



 Research Article

## THE IMPORTANCE OF THE COMPETENCE APPROACH IN TEACHING

**Submission Date:** October 20, 2023, **Accepted Date:** October 25, 2023,

**Published Date:** October 30, 2023

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-04-10-14>

**Journal Website:**  
<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Abdurashid Ravshanovich Ashirov**

**Researcher Of "Pedagogy" Department Of Shahrissabz State Pedagogical Institute, Uzbekistan**

### ABSTRACT

In the article, the content and essence of the competence approach, teaching young people to think comprehensively while providing deep and reasonable knowledge, the fact that the competence approach is a necessary factor in the educational process, organizing the educational process based on the competence approach, activating students in education, improving education based on the competence approach, the professional development of the future specialist Understanding the basic competencies of a pedagogue-specialist whose competence is in a certain professional field, for example, a teacher, educator, pedagogue-psychologist, social pedagogue, engineer pedagogue, pedagogue-defectologist, etc., is problematic in the formation of the professional competence of future specialists in their pedagogical and production practices to develop the ability to make clear decisions in their situations, to develop and systematize tasks with problem situations based on the achievement of interdisciplinarity in order to have the opportunity to receive information on the subjects of the curriculum of the educational direction, to use new forms of education to improve the quality of the pedagogic personnel training system, fundamental, in particular, issues of scientific substantiation of the theoretical and practical aspects of the pedagogical knowledge acquisition, ensuring interdisciplinarity and continuity, as the interaction of pedagogical disciplines is a multifaceted problem, were interpreted.

### KEYWORDS

Competence, approach, education, process, competence, content, essence, necessity, activation, learner, motivation, quality, result, creativity, innovation, research, formation.

### INTRODUCTION



Education, which is an integral part of human life, creates the need for him to acquire personal knowledge and skills that ensure the well-being of life in society [10]. By improving the education system, great attention is being paid to the preparation of fully mature, well-rounded, independent thinking, willing, active and initiative personnel. Modernization of techniques and technologies in production, rapid development of science and technology requires specialists to independently and regularly deepen, update, supplement and expand their knowledge.

It aims to train well-educated, independent and creative thinkers, thoughtful, competent, at the same time well-rounded personnel with personal and professional qualities who can ensure modern development in international requirements. Because in today's globalized world, the main goal of the education system is to train specialists who can quickly adapt to the conditions of the state's international competition process and contribute to the successful and sustainable development of the country.

Ensuring development is associated with major changes in the economic, social, political and cultural spheres [12]. The position of any country in the rapidly developing world community is determined by the political and economic activity of its population. The factors that ensure stable economic growth of the Republic of Uzbekistan today and in the future are directly related to the development of the education sector.

Due to the socio-economic changes taking place in our country and in the whole world, the nature of education and attention to it are also being updated. Despite the creative work carried out in the field of education and a number of positive changes achieved, further improvement of the rate of development of educational efficiency and effective use of the created

opportunities and conditions, training of future specialists who are competitive for educational institutions is one of the most important issues today.

The personal development of young people is characterized by such circumstances as their creative thinking, independence, the enrichment of active relationships, the growth of their worldviews, the formation of the need for self-control and education. For future professionals, as well as for teachers, the process of education in educational institutions is the most optimal period of development and self-improvement based on professional knowledge, quality of education, competence and level criteria, which are considered important for the successful implementation of labor activity. In this process, future specialists embody such situations as the accumulation, storage, transfer of knowledge, the creation of their logical structure and their effective use in the organization of professional activity in the future.

It states that it is necessary to create the necessary pedagogical conditions for the formation of the professional competence of future specialists, to ensure their professional and personal maturity, because it is important to develop the pedagogical foundations of the formation of the professional competence of future specialists, to determine their psychological and pedagogical conditions, and to justify the criteria that determine the level of professional competence formation. . Main part. In the course of the reforms of the educational system, wide opportunities are being created for the comprehensive development of the individual and for the effective education of young people [11]. Today, the daily development of techniques and technology, the rapid updating of knowledge requires future specialists to have the ability to adapt to modern conditions and strive for new knowledge. This creates



the need to teach teachers working in the educational system to independently search and work, to independently solve professional and life problems and creatively approach them. That's why today the implementation of the concept of an independent thinking free person is the main task of the continuous education system, in which the development of professional and pedagogical creativity of future teachers based on a competent approach is an important factor.

Continuous education, which lasts throughout a person's life and consists of all stages of education, is considered as the basis of the intellectual development of a person throughout his life and determines his lifestyle, and it can be interpreted in different ways: the continuity of growing all forms of professional and general cultural competence, increasing the quality of the types of activities of a person continuity, continuity of important types of education, etc. In this case, the continuity of education means "completion of the educational process at all stages of continuous education".

Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, and apply it in one's practical work. A competent specialist has the ability to use the methods and methods that he has mastered in solving problems, which are suitable for this situation, to selectively apply the methods that are suitable for the current situation, to reject those that are not appropriate, to look at the problem with a critical eye.

In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two ways:

- competence is a set of personal qualities of students;

- in the form of basic requirements of the professional field.

Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction. Also, in terms of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and activity methods appropriately in certain situations.

In the process of professional and personal development, the development of components such as self-awareness, evaluation and management of the learner and preparation for work in professional educational institutions are considered, along with this, their tasks of learning the basics of general professional and specialized sciences should include:

- to achieve a positive attitude towards the assimilation of pedagogical, general professional and specialized knowledge in the professional activity of the future specialist;
- development of pedagogical and technical-technological thinking as a method of identifying and solving problems in problematic situations specific to pedagogical and production processes;
- to be able to use the method of individual education in the professional activity of the future specialist, to form reproductive and creative methods of educational-pedagogical and production activities;
- to develop important professional-pedagogical qualities in professional activity, namely, empathy, love for children, etc., to create the need for professional and personal self-development.

Competence involves the development of a person's ability to take direction in complex and unpredictable diverse work tasks, to have an idea about the results of



their activities, as well as responsibility and accountability for them. In the formation of such an approach, the objective requirements of the modern "knowledge economy" are considered, in which it is not knowledge for successful activity, but generalized knowledge, skills and competences manifested in solving life and professional problems, the ability to communicate in a foreign language, training in the field of information technologies is increasingly important and effective. the network is counted.

Three main groups of competence are distinguished from the above points:

1. Competencies related to oneself, as a person, as a subject of life activity.
2. Competencies related to human interaction with other people.
3. Competencies related to all types and forms of human activity.

Analyzing the structure of professional competence of a future specialist, most researchers evaluate professional competence as a functional structure of education, which includes the unity of the teacher's knowledge and skills, as well as professional competence, which is carried out with a specific goal in mind. But compared to concepts such as knowledge and skills, competence is very flexible, it differs in the basis of sign updates, processing of new relevant information and application in practical activities. Even so, it is known that the core of competence is the personal qualities of the pedagogue, his orientation, purpose, values of universality, ability to adapt to the conditions, diversity in the organization of educational processes, and the ability to make various changes.

In particular, psychologists A.N. Leontev [5], P.Ya. Golperin [1], in their scientific researches, the consistent implementation of the activity approach, as

the goal of teaching in a higher educational institution, envisages the training of a student in the performance of a certain activity. The main result of this training is the implementation of professional tasks, solving activity issues, forming knowledge. Such a setting of the issue requires a different approach to tools, methods, and the knowledge of the teacher who is carrying out the training of a certain type of activity in the future specialist.

According to the opinion of pedagogue scientist V.A. Slastenin [13], the training of a future specialist involves the training of knowledge that performs these tasks, namely, analytical-reflexive, organizational, evaluation-informational, constructive-prognostic, correctional.

In our opinion, this point of view of the author reflects to a large extent the ideas about the structure of the teacher's activity. At the same time, the research of the structure of the professional competence of the future specialist implies a thorough analysis of the work of the pedagogue, the determination of the requirements set by the professional education system in the conditions where the concept of continuous pedagogical education is currently being modernized and the level of his training is being implemented.

B.Djuraeva's opinion [2] largely corresponds to the implementation of the activity approach: he distinguishes these types of teacher activity:

- Gnostic - integration of the content of knowledge specific to general professional and specialized sciences into the structure of typical issues of the specialist's professional activity. Development and classification of educational objectives.
- Educational-methodical - selection of the educational-methodical content of general professional and specialized subjects and





determining the teaching program according to the elements of students' cognitive activities.

- Creative activity - development of educational and methodological support in accordance with the curriculum on all selected topics.
- Communicative-organizational - development and control of communicative-organizational aspects of student-teacher interaction in the process of students' self-directed work.

The professional competence of a future specialist means the basic competences of a pedagogue-specialist working in a certain professional field, for example, the professional competence of a teacher, educator, pedagogue-psychologist, social pedagogue, engineer pedagogue, pedagogue-defectologist, etc.

To develop the ability to make clear decisions in problematic situations in pedagogical and production practice in the formation of professional competence of future specialists, to have the opportunity to receive information on the subjects of the curriculum of the educational field, to develop and systematize tasks with problematic situations based on the achievement of interdisciplinarity, to train pedagogic personnel the use of new forms of education to improve the quality of the educational system, the provision of interdisciplinary coherence and continuity in the acquisition of fundamental, especially pedagogical knowledge, and the fact that the interaction of pedagogical disciplines is a multifaceted problem requires scientific justification of its theoretical and practical aspects.

