

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### COMPETENCE-BASED EDUCATION AS A NEW APPROACH TO MODERN EDUCATION

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#### ABOUT ARTICLE

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**Abstract:** this article discusses the use of a competency-based approach in the organization of the educational process in the general secondary school system. The development trends of modern civilization determine the problems facing education. Education will be effective only if it meets the requirements of the new era. Today's new generations of computers, the global Internet network have led to a change in the role of man in the development of society, the main purpose of school education around the world is to meet the needs of today's economy and society. In this regard, the most sought-after competencies are people's abilities in the emerging knowledge economy - the ability to acquire, apply, modify and generate knowledge. Also, the advantages of the competency-based approach and its possibilities are explained in detail.

#### INTRODUCTION

We are living in the era of the upcoming globalization and communication revolution, which is changing our way of life, communication and thinking, placing special demands on the education system. The future largely depends on the ability to understand and perceive new concepts, make the right choices, constantly learn and adapt to changing conditions throughout life. Today's new generations of computers, the global Internet network have changed the role of man in the development of society. The way people create, build, store, and transmit information has changed radically, and therefore the ways of communication, learning, and work have changed.

## THE MAIN RESULTS AND FINDINGS

The development trends of modern civilization determine the problems facing education. Education will be effective only if it meets the requirements of the new era. Today, the main purpose of school education around the world is to meet the needs of today's economy and society. In this regard, the most demanded competencies are the abilities of people in the emerging knowledge economy - the ability to acquire, apply, correct and create knowledge.

Currently, the economy of Uzbekistan, just like the economy of developed countries, needs people who can work with knowledge, turn knowledge into a purposeful work subject, work with uncertainty, formulate a problem, determine its solution, and determine the principles of development. This means that the modernization of the national education system is determined by the requirements of the time.

Currently, the concepts of "Competence" and "Competence" are firmly entering the pedagogical terminology. Today, in order to explain these concepts, many scientists have conducted scientific research and given their own definitions. In particular: D. Kulibayeva's research is devoted to the competence-based approach, where the author talks about the role of the educational process in the competence approach as the main means of purposeful preparation of a person for self-education. Therefore, the educational process should be focused on managing the self-education of a person, creating internal conditions for the formation of the ability of a person to independently develop and implement his own life plans through self-education. At the same time, the competence-based approach allows to prepare a person for life in the conditions of constant change and development and offers the following definition:

Competence is the quality of a person who has completed a certain level of education, based on which it represents readiness for successful activity.

UNESCO decisions define the global tasks of education in the 21st century, their solution allows to teach every student to learn; to act (teaching how to solve emerging problems); to interact (teaching to establish relationships both with people and with the outside world); self-improvement (teaching personal development).

The main priority of the quality of education is competence, which today is an indicator of educational success, which allows to determine the readiness of a school graduate for further active participation in society [17]. The state and social order for the preparation of a graduate of a general education school provides for the formation of the following competencies:

- willingness to solve problems;
- readiness for independent cognitive activity;
- willingness to communicate;
- readiness to use information and communication technologies;

- readiness for social communication;
- willingness to take responsibility for one's homeland;
- readiness for self-improvement, self-determination, self-realization.

Competence is a result of education in a broad sense, which includes all other results of education and is a personal quality that allows you to mobilize both internal resources to achieve a goal, which are knowledge (learned information), skills (movement), skills (movements leading to automation) competences (mastered methods of activity); value system, norms, attitudes, motives and external factors, such as information sources, means of communication, material and technical means, etc.

Competence-based education is one of the most relevant topics during the modernization of educational content. Its distinctive feature is not the system of knowledge, skills and qualifications, but the main result of the activity of the educational institution, which recognizes the set of basic competencies of students in intellectual, legal, informational and other fields.

Competency-based learning is:

- a method of modeling educational results and presenting them as quality standards.
- a set of general principles:
- setting educational goals;
- choosing the content of education;
- organizing the educational process;
- evaluation of educational results.

It is very important to understand the fundamental differences between the competency-based approach and the traditional approach to the organization of the educational process.

Here are some definitions of the competency-based approach.

Competency-based approach is a set of general principles of setting educational goals, choosing educational content, organizing the educational process, and evaluating educational results.

According to D.A. Ivanov [9], the competence-based approach is an attempt to coordinate the needs of the public school and the labor market, an approach focused on educational results, and as a result, it is not the amount of learned information, but the ability of a person to act in different situations.

