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# COMPETENT APPROACH IN EDUCATION: THEORETICAL AND PRACTICAL CONCLUSIONS

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**Abstract:**
Education based on a competency-based approach does not require students to develop knowledge, skills and abilities separately, but to acquire them comprehensively. Accordingly, teaching methods will also change. The basics of choosing and constructing teaching methods in the competence approach were considered. For this, the concepts of competence and competence were clarified. Its structure and function were defined. Then, after the construction of the design technology of basic and subject-related competences, the principles of choosing teaching methods are derived from this approach. In the article, the above-mentioned theoretical ideas are proved in practice.

**Keywords**: Educational competence, Competency-based learning, Cognitive activity, Interdisciplinary integration, Health education.

**Аннотация**
Образование, основанное на компетентностном подходе, требует от учащихся не развития знаний, умений и навыков по отдельности, а их комплексного приобретения. Соответственно, изменятся и методы обучения. Рассмотрены основы выбора и построения методов обучения в компетентностном подходе. Для этого были уточнены понятия компетентности и компетентности. Определены его структура и функции. Затем, после построения технологии проектирования базовых и предметных компетенций, из этого подхода выводятся принципы выбора методов обучения. В статье изложенные теоретические идеи доказываются на практике.

## Introduction

Educational competence models the activity of the student in his future fulfilling life. For example, a citizen cannot apply certain competencies until he reaches a certain age. But this does not mean that they cannot be formed in the student. In this case, we are talking about educational competence. For example, although a student learns civic competence at school,

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he uses it fully after finishing school. Accordingly, such competencies are manifested as educational competencies during the study period.

Integrated programs include:

- 6 topics repeated in general secondary education and at the next stages of education were released in the subject of biology;
- attention was paid to the interdisciplinary integration approach;
- revised on the basis of the principle of formation of life skills of students, taking into account their age characteristics and psycho-physiological development.

Competence is divided into levels according to the methods of content acquisition and importance in a person's life.

Competencies that prepare the ground for the general development of the student's personality are called basic competences, and competencies that are formed only through the subject of study are called special competencies.

He showed that the competencies that students acquire are divided into three levels:

1. Basic competencies - the content of all subjects included in the curriculum and the competencies that are formed through the teaching process are counted.
2. Competencies related to science - competences that are formed through the implementation of interdisciplinary connections in the teaching of socio-humanitarian, natural-mathematical and applied academic subjects included in the curriculum.
3. Special competences are the competences that are formed on the basis of knowledge, skills and qualifications in the educational process1.

In recent years, in the continuous education system of our country, specific views on the issue of competency approach have been formed. In particular, it can be observed that pedagogical, psychological and methodical aspects of the issue have been revealed in the studies of A. Abduqadirov, N. Azizkhodjayeva, Y. Asadov, U. Begimkulov, N. Muslimov, N. Turdiyev, J. E. Usarov, R. Fayzullayev, M. M. Vahabov.

Professor N.A. Muslimov says that the concept of competence is "a certain level of formation of certain skills and professional experiences of an individual in interaction with the objects and subjects around him, which are necessary for the activity of the individual in the general society and in particular in the professional field".

The well-known psychologist scientist Y. Asadov emphasizes that competence is understood as "a person's socio-professional status of all knowledge, skills and experiences, ability to perform all tasks related to him, to solve problems, and the level of true compatibility."

According to methodologist R. Fayzullayev, competence is "a subject that a person has mastered perfectly, and if it serves as a criterion of preparation for working in the chosen field, competence, in contrast, is a focused classification of a person, a skill formed for a graduate to work in a certain field " describes.

In our opinion, competence is the ability to find a solution to unexpected problem situations based on the activity and independence of a person, to determine the optimal ways to solve a

[1] https://www.ziyouz.com/books/kollej_va_otm_darsliklari/biologiya/

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problem, to perform complex tasks based on life experiences, as well as to develop skills and abilities to work tirelessly on oneself.

Competencies are determined based on the nature of each subject, ensuring that students can gain in-depth knowledge and apply their knowledge in their daily activities. In particular, competencies related to primary education are divided into the following groups:

Acquisition of knowledge:

the role of biological sciences in the formation of the modern natural-scientific view of the whole world: methods of learning about the living world: living nature and its inherent laws: the role of living organisms in creating the structure, activity and environment: the knowledge that man is a biosocial species mastery Acquisition of knowledge application skills;

to be able to use information about modern achievements in the field of biology and ecology to understand the processes and phenomena of living nature, the activity of one's own organisms;

working with health and vitality factors, biological equipment and data: making observations on the state of one's organism and other biological objects: conducting biological experiments.

Development of intellectual and creative interests in knowledge:

observations on living organisms, conducting biological experiments: working on various information.

Appreciate living nature and have a positive attitude towards it.