## RESULTS AND DISCUSSIONS

Currently, great attention is being paid to professionally oriented teaching technology capable of solving these tasks in the formation of professional competence.

According to N.N. Manko [6], the technological competence of the pedagogue is a system of creative-technological knowledge, abilities and stereotypes used in the activity of changing the objects of the existing pedagogical system. "Improving the practical and intellectual mechanisms of learning activities, drawing up an external plan of study activities using didactic tools, planning educational activities, etc. are the technological-pedagogical bases of management and regulation of formation. This is a special section of general professional competence.

Today, the educational system is faced with a very difficult problem, which is being solved by researchers in different ways, which is the content of the concept of competence and its limits, the size of its parts. I.A.Zimnyaya [3] firstly tried to separate and theoretically justify the bases of grouping of basic competencies, secondly, to define a set of their basic, necessary terms, and thirdly, to define the types of competences included in each of them.

According to M.I. Lukyanova [4], psychological-pedagogical competence means a set of certain characteristics (qualities) of a person who has a high level of preparation for pedagogical activity and effective communication with students in the educational process.

According to A.K. Markova [7], professional competence is a quality indicator of the specialist's mastery of his professional activity, understanding his inclination towards this activity, being able to evaluate his personal qualities and qualities, being able to correctly direct his professional formation, self-improvement and self-education. implies that he will get. According to the researchers, the structure of professional competence consists of three components: substantive, motivational and execution (implementation).



V.A. Yakunin [14] interprets professional competence in a broader sense and divides it into the following components: a system of professional knowledge, skills and qualifications, the desire and ability to solve professional problems independently, socio-psychological preparation for working with people and managing them, moral maturity, political culture.

According to B.Nazarova [9], sociopsychological competence means mastery of scientifically based psychological methods used to work effectively with people, readiness to successfully interact with other people.

The rules formulated in psychology serve as a theoretical basis for distinguishing three groups of basic competencies, which include the fact that a person is a subject of communication, learning and work, that a person's competence has an acmeological development vector, that professional skills include competence [8].

In our opinion, Competence is expressed by the future specialist's acquisition of knowledge, skills and abilities necessary for the implementation of professional activities of personal and social importance and their ability to apply them in professional activities.

One of the important factors of training qualified personnel is to increase the quality and efficiency of education. Modern methods, forms and tools of teaching, game technologies, problem-based teaching, in particular, non-traditional methods of independent education play an important role in improving the quality and efficiency of education and developing professional-pedagogical creativity. Nowadays, it is proven that increasing the knowledge, skills, qualifications and competences of learners not by the process of "do teach" but by the process of "organizing the educational process" (do educate) has a positive effect.

The urgency of the problem is shown by the fact that the teachers who are currently teaching do not engage in improving their knowledge and skills in their spare time, the lack of necessary literature for self-education in the libraries, and the fact that they cannot use information technology effectively. In order to positively solve this problem, it is necessary for teachers to adopt an innovative approach to the organization of training (do educate): that is, students should be trained under pressure as the teacher wants, without departing from the planned program, and not based on the methods, forms and tools desired by the teacher. It is necessary to awaken the desire to consciously master the available resources, direct internal and external motivation to acquire quality knowledge, in which the student should become a researcher with his own place as a subject). In this regard, competence does not mean the acquisition of separate knowledge and skills by the student, but the mastering of integrative knowledge and actions in each independent direction, from the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and activity methods appropriately in certain situations. Came to important points. Based on the above, the student should not be prepared for his future professional activity by forming the next set of skills, but should absorb the competencies here and now.

The future specialist must direct his professional competence to a specific goal and meet the following conditions in order to achieve this goal.

1. The content of independent improvement of one's knowledge should be adapted to the specific conditions in the classroom of the educational institution where the pedagogical practice is taking place, the conditions of the practice, and the students.



2. The future specialist should develop the following qualities based on a certain goal and in a certain order:

- to deeply feel and understand one's aspirations, interests, to be able to take into account their spiritual needs;
- establishing an emotional connection with students, actively influencing aspects of their intellectual, moral and practical activities.

3. It is necessary to organize the improvement of the future specialist's knowledge in the form of constant creative research and direct it to a certain goal. For this he:

- tend to manage the process of creative research;
- it should be remembered that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.

