

THE IMPORTANCE OF COMPETENCE DURING THE PROCESS OF EDUCATION

Ulugbek Mashrabjonov

A teacher of Kokand State Pedagogical Institute

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Abstract

This article discusses about competence and its importance of the process of education. There are given some kinds of competence and how to improve the students' competence during the sessions.

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“Humanist, philosopher and ideologist of Indian independence Mahatma Gandhi called education without quality one of the main seven sins of mankind.”

The bearer of knowledge - the teacher is a key figure in knowledge transfer scheme, and the quality of education itself is determined his (teacher's) competence. At the same time, one must not forget that the susceptibility of knowledge also depends on the competence of the student, his preparedness and motivation to acquire knowledge.

At the end of XX - beginning of XXI centuries the pace of change is increasing all spheres of human life. The systems of values and traditions that have prevailed for centuries are being rapidly destroyed. Manufacturing plants are becoming more complex and knowledge-intensive. The volume of performing elements decreases against the background of an increase in the share of creative elements of professional activity. The main resource of the planet has long been "human capital" rather than money or natural resources. The scientific and technological revolution smoothly passed into the informational one. The information accumulated in the world is updated every 5 years - a period comparable to the time of training a specialist at the university. It has become obvious all over the world that improving the quality of education is impossible due to the extensive growth of the volume of information to be assimilated.

Competence in translation from the Latin “*competentia*” means a range of issues where a person is well-informed has knowledge and experience. In this area, a person has the appropriate abilities that allow him to reasonably judge this area and act in it.

Educational competencies are conditioned by a personal approach to education; they are manifested and also verified only in the process of performing certain actions.

Competence is an already formed set of personality traits. That is, a competent specialist is a person who has the necessary knowledge, skills and experience, and competence is a personality trait that has this necessary set of competencies.

To separate the general and individual in the content of competence-based education, the concepts of

"competence" and "competence" are used. Competence is understood as a set of interrelated qualities of a person, given in relation to a certain range of objects or processes and necessary to qualitatively and act productively towards them. Competence is defined as a person's possession of the relevant competence, including his personal attitude towards it and the subject of activity [1]. Thus, competencies act as the goals of the educational process, and competence - as a result, a set of personal qualities of a specialist.

The competency-based approach makes it possible to create a cross-cutting model of a specialist that harmonizes the interests of the individual and society and allows building a system for forward translation of labor market requirements and social demands into the educational space. Only by continuously adjusting the image of a specialist expressed in terms of competencies and translating this correction through a system of criteria in the form of a goal for the field of education, it is possible to "accustom" education structures to constant renewal and self-improvement. This broadcast itself should be carried out through the system of state educational standards. Experts point out that in the context of globalization and increasing mobility of qualification characteristics, not professional skills, but basic and social competencies come to the fore: the ability of an individual to independently build his life way in a contradictory, multipolar, constantly changing world [2].

The formation of competence in the university is achieved in the process of the trainee moving through the following levels: pre-university, university and postgraduate.

The pre-university level implies a period when the initial knowledge, worldview and certain behaviors necessary for subsequent professional education are formed. At this level, the most general methods of activity are mastered, aimed at cognition and transformation certain objects of reality.

At the university level, the task is to form such competencies on the basis of general education that allow a person to most fully and productively realize oneself in specific forms professional and labor activities that correspond to the socially necessary division of labor and market mechanisms stimulate the most efficient and competitive functioning of an employee of a particular qualification and profile.

At the postgraduate level of development of competencies, there is a transition to a free search based on the existing base of competencies, formed on the basis of general and professional education. This is where the formation of individual the mentality of the individual - stable, deep foundations of the worldview, value structures and behavioral models that give the personality the properties of a unique originality.

The competence-based approach in education means the choice of new learning strategies and involves the awareness and implementation of the close connection between the educational process, content and result.

Competences are generalized methods of action that ensure the productive performance of professional activities. This is the ability of a person to put into practice his competence.

Competencies in a broad sense refer to ability, skill, capability, skills and understanding. A competent person is a person who has sufficient skills, knowledge and capabilities in a particular area.

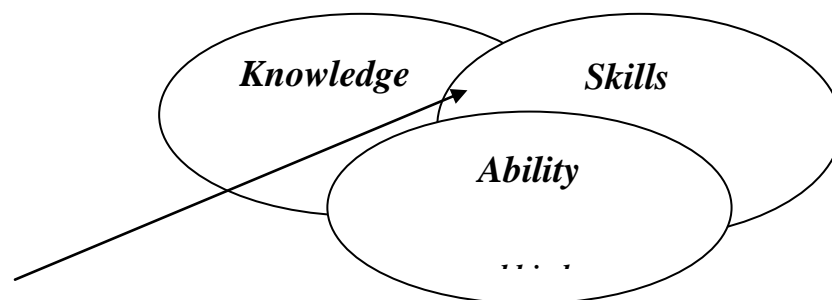
Competence is an open system of procedural, value-semantic and declarative knowledge, including interacting components (related to cognition, personal and social), which are updated and enriched in activity as real vital problems arise that the holder of competence faces.

Competence is a situational category, since it is expressed in readiness to carry out any activity in specific professional (problem) situations. Competence characterizes the ability of a person (specialist) to realize his human potential for professional activity.

Competence is understood as an integrated characteristic of personality traits, the result of preparing a university graduate to perform activities in certain areas (competences).

To implement educational competencies, skills, abilities and methods of activity are grouped into blocks of personal qualities to be developed:

1. cognitive (cognitive) qualities - the ability to ask questions, find the causes of phenomena, indicate one's misunderstanding question, etc.;
2. creative (creative) qualities - inspiration, fantasies and sensitivity to contradictions; looseness of thoughts, feelings; predictability; criticality; having an opinion, etc.;
3. organizational activity (methodological) qualities - the ability to learning activities and the ability to explain it; ability to set a goal and its achievement; ability to rulemaking; reflective thinking and self-esteem, etc.;
4. communicative qualities due to the need interactions with other people, objects of the surrounding world and its information, the ability to find, transform and transmit information, various social roles in a group and team, use telecommunication technologies (e-mail, Internet);
5. worldview qualities that determine the emotional and value characteristics of the student, his ability to self-knowledge and self-movement; the ability to find one's place and role in the environment world, family, team; national and universal aspirations, patriotic qualities of a person, etc.



Competence

Schematically, the formation of competencies in the system of ZUNs is shown in fig. 1. It can be seen from the figure that the closer the interweaving (interpenetration) of the components of the ZUN, the higher the competence (shaded the area is larger), which determines the level of human competence.

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