psychological description includes not only cognitive (knowledge) and operational-technological (activity), but also motivational-ethnic, social and moral elements. Since the basis of competence consists of abilities, each of them should correspond to his competence. Abilities in their most general form correspond to competence in physical culture, mental sphere, general educational, practical, executive, creative, artistic, technical, as well as pedagogical-psychological, social and other skills.

Competence represents the spiritual outlook, psychological-pedagogical and organizational-technological potential of the teachers of the educational institution, that is, their professional capabilities. The professional opportunity can be determined by the state and efficiency of the pedagogical processes organized by the teachers of the educational institution, taking into account the specific characteristics of the process of pedagogical activity.

The contents of basic competencies (soft skills) and special competencies (hard skills) in professional education are as follows.

"Soft" means "soft" in English. In addition, there is also the concept of "hard skills", and "hard" means "tough" in English. Explained in metaphorical terms, there are basically two components required for a computer to function. In English, these are "Hardware", that is, a computer device and its additional devices, and "Software", that is, software. Without the necessary software, a computer device will

remain just a machine. Similarly, there are two important skills and competencies that are necessary in human life and work. These are "hard skills" and "soft skills". "Hard skills" is a system of qualifications and skills acquired as a result of mastering subjects in an educational institution and necessary for carrying out professional activities. In simpler terms, for example, the skills and qualifications of a chef in terms of "hard skills" are the ability to cook, prepare food deliciously, etc. The "hard skills" of an information technology specialist are the ability to work with computer software, the ability to process information, etc. A person's indicator of "hard skills" is usually reflected in the grade or points that are reflected in the appendix of the diploma awarded after graduating from an educational institution. Therefore, they can be evaluated easily. "Soft skills", as it is said, is a system of qualifications and skills necessary for interpersonal relationships. Examples of these include the ability to communicate effectively, listen carefully, empathize, work in a team, lead, manage time, set goals, and more. Their assessment is more complicated. Employers usually check the presence of such skills and qualifications in their future employees during the interview process. They ask them psychological questions. This practice is mainly found in developed foreign countries. "Hard skills" and "soft skills" are equally necessary for a person. Reflecting them in the resume submitted for the purpose of employment leads to the emergence of a certain image of the future employee in the employer before the interview.

In many countries, a separate module on "soft skills" is not passed. Attention is paid to the formation of relevant skills and abilities in various disciplines. However, employers are more interested in what qualifications and skills they have in terms of "soft skills".

In many countries, a separate module on "soft skills" is not passed. Attention is paid to the formation of relevant skills and abilities in various disciplines. However, employers are more interested in what qualifications and skills they have in terms of "soft skills". Taking this into account, we believe that it is necessary to carry out scientific work on the planning of the educational process and the teacher's work in the modern education system in a wide range, and this shows its effectiveness. Today's modern education system requires the pedagogue to activate the influence of the individual relationship between the teacher and the student and the possibilities of modern information technologies. The active use of modern information and telecommunication technologies in the educational process leads to a certain degree of change in the place, role and pedagogical activity of the teacher in the educational process.

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