In this case, it will be necessary to activate the educational and cognitive activities of preparing a specialist for acquiring the future profession. It is expressed in the qualification characteristics of the relevant direction and level of training, and scientifically based knowledge, skills and qualifications reflect the composition of the important professional qualities of a person.

It is possible to determine the conditions for the emergence of the competence approach to education:

- knowledge is given in various forms in a systematic, interdisciplinary and generalized form as a product of research and thinking activities, creative process;
- the pedagogue appears as a "manager", "partner", that is, takes the position of cooperating, democratically influencing, helping, encouraging, paying attention to the student's personal initiatives, striving for the development of his personality;

- aimed at active cooperation with teachers and students, mutual support and creating an atmosphere of mutual responsibility;

- conditions will be created for students to practically master various forms of interpersonal relations and communication, to feel the joy of cooperation and creativity through group forms of organization of education and training;

- abandoning the assessment of the conformity of actions and behaviors to a predetermined pattern.

Conclusion. Based on the above considerations, it can be said that the formation of professional competence of future specialists is clearly manifested by the expression of its specific characteristics related to mental, subject-practical and motivational factors in professional-pedagogical situations. At the same time, these factors have many common aspects. As the results of special research in this field show, the professional competence of the students has a great influence on the professional activity.

It is possible to ensure the quality of education by forming the competence of the future specialist and developing his professional pedagogical creativity, the development of technologies to implement this in the educational process is one of the most important tasks of the modernization of professional education.

One of the bases of professional competence of a future specialist is knowledge, skill and personal quality, which always motivates a pedagogue to work on himself, to improve his knowledge, to creatively approach and adapt to every pedagogical situation.

The following personal qualities are necessary for a person to perform his professional activities: creativity, technical thinking, self-confidence, constant improvement of his professional skills, ability to manage processes with emotional-resoluteness,



emergence of competence. Thus, while determining the essence, content and structure of professional competence of a specialist, we will have the basics of studying the professional competence of teachers of vocational education. However, psychological and pedagogical conditions are also important in the formation of the professional competence of the future specialist.

### REFERENCES

1. Гольперин П.Я. Психология мышления и учение о поэтапном формировании умственных действий // Исследование мышления в советской психологии. Под ред. Е.В. Шороховой. – М., «Наука», 1966. – С. 259-276.
2. Джураева Б.Р. Формирование педагогической культуры будущих учителей в процессе изучения дисциплин педагогического цикла. – Т.: «Фан», 2003. – 177 с.
3. Зимняя И.А. Ключевые компетенции – новая парадигма результата образования / И.А. Зимняя // Высшее образование сегодня. – 2003. № 5. С. 34-42.
4. Лукъянова М.И. Психолого-педагогическая компетентность учителя // Педагогика. – 2001. – № 10. – С. 56-61.
5. Леонтьев А.Н. Деятельность. Сознание. Личность. – Изд. 2-е. – М.: Политиздат., 1975. – 304 с.
6. Манько Н.Н. Технологическая компетентность педагога // Школьные технологии // 2002. №5. С.33–41.
7. Маркова А.К. Психология профессионализма. – М.: Знание, 1996.– 308 с.
8. Муслимов Н.А. Бўлажак касб таълими ўқитувчиларини касбий шакллантириш. Монография. – Т.: Фан, 2004.– 126 б
9. Назарова Б.А. Касб-ҳунар коллежи ўқитувчилари касбий компетентини тарбиялашнинг психологик муаммолари. // Олима аёлларнинг фан-техника тараққиётида тутган ўрни. Республика илмий-амалий анжумани материаллари.- Т.:2007.- Б.76-78.
10. Рахимов З.Т. Олий касбий таълимга инновацион ёндашув сифатли кадрлар тайёрлаш омили сифатида // “Замонавий таълим” илмий-амалий оммабоп журнали, Тошкент, 2023. – № 2 (123). – 10-18 б.
11. Рахимов З.Т. Педагогик компетентлик таълим жараёни ривожланишининг муҳим омили сифатида. // “Замонавий таълим” илмий-амалий оммабоп журнали, 2019 йил, № 7-сон, 3-8-б.
12. Рахимов З.Т. Талабаларнинг таълим жараёнидаги компетентлигини ривожлантиришда муаммоли таълим технологиясидан фойдаланиш зарурияти // “Замонавий таълим” илмий-амалий оммабоп журнали. 2019 йил, № 1-сон, 32-39 б.
13. Сластенин В.А. Профессионализм учителя как явление педагогической культуры / В.А.Сластенин // Педагогическое образование и наука, 2008, № 12. С. 4-15.
14. Якунин В.А. Педагогическая психология: Учеб. пособие. – СПб.: 1998. – 639 с.