

## COMPETENCE-BASED APPROACH IN THE SYSTEM OF HIGHER EDUCATION

Bakiyeva Fotima Raxmatullayevna  
Doctorant

### Annotation

The article presents the concepts and directions of professional competence of an informatics teacher and that in the conditions of high dynamism of the national education system, its inclusion in the world educational space, the quality of a teacher's professional activity depends on the level of formation of his professional competence, which ensures the achievement of strategic tasks in professional activity.

**Keywords:** competence, professional competence, educational space, competence-based approach, innovation.

### Аннотация

В статье представлены понятия и направления профессиональной компетентности учителя информатики и о том, что в условиях высокого динамизма отечественной системы образования, включенности ее в мировое образовательное пространство качество профессиональной деятельности учителя зависит от уровня формирования его профессиональной компетентности, обеспечивающей достижение стратегических целей в профессиональной деятельности.

**Ключевые слова:** компетентность, профессиональная компетентность, образовательное пространство, компетентностный подход, инновации.

An analysis of research in this area has shown that employers impose modern requirements on young professionals, which consist in their readiness to constantly improve their skills; in the presence of skills and abilities of business communication, cooperation, teamwork, to act and make responsible decisions in non-standard situations, in a competitive environment, under stressful factors.

Thus, we can conclude that practice requires the results of vocational education to a greater extent in the form of practical readiness for activities in typical and non-standard situations. Studies show that knowledge is not currently "symbolic capital". And managing them, as the most important information that needs to be constantly updated to solve specific social and professional problems, is a priority component of the success of professional activity based on social, psychological and professional maturity. The effectiveness of professional activity does not depend on the achievements of a high level of knowledge, skills and abilities, but on a set of competencies-abilities that determine the successful adaptation of a young specialist in the modern dynamic world. The development and formation of competencies in the conditions of vocational education are carried out not only on the basis of knowledge and skills, but also on the basis of the knowledge and skills that he acquires outside of formal education.

In the conditions of vocational education, it is necessary to develop such abilities that will help the personality of a young specialist to solve problems in various spheres of life on the basis of the social and professional experience he has mastered. In a word, the results of the vocational education system

may be the necessary knowledge, but they are clearly insufficient to achieve the required qualities of a young specialist, expressed in the formation of social and professional competence and its components such as: special professional, general professional, social and key (basic) competencies . In the conditions of the development of a market economy, each person has the opportunity to consciously choose his own “individual educational trajectory”, which corresponds to his needs and interests. The process of education accompanies him all his life, satisfying his any requests. At the same time, various conditions are created for a person to master a certain social experience for independent problem solving in all spheres of life (cognitive, communicative, moral, etc.) with the help of socio-professional competencies.

It is the integration of professional and social competencies that can be the fundamental leading idea of the competency-based approach, which opens up opportunities for better preparation of students for social and professional life. The provisions on the integration of professional and social competencies are fundamental in the competency-based approach in education. At the same time, various conditions are created for a person to master a certain social experience for independent problem solving in all spheres of life (cognitive, communicative, moral, etc.) with the help of social and professional competencies. It is the integration of professional and social competencies that can be the fundamental leading idea of the competency-based approach, which opens up opportunities for better preparation of students for social and professional life. The founder of the competence-based approach is J. Raven, who outlined in his research work “Competence in modern society” the key aspects of the implementation of this competent approach [1]. The competence-based approach to education began to be widely implemented in its various modifications in the education systems of Australia, Great Britain, Finland, Austria, the USA, Canada, the Netherlands, etc.

Among the reasons for the use of a competency-based approach in training specialists are the modern requirements of employers for graduates of professional educational organizations, which are their competitiveness in the labor market, and the convertibility of their graduation documents in a single global educational space. The essence of the competence-based approach to vocational training is such that it allows to implement all modern conditions and requirements for vocational training systematically, using the most appropriate technologies, means, methods and forms of organizing the educational process. The etymology of the concept of "condition" allows us to interpret it, on the one hand, as a circumstance on which something depends, and, on the other, as an environment in which something is carried out.