Appreciation of living nature and a positive attitude, appreciation of one's own health and the health of people, behavior of nature, education of ecological culture. Use the ability and acquired knowledge and skills in everyday life. Provide first aid to oneself and others in caring for plants and pets, maintaining one's own health; assessment of the consequences of one's activity on the environment, one's organism, and the health of others; follow the rules of behavior in nature; healthy lifestyle norms; prevention of diseases, injuries and stress, harmful habits, HIV/AIDS infection.

In the educational process, the teacher develops students' abilities, self-control and management, effective conversation, working with peers, listening and understanding their opinions, independent, creative, critical thinking with the help of interactive educational technologies. , it is possible to develop such qualities as putting forward alternative proposals, expressing opinions freely, defending one's point of view, striving to find a solution to a problem, and being able to get out of difficult situations. Most importantly, by using interactive educational technologies, the teacher organizes actions of students based on mutual cooperation to achieve a specific goal in the educational process [89; 23-p.].

The content of education is considered the most important element of the education system, and it cannot fully respond to the future and development of students. it's worth it. The results of students' mastery of the educational content are determined by the way in which they use the acquired knowledge in practice. Educational content and competencies that students need to acquire

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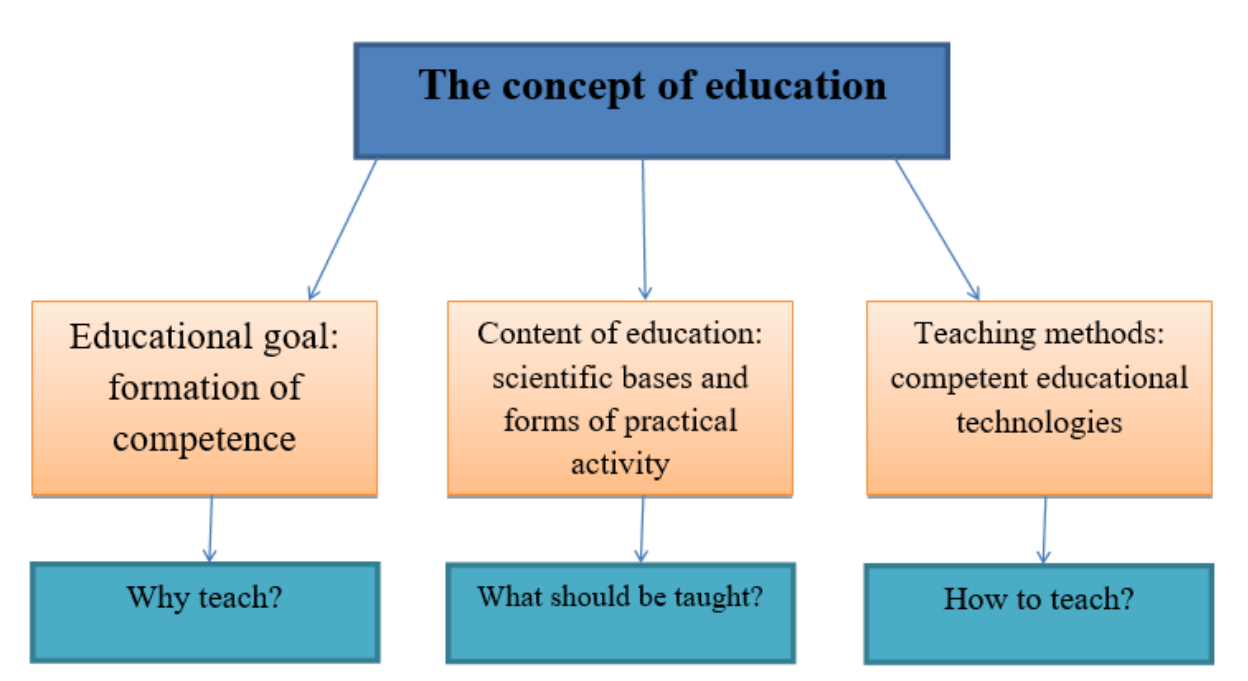
The educational content consists of subjects included in the subject curricula of general secondary education. Educational material provides coherence, continuity and periodicity in all types of education (1.1.1-pic.).




**Picture 1. The essence of the competence approach in biology lessons**

Based on the content of this standard, it is used as a minimum in the development of educational programs and textbooks at each level of education. Competencies that students need to acquire determine that they can use the concepts, rules, and laws presented in the science sections in practice.

O.G. Smolyaninova distinguishes the following competencies that determine the level of readiness for independent work in open educational conditions in the structure of the teacher.

An innovative approach to teaching in the framework of competence-based technologies depends on the content of education, teaching methods and forms of quality control of education.

In conclusion, innovations in education require continuous improvement of the set of pedagogical technologies, methods, methods and educational tools in the educational process. Currently, innovative pedagogical activity is one of the important components of the educational activity of educational institutions. It is the innovative activity that creates the basis for ensuring the competitiveness of education in organizations in the market of educational services, contributes to the personal growth of students, the formation of general and professional competences, the professional development of teachers, and creative research.

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