Competency-based approach, as defined by O.E. Lebedev [10], is a set of general principles of setting educational goals, selecting educational content, organizing the educational process, and evaluating educational results. These principles include:

- The meaning of education is to develop the ability of students to independently solve problems in various fields and activities based on the use of social experience, its element is the personal experience of students;

- Educational content is a didactically adapted social experience of solving cognitive, ideological, moral, political and other problems;

- The meaning of the organization of the educational process is to create conditions for students to experience the independent solution of cognitive, communicative, organizational, ethical and other problems that make up the educational content;

- Evaluation of educational results is carried out based on the analysis of educational levels achieved by students at a certain stage of education.

From the point of view of the competence-based approach, the level of education is determined by the ability to solve problems of various complexity based on existing knowledge, and the development of personal qualities (primarily moral) and the formation of a value system are considered as the final results of education.

Specific features of competency-based education:

- science (the basis of educational content) is considered as a set of universal experiences in solving problems;

- learning the basics of science is a means of the principles of scientific thinking;

The teacher asks "why?" asks questions. "So how?" and answers them together with students;

- teaching methods and forms are used as independent means of achieving certain pedagogical goals (for example, group work forms are subject to the task of developing cooperative working skills);

- application of knowledge and skills is carried out in life (or close to them) situations;

- the main result of learning is meaningful experience of activity;

- the formation of life context and life experience is included in the framework of the educational process as its important elements;

- the experience of solving life problems is gathered and understood;

- the ability to use the accumulated load of didactic units in different situations is evaluated;

- school prepares a person to solve difficult life problems;

School teaches a person to rely on his independence.

For learning disabilities:

- science (the basis of educational content) is considered as a set of facts, concepts, laws and theories;

- learning the basics of science is the main and self-sufficient goal of the educational process;

- teacher "what and why?" asks and answers them together with the students;

- subordination of educational methods and forms to educational content;

- the application of knowledge and skills is limited only to educational situations;

- the main result of learning - knowledge, skills, qualifications;

- students' life experience is formed by itself, outside the educational process;
- collects and perceives experience in solving educational problems;
- the accumulated load of didactic units is evaluated;
- the school takes a person away from solving difficult life problems and takes him to a field close to "pure science";

School teaches a person to rely on his memory.

Communicative competence - the teacher requires full communication. He has a positive relationship with students and team members in any situation. Depending on the content of the training, the situation, the situation, any goal of the teacher is to create a "developing atmosphere" in the classroom.

That is: - giving students motivation to work; - understanding by encouraging students to use them independently, to be included in educational activities, - the formation of imagination and skills. Search for the necessary information, own activity - the project and its implementation, understand the purpose of the work and the result - approach with responsibility; - the level of complexity of the subject, goals, tasks by students, - independent choice of forms and methods; - teaching students to work in groups on the topic of the project and - identifying problems, dividing tasks, planning, debating - discussing and evaluating the results. - participation of students in various forms of discussions. - formation of students' regulation of their actions. - through the assessment system, students improve their own results - assessing their levels and results and achieving their further improvement.

From the point of view of competence-based education, the main task of the school is to teach students to think and act effectively in the modern world based on thinking [11]. Forms of the content of thinking-activity of education include the most important types of activities such as research, design, construction, management, which most effectively support personal self-determination. The most important condition for a person's survival and work in the world of information is to master the scientific way of knowing the world or the research method of thinking. Every person of the 21st century, regardless of his profession, should have the ability to distinguish facts from the surrounding world, analyze these facts and compare them. Teaching children new technologies for working with knowledge is primarily related to the processes of creating and applying knowledge. A student does not need to just memorize - he needs to understand how knowledge is created and how it can be used.

In the context of competency-based education, the forms of organizing lessons should be different, both traditional lessons and new educational technologies that meet the demand for the formation of basic competencies in the form of research and design.

Research skills are necessary today not only for people involved in scientific work, but for everyone in various fields of activity. Creative research becomes an integral part of any profession.

In this regard, preparing a child for scientific research activities, teaching him scientific research skills and qualifications are among the most important tasks of modern education.

### CONCLUSION

Thus, the development of the competency-based approach in education has a half-century tradition, and its essence and content have been improved. The problem of competence is developing both in accordance with the requirements for personal education and in general from the point of view of the professional training of specialists.

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