From the standpoint of philosophy, this term reflects the relation of an object (phenomenon) to surrounding phenomena and processes. The subject appears as something conditioned, and the conditions as an external variety in relation to the subject of objective reality. If the cause directly generates this or that phenomenon or process, then the condition constitutes the environment in which the latter arise, exist and develop. The environment can be described in terms of a specific sphere of life, it can be purposefully designed.

Thus, pedagogical conditions are a qualitative characteristic of the main factors, processes and phenomena of the educational environment, reflecting the basic requirements for the organization of activities, the totality of objective possibilities, circumstances of the pedagogical process, purposefully created and implemented in the educational environment, and providing a solution to the pedagogical task, a set of measures to improve the efficiency of this process.

The purpose with which the pedagogical conditions are created, the essential characteristics of the planned result and the features of the environment in which the process of achieving the goal is carried out, in turn, determine the choice of adequate psychological and pedagogical conditions. In educational practice, the creation of specific conditions is associated with psychological and pedagogical aspects. The psychological aspect involves the study of the internal characteristics of the studied phenomenon of the simulated phenomenon in the internal structures of the personality with the aim of directing influence on them.

The pedagogical aspect connects the psychological content with the factors and mechanisms that ensure the desired development of processes, phenomena, properties; it involves the identification and creation of circumstances that ensure the effectiveness of impacts. Therefore, in relation to the education system, it is advisable to talk about psychological and pedagogical conditions, which are understood as specific methods of pedagogical interaction, "interrelated measures in the educational process aimed at the formation of subjective personality traits ... taking into account psychological characteristics, productive and effective ways and methods of activity in given conditions".

In education, the concept of "psychological and pedagogical conditions" is closely related to the concept of "pedagogical process", since the conditions are manifested precisely in the pedagogical process and are created in order to optimize it. The pedagogical process itself is a functional characteristic of the pedagogical system, the leading factor in its personal development potential. The elements of the pedagogical system are: goals and objectives; subject (teacher) and object-subject (student), their interaction; conditions and principles of construction of work; content and organizational forms; means, ways and methods; control and correction; results and their evaluation.

The positive impact of the pedagogical process is determined by the combination of "the impact of the classes, their content, methodology, teaching style, personality of teachers." Since it is the teacher who has a decisive influence on the development of the student's personality and the organization of pedagogical interaction, the first stage in the implementation of any psychological and pedagogical conditions should be the preparation of teachers for this process, associated with their understanding of the goals and values, as well as the methodological foundations of the forthcoming activity.

Note that, regardless of what quality is supposed to be developed, in educational activities it is necessary to pay attention to the motivational foundations for the success of pedagogical influences. By psychological and pedagogical conditions, we understand a certain organization of educational activities in the totality of pedagogical means, methods and forms of organizing educational and educational processes, specific methods of pedagogical interaction, the information content of education, the characteristics of the psychological microclimate, which provides the possibility of targeted pedagogical influence on students.

The set of psychological and pedagogical conditions for achieving a certain goal is determined, firstly, by the essence and content of the personality quality being formed (as the basis for choosing basic educational approaches, principles, means and methods of influence) and, secondly, by the specifics of the environment, organizational conditions and subjects of activity institutions in which educational activities are carried out.

In the context of our study, of interest are the conditions that determine the possibility and success of the development of the socio-professional competence of the individual, as well as the use of

andragogical foundations for teaching students, which will allow students to be creators of their own thinking and feelings.

**References:**

1. Muslimov N.A. Professional training of future vocational education teachers / Monograph. - T.: Science, 2004.
2. Markova A.K. Psychology is professionalism. - M.: Znanie, 1996.
3. Muslimov N.A., and others. Vocational education of teachers Technology of competence formation/ Monograph. - T.: "Science and Technology" publishing house, 2013.
4. Modern information technologies in education. Robert IV- Moscow School Press, 1994-215
5. New pedagogical and information technologies in the education system. Polat ES-Moscow 2000 Ahmadi, M. R. (2017). The impact of motivation on reading comprehension.
6. International Journal of Research in English. Main editor: Yakubova Nasiba Boltaboyevna Adress: Khorezm region, Pitnak town