



DEVELOP CREATIVE THINKING IN STUDENTS BASED ON A COMPETENCY-BASED APPROACH

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ABSTRACT

The article discusses the essence of the competency approach and its various aspects in the teaching process, the views of researchers in its implementation. Attempts have been made to clarify the meaning of the concepts of "competence" and "creativity" used in the educational process.

KEYWORDS

Competence, competency approach, creativity, education, learning process, students.

INTRODUCTION

The use of a competency-based approach in the teaching process, along with various pedagogical technologies, leads students to think independently and freely, to explore each issue creatively, to analyze the situation, to use textbooks effectively, and most importantly, to increase interest in science.

At different times, foreign and Russian researchers have explored different aspects of the competency approach: Dj. Raven, V.Adolf, M.Voloshina, A.Balotov, V.Svistun and others.

Among the Uzbek pedagogical researchers who studied this approach: KK Nuriev, Sh.O. Otojonov, M.



Kurbanov, J. Osarov, EO Kuvondikov, Sh.R. Turdiev, N.I.

However, the problem of the competency approach has not been sufficiently studied in terms of teaching general education subjects in school. For our research in the technology of implementing a competency approach, we will consider the definitions of the concept of "competence" that are of interest.

In encyclopedias published in Russia and the Republic of Uzbekistan at different times, the Latin word "Competentia" defines "competence" as a range of issues that a person can better understand. J. Roven also understood that "competence is a person's readiness to be responsible for his own actions and the ability to think, skill, narrow-minded knowledge, necessary to perform a perfect action in a specific field of science."

Researchers on the problem of competency approach have defined the concept of "competence approach" from different perspectives, noting that "the priority approach to the educational goal of a competency approach is the ability to develop self-development and activation, self-awareness."

According to Ovcharuk, "a competent approach is one of the factors in modernizing the content of education, helping teachers to skillfully apply positive experience to achieve the goals of education, updating the range of innovations in education."

We will consider the concepts of competence developed by E. Short, which may play an important role in our research:

- The first concept of competence, which is defined in the form of action or activity. According to this concept, competence is considered as an object, behavioral objects as one class, and activity as

another class. That is, competence is considered an activity in a known situation;

- The second concept of competence considers competence in terms of knowledge and skills. This competence goes beyond the scope of knowledge for a particular activity (it is necessary to thoroughly study the activity itself);
- The third concept of competence is the level of sufficient ability or competence; the assessment of such competence is carried out by quality criteria or state standards;
- In the fourth concept of competence, it is defined as the performance of an activity or a characteristic of a person. This determines the characteristics of the competency edges. In order to evaluate features, it is first necessary to identify these features.

In understanding the essence of the concept of "competence" we consider the characteristics of competence given by V. Yagupov to avoid subjectivism and to determine the scientific basis of its classification:

- The multifaceted type of competence is characterized by the qualitative acquisition by a person of a certain type of activity as its subject;
- Multi-component type - competence consists of a certain number of components (intellectual, active, important professional qualities, motivational, etc.), without which the person's activities may not be relevant;
- Multidimensionality - the separation of indicators and criteria for assessing the level of formation and development of competence;
- Interdisciplinary type - demonstrates the integrated results of mastering the curriculum, determined by the individual's specific professional training;



- Various functions - ensures that a person performs many functions in the process of activity;
- Subjectivity - competence always requires precision, because the specific activity depends on the subject, which implies his personal experience, skills.

Commenting on the concept of creativity, NI Rejametova writes: "In explaining the concept of creativity, we can distinguish the concept of "creative ability" as a relatively general and complete of many rules and definitions in the field of pedagogy. Humanistic pedagogy, which embodies the psychology of humanism, recognizes that the educational process must be built on the basis of individual abilities, interests and characteristics of each person.

In agreement with N.I. Rejametova, we would like to emphasize some aspects of the manifestation of creativity: the ability to concentrate in a particular situation and direct it in the right direction to solve the problem, observation of events, deep feelings and imagination about the problem, problem solving in advance. We would like to mention important skills such as the ability to see, sensitivity, predictability, flexibility to various changes.

In our research, we cite an interesting approach, the competencies proposed by the researcher JE Osarov, according to which "the following competencies in physics should be formed in students according to the approved state educational standards for general secondary and secondary special education":

1. Competence to observe, understand and explain physical processes and events;
2. Competence to conduct experiments, measure physical quantities and draw conclusions;
3. Competence to use physical knowledge and tools in practice.

Summarizing the definitions of competency approach given by researchers, we can give the following definition: Competence approach is a priority approach to the goal of education in the field of well-understood issues in the field of human activity, a means to achieve the set goal by skillfully applying their experience.

Based on the results of the research, we draw the following conclusions on the competency approach: The organization of lessons in the teaching of physics on the basis of a competency approach gives the expected result. This is because in such sessions, students develop their own research and opinions on the problem on the topic, as well as the ability to defend it in the classroom through independent, free creative discussion. The competency approach also requires students to master additional information. Their use not only enhances and enriches the content of the acquired knowledge, but also helps to reveal their specific features in detail.

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